

New Teaching Approaches and Reform Countermeasures of Career Development Planning and Employment Guidance Courses in Colleges and Universities

Yangyang Tian*

Ande Academy of Education, Lanzhou, China

**Corresponding author: 704357095@qq.com*

Keywords: Universities; career development planning and employment guidance; course teaching; reform path

Abstract: Affected by the COVID-19 and the economic downturn, the employment problem of college students has become increasingly prominent. Improving the inherent mode of college students' career development courses and improving the quality of course construction is one of the effective ways to achieve high-quality employment of college students. Based on this, college students' career development planning and career guidance courses need to optimize the curriculum system, update the curriculum content, improve teaching methods, and build a scientific concept of employment and career selection with a positive attitude and reasonable planning. Based on the actual situation of contemporary college students, this paper analyzes the reform direction and path countermeasures of this course, aiming to provide feasible suggestions and recommendations for the reform of college career development planning curriculum.

1. Introduction

The employment of college graduates has always been a hot issue of social concern, and their employment status is directly related to the country's economic development and social harmony and stability. Both the national and local governments, as well as schools, prioritize the employment of college graduates. In 2017, the State Council issued a notice on the "13th Five Year Plan" to promote employment, which stated: "Strengthen vocational development and employment guidance education. Generally offer courses on vocational development and employment guidance, establish a professional and comprehensive employment guidance teaching system, enhance the self-evaluation ability, career development planning ability, and career selection ability of graduates, especially college graduates, and effectively change their employment concepts. The 2020 Government Work Report mentioned employment issues 39 times^[1]. Regarding the employment of college graduates, the 2020 Government Work Report pointed out that "to promote market-oriented and socialized employment, universities and local governments must provide continuous employment services"^[2]. This year, there are as many as 8.74 million college graduates, and the entire society is facing difficulties in finding employment. Through curriculum and teaching reforms, improving teaching quality is of great significance for cultivating college students'

employment awareness and abilities.

2. The Importance of Career Development Planning in College Students' Employment Process

(1) Help College Students Establish a Correct Outlook on Employment

At present, with the majority of only children, college students have developed a habit of taking care of themselves, which has led to a decline in their social adaptability and a lack of attention to grassroots work. This has led to a common occurrence of 'unemployment' among college students upon graduation. And career development planning can just solve this situation. Through career development planning, help college students establish correct values of life, find motivation for learning and suitable positions, so as to have a clear view of employment and improve the employment rate of college students^[3].

(2) Help College Students Improve Their Professional Competitiveness

As is well known, the current competition for employment among college students is very fierce. In this situation, it can weaken the self-evaluation ability of some college students, making it difficult to accurately find their own value and match their jobs. Once they graduate and enter society, panic and other situations may occur, which has a negative impact on the growth of universities. However, career development planning can just solve this problem. In the classroom, teachers guide students to carry out self-examination, self-evaluation and self-analysis, so that students can accurately find their own value and position themselves, thus helping students improve their professional competitiveness and providing a solid foundation for college students' employment^[4].

(3) Alleviating the Problem of Employment Difficulties for College Students

The difficulty in obtaining employment for college students is a major problem faced by society. In this situation, it can cause some college students to experience problems such as "blind employment", "blind job selection", and "blind job hopping". This not only hinders the development of enterprises, but also limits the self-development of college students. In this case, through college students' career development planning, the characteristics of college students are analyzed to help them find suitable jobs and broaden their employment channels, thus playing a role of diversion for college students' employment and fundamentally easing the problem of college students' employment difficulties^[5].

3. The Current Situation of Curriculum Construction for Career Development Planning and Employment Guidance Courses for College Students

Most schools divide the course of career development planning and employment guidance for college students' into two semesters: lower grade and higher grade. The lower grade course mainly introduces relevant theories and exploration methods of career interests, personality, abilities, and values; senior courses are more closely related to job hunting skills, including re exploration before job hunting, job hunting information acquisition methods, job competency requirements, resume production skills and interview etiquette^[6].

However, the new era has put forward new requirements for curriculum, and social needs and student characteristics are constantly changing. There are still several areas that need to be optimized in curriculum construction.

(1) Insufficient Emphasis

At present, many colleges and universities do not realize the importance of college students' career development planning and employment guidance, so many colleges and universities do not pay enough attention to it. They either list it as an elective course, or temporarily add just 2-3 classes. The allocation of teachers and class hours is very insufficient. Most of the instructors in

charge of this course are college instructors, not professional teachers, this led to the low level of education in the course of college students' career development planning and employment guidance, which did not achieve the desired purpose. It is difficult for students to understand their future jobs, work contents, promotion approaches, knowledge and skills to be improved, which greatly reduces the teaching effect of the course and makes it difficult to help college students make career development planning^[7].

(2) Theory Outweighs Practice

Schools should allow students to test their theoretical knowledge through social labor and practice, in order to achieve the teaching goal of integrating knowledge and action. The course of college students' career development planning and employment guidance just lacks practical teaching for college students. Many schools do not arrange students to carry out corresponding social practice work according to their majors. They do not have social practice content. They just tell college students the future employment direction and work content in general. College students lack a sense of substitution, and they cannot test what they have learned, thus losing the value of college students' career development and employment guidance.

(3) Single Course Assessment Method

The course of college students' career development and employment guidance is a combination of theory and practice. However, the current assessment method only focuses on the assessment of theoretical knowledge, but lacks the assessment of college students' practical ability. The course itself emphasizes theory over practice, and the assessment content is single, losing the significance of the course's employment guidance.

4. Teaching Reform Path of College Career Development Planning and Career Guidance Course

(1) Reform Course Content

Teachers should provide targeted career planning and guidance based on the characteristics of students in different grades. In course teaching, teachers should understand the personality of college students and provide reasonable suggestions, clarify the requirements for talents in the new era, and cultivate their professional literacy. For example, for first-year students, teachers should mainly provide vocational enlightenment education to deepen college students' understanding of their professional training goals and employment directions, and understand the dynamics and trends of professional employment. The course teaching at this stage mainly helps college students understand the professional curriculum system, training objectives, required comprehensive skills, comprehensive qualities, etc., and guides them to conduct self-evaluation and cognition. For sophomore students, teachers should further cultivate and strengthen their comprehensive qualities and professional skills, guide them in internships and social practice, and independently complete their career plans. At this stage, successful professionals can be invited to the school to give lectures, or conduct interviews with career figures, set up the main content, formulation principles, specific steps and implementation methods of career development planning, and analyze the main factors affecting career, common problems and countermeasures. For third year students, teachers should mainly help them understand the employment situation and prepare for job hunting based on their own characteristics. For senior students, teachers should mainly guide them to face employment with a correct mindset and master corresponding job search methods.

(2) Teaching Method Reform Path

College students' career development planning and career guidance courses are highly practical, and the traditional, single classroom teaching model can no longer meet the needs of college students in the information age. Therefore, teachers should build a multi-dimensional integrated

teaching model according to the needs of teaching and the personality characteristics of students, that is, classroom teaching, network teaching, school enterprise cooperation, practical activities and other interactive and complementary teaching models.

a. Case analysis method

When teaching curriculum theory, teachers can combine the cases of previous graduates' entrepreneurship and employment, so that college students can establish correct career ideals and improve their ability to find and solve problems. Teachers can make full use of the media to analyze the actual cases of job hunting traps, so as to avoid students being cheated. At the same time, successful professionals are invited to talk about the experience and lessons in personal career planning, and industry experts are invited to introduce the specific requirements of various industries for talents, so that students have healthy employment psychology and establish correct employment concepts.

b. Discussion and debate method

During the teaching process, teachers should design teaching content with students as the main body, focus on the new employment situation, select topics that students are interested in, guide students to engage in classroom discussions, create an open, equal, and active classroom atmosphere, understand students' ideological dynamics, and stimulate their enthusiasm for participation. For controversial topics, teachers can have students debate in groups. Through discussion and debate, students will have a deeper understanding of problems, which can improve their analytical and problem-solving skills, critical thinking skills, interpersonal skills, teamwork skills, and speech skills.

c. Workplace simulation method

Teachers should design employment simulation scenarios based on the actual needs of the workplace, conduct employment simulation interviews, and provide students with emotional understanding and experience of employment interviews, making up for the lack of practical experience of students. Teachers should try their best to design a simulation of the entire process of employment recruitment, and provide timely feedback, comments, and guidance on students' performance, so that students can understand their shortcomings and make corrections, so as to have more confidence in dealing with real workplace challenges.

d. Social Survey Law

Teachers should organize students to enter society based on the course content, conduct social surveys and practices, deeply understand the needs of the workplace, observe the entire process of recruitment and application, clarify problems, find reasons, summarize experiences, consolidate theoretical knowledge learned in the classroom, and improve the ability to analyze, think, and solve problems.

(3) Reform of Teaching Practice Link

Teaching practice is an important link in the teaching of college students' career development planning and employment guidance courses. We should build a problem oriented teaching practice system, increase the strength of students' probation, practice and practice, cultivate students' practical ability, and improve their comprehensive quality. The purpose of practice is to enable students to understand the actual needs and operational methods of employers. Universities should actively organize students to practice at internship bases, in order to improve their practical abilities and promote their smooth employment. Universities should also serve as bridges, strengthen cooperation between schools and enterprises, and build practical training bases. Through practical activities such as industry internships, enterprise internships, and visits, students can expand their professional skills and experience social work, in order to achieve the goals of rectifying employment views, improving comprehensive quality and abilities, and promoting employment.

5. Auxiliary Measures for Teaching Reform of Career Development Planning and Employment Guidance Courses in Colleges and Universities

(1) Innovating Teaching Concepts

Universities cannot ignore the cultivation of students' innovative spirit and ability, as well as the coordinated development of students' intellectual and non-intellectual factors. For career and development planning courses, the OBE teaching philosophy should be guided, and teaching design and implementation should revolve around the learning outcomes obtained by students after education. The OBE teaching philosophy, also known as result oriented education, is oriented towards students' learning outcomes. It is believed that educational activities are all centered around achieving expected learning outcomes. Based on the OBE teaching philosophy, a curriculum system for career and development planning for college students is constructed.

(2) Enrich Teaching Modules

The teaching module of career and development planning courses in universities should keep up with the times and be set according to the teaching objectives of the courses. The teaching content should include the following aspects: basic theoretical knowledge, that is, students' personal factors such as career interests, abilities, and values, objective laws existing in the professional world, and the connection between students' career choices and development plans; Professional Achievement test means to test students by professional personality, interest test, etc., such as MBTI professional personality test, Holland professional interest test, etc., and give students more professional and personalized guidance by referring to the results of the above professional tests; Vocational practice training is to organize students to explore the career world, conduct career interviews, and analyze the typical employment cases of graduates in recent years, on this basis, guide students to complete their own career development planning book.

According to the teaching process, the content of each teaching unit can be integrated. The specific teaching module should include: first career knowledge, mainly including how to adapt to college life (including professional introduction and psychological adjustment for admission), and an introduction to career development planning, to clarify the important value of career planning for personal development; Career world exploration refers to clarifying one's career goals, understanding specific job requirements through recruitment websites, interviews, or practical activities, and gaining a preliminary understanding of the future work environment that one needs to face. Self-cognition refers to conducting self-exploration, clarifying one's professional personality, interests, abilities, and values through objective descriptions, subjective evaluations, or professional tests, while also recognizing objective world knowledge, Mastering the relationship between career development and personal choices; Career decision-making and design, which involves evaluating and dynamically adjusting short-term, medium-term, and long-term career goals; Write a professional Career development book, that is, the planning content and results of personal career development path, form a written plan during and after the planning process, straighten out ideas, and evaluate and revise at any time; Professional literacy improvement and self-management include professional etiquette training, time management ability training, emotion management training, and effective communication ability training, including career experience and practice (extracurricular).

(3) Strengthen the Interaction Between Schools and Enterprises, Promote Diversified Employment Methods

The auxiliary countermeasures of college career development planning and employment guidance curriculum reform can also be launched from two aspects: strengthening the interaction between schools and enterprises and promoting the diversification of employment methods.

a. Strengthen school enterprise interaction

Colleges and universities should actively establish close cooperation with enterprises to improve the teaching quality and effectiveness of career development planning and employment guidance courses. The specific methods include:

Collaborate with enterprises to offer practical courses: By offering practical courses together with enterprises, such as project training courses and workplace simulation courses, students can learn and practice in a real work environment, cultivate problem-solving and teamwork abilities; Carry out the Corporate Mentor Program: invite corporate professionals to serve as mentors for students at the school, providing them with career guidance, industry insights, and employment advice. Through communication and guidance with corporate mentors, students can gain a deeper understanding of the requirements and challenges of career development; Organize enterprise internships and visits: collaborate with enterprises to organize internships and visits, so that students can personally experience the real work environment and job requirements. This helps students better understand their career interests and abilities, and make wise choices for future employment.

b. Promote diversified employment methods

Universities should encourage and guide students to explore various employment methods to adapt to the rapidly changing job market. The specific methods include:

This model can provide students with more stable employment opportunities while also meeting the needs of enterprises for talent; Guide students to actively participate in social practice: encourage students to actively participate in volunteer work, social practice projects, and other activities, cultivate their sense of social responsibility and teamwork spirit. These experiences not only enrich students' resumes, but also enhance their job competitiveness.

(4) Improve the Construction of the Teaching Staff and Improve Evaluation Methods

Firstly, we need to strengthen the construction of the teaching staff. By adopting a "trinity" approach of backbone professional course teachers, counselors, and part-time tutors, a high-quality teaching team is formed. Full time teachers are mainly responsible for providing guidance in the employment direction, while counselors are mainly responsible for providing course assistance, strengthening students' academic and career planning awareness, and checking students' learning progress and effectiveness. Off campus experts focus on providing students with employment guidance that better meets the needs of enterprises through lectures. Such a teaching team has a good understanding of the employment direction, employment environment, and industry development trends of their major, and can also clarify the abilities and professional qualities that students need to possess in the future employment process. Secondly, we need to strengthen the training of the teaching staff. Provide a variety of theoretical and practical training channels for full-time teachers, comprehensively and stereoscopically improve the comprehensive quality of teachers, so that teachers can master the skills and knowledge in career development, reach a professional level, and provide convenient conditions for teachers to obtain professional certificates such as career guidance certificate, entrepreneurship consultant certificate and career guidance certificate.

In terms of evaluation methods, it is necessary to expand the scope of evaluation. Conduct analysis and evaluation of textbooks and students' social needs. Schools should establish evaluation standards based on this, paying attention to both the common evaluation of all students and integrating individual evaluation into it, so that each student can achieve personalized development on the existing foundation. Innovative evaluation methods. To apply comprehensive evaluation, we should not only focus on students' daily and final grades, but also attach importance to developmental evaluation. For daily performance assessment, we should evaluate students' attitude towards completing homework, enthusiasm for classroom participation, classroom discipline, and classroom practice; The Final examination adopts an open assessment method, which combines theory with practice to tap its own potential. Reform the evaluation model. Developmental

evaluation should fully pay attention to the progress made by students at each stage, and through the reform of evaluation models, change various problems in traditional career curriculum evaluation, and enhance the role and value of curriculum education.

References

- [1] Feng Bingqing. *Analysis on the Path of Teaching Reform of Vocational Career development Course in the New Era* [J]. 2021.
- [2] Zhao Meili, You Guoyan. *Research on Teaching Reform and Innovation Path of Career development Curriculum in Higher Vocational Colleges under the New Situation* [J]. *Employment and Security*, 2020 (22): 2
- [3] Shao Lihua. *Research on the New Education Path of College Students' Career Development Based on "Internet plus"* [J]. *Western Quality Education*, 2017, 3 (13): 2. DOI: 10.16681/j.cnki.wcqe.201713041
- [4] Zhao Hui. *On the New Path of Combining Career Development Education and Ideological and Political Education Innovation in Colleges and Universities* [J]. *Party History Bolden (Theory)*, 2016. DOI: CNKI: SUN: DSBU. 02016-03-036
- [5] Li Chungeng, Liao Yimin, Li Jianhua. *From Employment Guidance to Career Development Education -- a New Exploration of China's Graduate Employment Promotion* [J]. *Degree and Graduate Education*, 2008 (12): 5. DOI: 10.3969/j.issn.1001-960X.2008.12.008
- [6] Jing Xiaochang. *Integration and Development of Ideological and Political Education in Colleges and Universities in the New Era and College Students' Career Development* [J]. *Education Research (2630-4686)*, 2019, 2 (12): 2. DOI: 10.32629/er.v2i12.2294
- [7] Nurbiyem Maimaiti. *Discussion on the New Path of College Career Development Education to Promote College Students' Employment* [J]. *Today*, 2020