

Research on the Reform Path of College Career Guidance Curriculum under the New Situation

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Abstract. In recent years, with the increasing number of college graduates, the employment situation of graduates is increasingly grim. In order to help students, build career awareness and find a job when they graduate, career guidance curriculum is becoming increasingly important as a carrier to promote employment. However, the traditional career guidance curriculum can no longer meet the needs of post-00s students. At the present stage, career guidance curriculum is not matched with the speed of social development, and the educational mode and content lag behind. How to create "golden course" for career guidance based on practical needs and students is the focus of this paper.

Keywords: Careers guidance; Career Values.

1. Introduction

Since the enrollment expansion of colleges and universities nationwide in 1999, China's higher education has gradually moved from elite education for a few to universal education for most people. From 2010 to 2018, the number of college graduates reached 65.26 million, with the annual growth rate of 2-5% year on year. In 2019, the number of college graduates reached 8.34 million, a new record high. With the increase of the number of college graduates year by year, after experiencing the "hardest employment season", "difficult employment season" and "the most difficult employment season in history", the employment situation of college students is increasingly grim. As a hot social issue and an important indicator to evaluate the quality of university running, the employment situation of graduates is attracting more and more attention from the society year by year. At the same time, under the situation of the reform of employment system and the promotion of "golden course", the elimination of "meaningless course" in colleges and universities by the ministry of education, colleges and universities are also actively promoting the employment guidance curriculum reform.

2. The Development of College Students' Career Guidance Courses

In 1995, college students began to explore two-way selection after graduation, and the state no longer conducts directional allocation. Under such circumstances, some universities began to explore and develop career guidance curriculum. In 1997, National Graduates Career Center formulated "university student employment guidance syllabus". In 2007, the general office of the ministry of education issued the requirements for college students' vocational development and career guidance courses, which standardized the teaching objectives, contents, methods, management and evaluation of college students' career guidance and career development courses. Since 2008, the ministry of education has issued a notice on "actively doing a good job in the employment of graduates of ordinary colleges and universities" every year. In the notice, it was repeatedly stressed that colleges and universities should strengthen employment guidance for graduates, improve the training of employment guidance teachers, and promote the professionalization, specialization and expertization of the employment guidance teachers.

3. Development Status and Problems of Career Guidance Courses

Under the strong promotion of policies, most colleges and universities in China have launched courses related to career development and employment guidance. In addition, according to the "teaching requirements of vocational development and employment guidance for college students"

released by the ministry of education in 2007, this course mainly helps students to establish career and career awareness, clarify career development direction, enhance employment ability, improve employment skills and adapt to career development. The course contents mainly include career introduction, methods and tools of self-cognition, understanding of the professional world, rational career decision making and how to improve resume, written examination and interview ability. Some schools also offer courses on workplace etiquette and makeup based on students' characteristics. The main purpose is to help students build career awareness and enhance employment competitiveness. Although various schools and teachers have made multi-angle exploration on the opposite side of the curriculum, we find that there are still some problems in the career and career guidance courses for students in ordinary colleges and universities.

3.1 Unreasonable Course Setting

Although in form, career guidance courses are listed in the compulsory courses or elective courses in most ordinary colleges and universities, the amount of class hours is relatively small. Most schools also do not have the corresponding employment course teaching and research group. Schools have relatively loose requirements on the employment curriculum, and teachers' teaching content is often based on personal experience, lacking of more professional and authoritative strategy. From the perspective of teaching materials, only a few colleges and universities' employment guidance have corresponding teaching materials, and a large part of colleges and universities only rely on teachers to make courseware, which leads to uneven teaching level of teachers. In addition, some colleges and universities organize the career guidance courses into a collection of career lectures, which lacks integrity and consistency in teaching content and teaching system.

3.2 Single Teaching Method

As a practical and participatory course, career guidance is different from basic teaching and professional teaching. At present, most career guidance courses are taught in the traditional way that teachers speak on the stage and students listen to each other. The subject of teaching is the teacher, while the students are the passive receivers of information. Although most career guidance courses involve more student interaction during the exploration of character, interest, ability and values, most of the interaction involves students filling out test questionnaires. Most of the communication is about students filling in the test questionnaire and teachers interpreting it one by one according to the test results. While, in the links of resume, written examination and interview guidance, teachers mainly tell students about the key points of resume making, written examination and interview experience, and the interaction between teachers and students is poor.

3.3 Course Contents Emphasize Job-hunting Skills but Not Self-Exploration Guidance

In terms of class hour distribution, there are relatively few class hours for exploring personality, interests and values. And it is often easier and more effective to tell students about job-hunting skills, and to provide guidance on resumes, tests and interviews. Therefore, in terms of course content, teachers tend to spend more time providing guidance on job-hunting skills to students. Meanwhile, in the exploration of students' character, interest, ability and values, most of the tools and scales we use at the present stage are based on the research results of foreign scholars. Although many scales have been modified according to the actual situation in China, it is hard to avoid the incompatibility with the local conditions in the application process, this also makes teacher pay more attention to theory and less to practice in the teaching process.

3.4 Weakness of Teaching Staff for Career Guidance Courses

In terms of course teachers, generally there are no full-time teachers. And most of the teachers of employment guidance centers, leaders of college students' work or student counselors always doing the part-time job as the teachers of employment guidance courses. In terms of curriculum management, it is generally managed and organized by the employment guidance center or ideological and political education department. Compared with other courses, the professional

background of teachers is not highly matched with the teaching, the course discussion and supervision are not in place after taking the post, and there are few relevant trainings for teachers to improve their teaching ability. As a result, a large proportion of employment guidance course teachers are slightly deficient in both teaching basis and later improvement, which makes the teaching effect of employment guidance course difficult to guarantee.

4. Path of College Employment Guidance Curriculum Reform under the New Situation

As a course to cultivate students' career consciousness and enhance their employability, the career guidance course for college students should be theoretical, practical and participatory. The traditional teaching mode can no longer meet the requirements of post-00s students, so it is particularly important to constantly improve the curriculum, teaching methods, value guidance for students, and the training and continuing education of career guidance teachers.

4.1 Demand-oriented, Improve Curriculum

Career guidance curriculum teaching and research office shall be established to carry out a special study, and the course setting of employment guidance courses shall be combined with the actual needs of employers. Through university-level employment guidance, teaching and research exchanges, students' feedback and courses reform seminars with employers, we will listen to the opinions of all parties. The employment guidance curriculum will be gradually improved and adjusted, so that the content and objectives of this course can meet the actual needs of employers and students' learning interests, and the teaching process should be market-oriented and student-oriented.

4.2 Student-centered, Develop Experiential Teaching

In previous teaching, teachers often impart knowledge to students through elaborate and systematic theoretical concepts, which is often less effective. In the course of teaching, teachers should fully mobilize students' learning enthusiasm, and stimulate students' learning motivation by creating high-quality classroom teaching situations and activities, especially in the course of improving job-hunting skills, such as resume, written examination and interview content guidance. After the theoretical teaching, students can be helped to enhance their participation and involvement by organizing a mock interview contest. Some students can play the role of applicants, while others can play the role of observers. Other career guidance teachers and enterprise manpower can be invited to serve as interviewers. Through the simulation exercise, judges' comments and students' self-reflection, after completing a group of candidates and observers exchange, we help students improve their soft power in practice through their own experience and bystander experience.

4.3 Cultivate Career Awareness as the Leading, and Strengthen Self-Exploration

Although career guidance courses improve students' job-hunting skills quickly in the course of teaching, the skills are often improved significantly in a short period of time. Ultimately, career guidance courses should help students build career awareness and continuously improve their employability. In the process of job hunting, choose a career that is suitable for you, so that you will have stronger motivation and sense of career gain in the future work. Then how to choose a career that is suitable for you? In career guidance courses, teachers should focus on helping students to explore, especially in the exploration of personal interests, personal abilities and values, to help students find the convergence of the three points, to find a position that is not only in line with their life goals and attitudes, but also in line with their personal interests and abilities. Students are encouraged to have a more direct and comprehensive understanding of the matching degree between the chosen occupation and themselves through extracurricular practice or character interview in the future study and life.

4.4 Build an Open and Professional Teaching Staff

In order to improve the quality and effect of career guidance courses, it is necessary to have a group of excellent career guidance teachers. Colleges and universities should pay more attention to and support employment guidance teachers. On the one hand, career guidance teachers should combine full-time and part-time jobs. As career guidance courses often involve knowledge of pedagogy, psychology, sociology and other aspects, and teachers are required to have certain knowledge of the job market, it is not efficient for a teacher to improve his or her abilities in a short period of time. The employment guidance teaching and research group can be set up to divide the courses into sections on the premise of collectively agreeing on the teaching objectives and teaching plans. Teachers have their own advantages, and the consistency of the teaching contents can be guaranteed under the constraint of the same teaching objectives and plans. On the other hand, teachers should enhance the use of the network. Some courses can be taught remotely by distinguished alumni, corporate HR leaders or teachers qualified as career planners.

With the development of the times and the rapid progress of science and technology, college career guidance curriculum should keep pace with the times and make full use of Internet plus technology and various advanced educational resources and means to improve the content and effect of employment guidance courses in many aspects. Considering that the practical teaching design of "career guidance" course involves the comprehensive utilization of various environments, scenes and resources inside and outside the course and campus, it is necessary to build a comprehensive practical teaching task system. The exploration of this paper is still at the initial stage, and there is still room for improvement. In the follow-up research, I will continue to test the exploration effect through practice.

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