

A Practical Research on the Integration of High School History Teaching and Career Planning Education in the New Era

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Abstract: This article focuses on how to integrate career planning education into middle school history teaching to make it conform to the requirements of the new curriculum and embody the humanistic function of the new curriculum. History Curriculum Standards for Senior High Schools (2017 edition, 2020 revision) clearly points out that in order to meet the history curriculum standards, the value of education must be reflected and the humanistic quality of students must be improved. Since the reform and opening up, the middle school history discipline has taken on the important task of education. In the process of continuous social development, the middle school history course is of great practical significance to promote social development and improve students' learning ability. In order to improve the comprehensive quality of the people, we must adhere to the reform of basic education, so as to combine education with social development. In the past, schools only taught knowledge and did not pay attention to cultivating students' skills, especially comprehensive talents with entrepreneurial ability, which could not promote economic development. Career planning, combined with the subject of history, can

provide students with rich knowledge and promote teaching reform. From the perspective of demonstrating the humanistic role of history curriculum, our country for a long time only focused on imparting knowledge, taking scores as the only standard to evaluate students, without combining with real life, unable to improve students' practical ability, and unable to apply the knowledge to solve practical problems. Through vocational education, the organic combination of education and social construction has been realized, and the quality and level of schools have been improved.

Keywords: Senior High School; History Teaching; Career Planning; Educational Integration

1. INTRODUCTION

1.1 Research background Steps 1 Research background

1.1.1 Social innovation needs to strengthen career planning education

China is in a new, high-quality, all-round, high-quality, high-level, comprehensive talent teaching reform, is constantly going on. With the establishment of China's economic system, in order to better serve the development of society, as a teacher, we must update our own educational ideas, change the traditional educational ideas, innovate our own teaching methods, so as to better realize our own educational ideas. A country's development cannot be separated from education, only with education, the country can develop better, fundamentally speaking, education is to serve the country. "Education" is related to "talents". The basic purpose of Chinese education is to "cultivate virtues and cultivate people", while "people" refers to qualified successors and builders. This is the basic purpose of Chinese education. Education how to train and transport talents for the country has always been the concern and concern of educators, and experts in the field of education have never stopped discussing it.

Career planning is an important way to cultivate high-quality talents and specialized talents for the country and the society. Learning and production lay the foundation for individual survival and development, and between production and learning, it is occupation, which creates the necessary material basis for individual survival and development. At the same time, individuals also participate in the social division of labor through occupation, which is the basis of individual spiritual existence.

Today, the society is in an era of great changes, the age of 5 G has come, the emergence of new technology has brought new business opportunities, new occupations are also emerging rapidly, pushing the human society into the era of we media, e-commerce and AI, all of which have a great impact

on the traditional occupation (Liu & Liu, 2023). This requires us to have more ability to withstand the pressure and impact brought by The Times. According to the Occupational Classification Ceremony, there are a total of 1,838 registered occupations in China (Yang, 2023).

With the emergence of new technologies and new occupations, the requirements for talents are becoming higher and higher. In order to keep up with the trend of The Times, students now need to make good preparations in advance. Their judgment ability is also stronger, their thinking ability is also stronger, and it is the last period of time before they enter the university, they need to plan their career before going to the university, so as to better choose the school and major, so, it is very necessary to carry out career planning in the high school stage (CHENG Xiao, 2023).

1.1.2 The development of students themselves needs the knowledge of career planning

In senior high school, students generally lack the knowledge of their own interests and hobbies. At the same time, they have a superficial understanding of each major and career and lack of career ideals. Therefore, when facing the choice of high school students, they are usually more subjective and emotional, because they have no experience and no understanding of the occupation, so most of the students can not rationally and correctly choose the occupation (XU, 2023). At this stage of high school, students have already had their own life, but also have their own choices, this is a very important period. It is a crucial period for college students to establish their own life ideas, as well as their personal emotions, psychology, learning and the formation of their outlook on life, values and world views (ZHONG, 2023).

Under the influence of family and society, most of the students have not made any plans for their future, because of their lack of understanding of the subject, which leads to their blind choice of career, and then has a certain influence and limitation on their own development. According to a poll conducted by China Youth Daily in 2013, 67 percent of examinees didn't know anything about their chosen major when filling out their applications, and 67.9 percent confessed that they were blind about which major to choose.

Therefore, at the critical stage of students' life, career planning education can give students guidance, let students better understand their interests and advantages, and let students choose and plan their future rationally, which is of great significance for students to realize their own ambitions

and embody their own values (QIAN, 2023).

The legalization of colleges and universities gives students the power to change majors. In order to make up for the voluntary mistakes in the college entrance examination, they will choose the wrong major and lead to their "lack of academic ability", blindly follow the trend due to the lack of personal experience, and be forced to change majors due to job hunting. However, after choosing the major again, whether they can adapt to it, whether the major they choose again matches them, and whether they will choose the wrong one again, these problems have not been solved, and the most fundamental reason for these problems is the lack of career planning education (Tao, 2022).

With the continuous progress of society, people's ideas have also changed. Today's young people have a stronger sense of independence and self-awareness. In the process of pursuing self-worth, they hope to have a better career experience. Career planning education can guide students to have a deeper understanding of their career before the start of their career choice, so as to help students make a correct plan for their future career and make a more suitable choice for their professional colleges, so that they can finish their studies smoothly and become a talent with professional knowledge (Luo, 2022). It can also avoid giving up halfway and waste of talents caused by wrong choice, so that students can better plan and develop.

1.1.3 Education reform highlights the importance of career planning education

In 1994, the Outline of Vocational Guidance for Middle Schools (Trial) was issued, proposing to provide students with social, vocational and professional education. To understand their own characteristics and enhance their professional awareness, so that they can accurately choose the major suitable for their own and social needs, and engage in the occupation suitable for them.

The Outline of the National Medium - and Long Term Plan for Education Reform and Development (2010-2020) proposes to promote the diversified development of regular high schools, cultivate innovative talents, set up higher vocational schools in regular high schools, set up higher vocational schools in higher vocational schools, and set up higher vocational schools in higher vocational schools (X. Liu, 2022).

In 2014, the Ministry of Education issued the Implementation Opinions on Deepening the Reform of the Examination and Enrollment System,

which put forward a new way of college entrance examination, which will build a bridge between the general and higher vocational schools, change the traditional exam-oriented education mode, and replace the former liberal arts and science subjects, namely Chinese (Wang, 2022), mathematics and foreign languages, with a "3+3" way. Politics, history, geography, physical chemistry, biology, the three subjects of free choice, this choice, will affect the future employment. From 2022, Yunnan Province will adopt a "3+1+2" college entrance examination model, which aims to enable all students to fulfill their potential according to their interests, strengths and aspirations. China's Education Modernization 2035 proposes to increase the proportion of "innovative", "applied", "composite" and "skilled" talents, and strengthen the cultivation of "skilled" talents (Huang & Zhou, 2022).

The "Implementation Plan for National Vocational Education Reform" is an important component of China's higher vocational and technical colleges. According to the general trend of the current education reform, career planning is a must if we want to train more promising talents. The "double reduction" policy, which was officially introduced on July 24, 2021, aims to effectively reduce students' academic load. To further strengthen supervision over off-campus training institutions, the Ministry of Education recently overhauled both online and offline training institutions.

The official implementation of the policy is beneficial to the long-term development of students, but also puts higher requirements on teachers, who must change their teaching methods and teach students to learn according to the development needs of students. Although the target of this policy is compulsory education, it has a great impact on middle school education.

The implementation of the "double reduction" policy not only effectively respects the individual differences of teenagers and the law of physical and mental development, but also reduces the vicious comparison behavior in students' study to a certain extent. On the other hand, the implementation of "double reduction" policy also requires teachers to recognize the different characteristics of students and carry out personalized teaching for them, which highlights the importance of career planning for them. The "double reduction" policy will liberate the students who are subject to others from their study, so that they can give full play to their advantages and abilities in practice, which plays a very important role in their professional choice and career development, which also brings great challenges to teacher education (Shao, 2023).

2. CONNOTATION OF SENIOR HIGH SCHOOL CAREER PLANNING

2.1 Definition of high school career planning

At present, there is no clear definition of career planning. Through consulting relevant materials, the author thinks that career planning can be defined as follows: According to their actual situation, find out a career development direction with their own, determine their career goals, open up a career development road, the development of the various stages of life planning, including learning plan and career goal realization plan. In a nutshell, high school career planning refers to: High school students determine, explore and summarize their own subjective characteristics and subjective and objective factors, make clear their career, and on this basis, on this basis, choose a career suitable for themselves, determine the work, education and training programs, properly arrange their own time, use the necessary actions, and make clear the link of their career goals (Zheng, 2022).

2.2 Goals of senior high school career planning

Stimulate students' learning initiative and broaden their horizon through career planning; Cultivate college students' awareness of career planning and enhance their ability of action. To assist students in planning the road of life, so that students on the road of life is meaningful and valuable (Guo, 2022), and in the unrelenting pursuit, realize their own value. Students should choose their future employment direction based on their own personality characteristics and interests, and continue to improve their ability.

2.3 Contents of senior high school career planning

High school is a good time for career planning, and it is also the most important period in one's life. On this basis, career planning can be carried out from two angles: first, to improve self-understanding, and second, to have a preliminary understanding of the work they are engaged in (Jin & Dong, 2022). To understand oneself is to conduct a rational exploration of one's own character, interests and hobbies, so as to lay a foundation for one's life choice. Through school moral education, health education, professional examination and professional courses teaching and other ways to improve college students to understand themselves. The cognition of occupation mainly refers to the understanding of the work threshold, work

content, environment and remuneration of the occupation, so as to realize what kind of work needs to be completed and what kind of skills need to be mastered in the daily work of some occupations. To improve and revise their cognition of "ideal job" through "feeling"; Whether I am a suitable candidate, what skills I need to have in various fields of work in the future, and what preparation I should do in high school in order to have these skills.

3. THE SIGNIFICANCE OF INTEGRATING HIGH SCHOOL HISTORY TEACHING WITH CAREER PLANNING EDUCATION

Through the integration of high school history teaching and career planning education, students are guided to have an accurate understanding of the single or overall relationship from many aspects. Especially under the background of the new college entrance examination reform, students are required to constantly improve their comprehensive ability and lay a good foundation for their future study and life. Teachers should set up new ideas and integrate career planning education into every teaching activity, so that students can acquire knowledge related to social employment virtually.

The history curriculum standard once proposed that in the general history teaching process, the thought of historical materialism should be applied to explain the links and laws of human history development, so that the students' cultural literacy, historical literacy and humanistic literacy can be continuously improved, so as to promote the allround development of students. This puts forward the demand for the education of high school career planning. The purpose of high school history curriculum is not only to help students establish a correct world outlook, outlook on life and values, but also to combine career planning with the construction of three views. In the course of teaching history knowledge in high school, teachers should explain occupations and jobs in the society to students, and let students have a clear understanding of the knowledge and ability required by these occupations.

Our country lacks the education of career planning, but career planning is a task that needs long-term adherence. High school is a key stage for students' career planning. Many professions in the society are directly or indirectly related to the history course, which can not only cultivate students' interests and learning ability, but also help them establish the

correct career concept. It is of great practical significance to combine history teaching with students' personal development in middle school history teaching.

For a long time, the history teaching in our country has been in an awkward position. For a long time, the teaching of the history in our country has been carried out with the method of "full irrigation", teaching with the purpose of exam-oriented, which resulted in the majority of students' fondness for the history knowledge, but became disgusted with the curriculum. Of course, there are subjective and objective reasons for this, but in the final analysis, it is because the teachers simply explained the "history", but did not relate to students' real life, so students do not have a deep understanding of history. Only by combining history teaching with real life, can students resonate, stimulate their learning passion, and realize their life value (L. Liu, 2022).

4. STRATEGIES FOR THE INTEGRATION OF HIGH SCHOOL HISTORY TEACHING AND CAREER PLANNING EDUCATION

4.1 Create teaching situations to deepen real career feelings

The goal of senior high school teaching is to promote the good development of students, provide a large number of high-quality talents for colleges and universities, and provide a large number of excellent human resources for the society. Judging from the current actual development situation, some high school students are disconnected from the social development, have a superficial understanding of social occupation, cannot understand the relationship between learning and social occupation, and do not have a clear plan for the future development (Li et al., 2022). The middle school history course can create teaching situation, so that students can better understand their future development. For example, when teachers teach about the May 4th Movement, they can use role play to let students feel the national spirit of that era. Specifically, the teacher can play the role of Peking University students, Beiyang government, business, imperialism, Japan, Germany, and so on, let the students with the help of the teacher, understand the content of the 54 Movement, background, results, so that the students have a deeper understanding of the 54 Movement, and come to a conclusion: "As a new era of young people, we should not only for their own ideals and efforts, more to shoulder our historical responsibility, we have to work hard for our national

rejuvenation." Innovative teaching methods to cultivate students' vocational awareness

4.2 Promoting the lifelong development of students is the requirement of the new curriculum standards for teachers.

The comprehensive requirement of history is not only to master the knowledge in books, but also to acquire it through various channels. Information technology enables students to master more things. Before class, teachers can guide students to look up relevant materials, and let students use the first few minutes of class to evaluate current politics, so as to improve students' ability to acquire knowledge and analyze information (Xu, 2022). In the teaching process, according to the students' physical, psychological, physiological and psychological characteristics, the teacher should create a situation related to history, using "self-study and mutual learning", "exhibition and feedback" and other activities, so that the students continue to explore, stimulate their learning enthusiasm, improve their collaborative learning ability and creativity, play their role as the main body of learning (Li, 2022).

Teachers should start from the perspective of promoting students' lifelong development. When teaching history to students, they should let students establish the concept of cooperation, so as to promote the sustainable development of students. In the process of group cooperative exploration, students can use the common goals with other group members to make plans to solve problems, organize resources and draw conclusions. In this cooperative link, students' knowledge and skills, emotions, attitudes, values and other goals can be realized.

In group activities, students can develop the spirit of teamwork. For example, when the teacher explains the content of "vassal disputes and Reform movement" to the students, he can divide the class into several groups, each group can represent several vassal states, and let the students discuss the reform movement of the vassal states they represent. In this section, some of the group members were responsible for collecting materials, some for making up lines, and some for acting. Students can build up a collective spirit through division of labor and cooperation (T. Liu, 2022).

4.3 Connect with students' life and mobilize students' learning enthusiasm

Enthusiasm is closely related to students' choice of future career. History teachers should follow the principle of teaching students in accordance

with their aptitude and help students establish accurate career concepts with the help of students' interests (Ge et al., 2022). Combining teaching with daily life, teachers should explore the current teaching situation and extend to students' life when making teaching courseware. Take "Agriculture and Handicraft in Ancient China" as an example, the content of this course includes a simple introduction to the development of various fields such as textile and ceramics in ancient China, and in the textbook shows the students a lot of exquisite textiles and porcelain, teachers can in class, by using some daily supplies to attract the students' attention, And through multimedia technology to show the daily necessities, and then let the students through the "treasure appreciation" way to appreciate, so as to enhance the students' interest in learning, so that the students while learning history, have a more profound understanding of the related career, so as to achieve a scientific plan for their future career development, so that the students can in the middle school history teaching, The real realization of their own career development scientific planning, so that students can better understand their own career (He, 2022).

4.4 Use historical figures to help students establish an industry image

From the survey, we can see that most rural college students have not established their career plans and are not clear about what kind of job they want to do in the future. So, teachers can make use of these celebrities to help their classmates build up their professional image. In high school history classes, there are many famous historical figures. They are all famous figures, such as Wang Xizhi and Huai Su, Aristotle and Socrates, Yuan Longping and scientists. Teachers can use the images of these industries to introduce students to what courses they need to pay attention to, what courses they have strong interest in, and whether they have high learning ability (Ding, 2022).

4.5 Show the feelings of home and country and improve students' cognition of career

Patriotism is an important content in the history course. In the history course, the teacher should let the students feel the patriotism, enhance their national self confidence and sense of responsibility, and let them realize that as a middle school student, they should also shoulder the hope and responsibility of the nation, so that they can better plan their career in the future career planning. To organically combine their personal ideals with the development of the country, so as to achieve the purpose of integrating

career planning education into the history curriculum of high school. Take "The War of Resistance Against Japanese Aggression" for example, when the teacher teaches this lesson to the students, he can play some videos of the War of Resistance against Japanese aggression (Kang, 2022). For example, Ma Zhanshan led his soldiers to bravely fight the enemy regardless of their own lives. Through such visual videos, they can stimulate their patriotism and enhance their understanding of their career. Enhance their sense of responsibility and responsibility for the country and the country.

4.6 Make use of historical events to establish a career concept

In the process of high school history teaching, teachers should provide students with correct vocational concept education, so that students can not only master historical knowledge, but also sort out their correct vocational cognition and vocational ideas, so as to promote students' learning and growth. Take "Ancient Economic Policies" as an example. In the course of class, the teacher can ask Xu Sheng to have a look at the "Order of cheap commerce" in "General History", and then ask him to think: "Why did the feudal dynasty pay so much attention to agriculture while suppressing commerce? What consequences would overemphasis on agriculture bring to agriculture? What will be the consequences of excessive restrictions on commerce on the development of society? What do you think of the value of various industries and societies in this era?" Through the above questions, students can have a good understanding that different occupations are just different divisions of labor, and the obvious class differences between the ancient "scholars, farmers and businessmen". Therefore, in the process of career planning, we must respect the achievements of various industries and set up correct career ideas and values. Only in this way can we truly optimize high school history teaching and realize the effective penetration of career planning education in high school history teaching (Lin & XU, 2022).

5. INVESTIGATION AND ANALYSIS ON THE INTEGRATION OF HIGH SCHOOL HISTORY TEACHING AND CAREER PLANNING EDUCATION

The purpose of this questionnaire survey is to test whether the history class integrated with more professions has an impact on students' ability of career planning after a semester of teaching. This survey selected the same

group of students, before and after comparison and data analysis, to test the effect of practice. This survey mainly includes four aspects: students' understanding of their own situation, students' future career choice, students' choice of colleges and universities and students' future development planning. The two survey data are compared and analyzed, and the following results are obtained.

Table 1: Students' understanding of their own situation

Survey time	Number of cases	Know very well	Know well	Not knowing much about	Not at all
Preteaching	1000	89	356	524	31
After teaching	1000	124	649	324	3

Table 2: Students' future career choices before and after teaching

Survey time	Number of cases	There are	There is no
Before teaching	1000	407	593
After teaching	1000	735	265

Table 3: Students' choice of colleges and universities before and after teaching

Survey time	Number of cases	Know very well	Know well	Not knowing much about	Not at all
Preteaching	1000	89	356	524	31
After teaching	1000	124	649	324	3

Table 4: Students' future development planning before and after teaching

Survey time	Number of cases	Think carefully and plan in detail	Have a rough plan	There are considerations but no plans	No plan
Before teaching	1000	46	394	519	31
After teaching	1000	134	594	263	9

According to the results of the questionnaire survey, students who have undergone the integration of high school history teaching and career planning education in the new era have a clearer understanding of their future career choice and career planning than those who have received career education before.

6. CONCLUSION

In history courses, career planning has all sorts of questions. For example, career planning education has been implemented for many years

in developed countries and has established a systematic educational structure, but it has just developed in China, showing the characteristics of lagging behind. Especially in the central and western regions, career planning education for high school students just started. There are no teachers in the school, and it is mainly taken care of by mental health education teachers. It is a formalized planning, which is not conducive to the sustainable development of students.

The penetration of career planning education in high school history curriculum should not only break through the original knowledge framework, but also mobilize the integration of students' learning in the curriculum, improve students' professional quality, integrate career planning education into daily teaching, make history education into life, and implement career planning education into history curriculum objectives. History teachers should implement the three goals in the course, to improve students' cultural accomplishment, broaden their vision, stimulate their interest in learning, develop students' historical thinking, and enhance students' comprehensive ability. In the teaching of history knowledge, career planning education should be adhered to for a long time. The history teacher is the guide in the course of students' career. Teachers should use their own words and deeds to lead students, to set up a good career model for students. In the process of continuous innovation of teaching mode, history curriculum is becoming more and more diversified, and students' initiative is fully mobilized. In the process of in-depth reform of history curriculum, high school curriculum will pay more attention to career education and improve the effect of history teaching

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