

# The Reflection and Improvement of the Occupational Guidance Curriculum of Local Universities

## ——A Case Study of an University in Sichuan

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### Abstract

**With the increasingly severe occupational situation , the local universities have offered the course of Occupational Guidance one after another . However , there still remains a reflection of the teaching models and efficiency of the improvement project of the occupational guidance course construction at local universities based on the reality of an university in Sichuan.**

### Keywords

**Local Universities, College students, the Occupational Guidance Course Construction , Reflection, The Improvement Project.**

### 1. Introduction

With the implementation of educational reform of university enrollment policy in our country since 1999, the enrollment and graduates of colleges and universities increases year by year. The number of college graduates in 2019 has reached 8.6 million, that's 400,000 more than in 2016 [1].

Such a severe employment situation has become the primary problem to be solved in colleges and universities, while the employment problem is particularly serious for the local colleges and universities.

Therefore, the establishment of employment guidance courses for college students in local colleges and universities can help college students to have a specific understanding of the employment situation

and enhance their employment awareness, so as to help them find the proper employment orientation, and improve their competitiveness in the job market at the same time.

College students' employment guidance course has become an important part of college teaching curriculum. However, although this course has played some role in the employment of college students, there is still a large gap between teaching requirements and effectiveness.

Therefore, it's the prime problem faced with the local university to be solved of the employment guidance course construction that how to properly handle the existing problems of college students' employment guidance course, give full play to and improve the actual effect of employment guidance course, take effective measures to set up the scientific course interpretation maps for college students and build the scientific and effective teaching mode.

## 2. The Reflection of the Construction of Career Guidance Curriculum of Local Undergraduate Colleges and Universities

With the severer employment situation, the Ministry of Education, the Ministry of Personnel, the Ministry of Labor and Social Security made "The Circular on Actively Construct in The Employment of Graduates of Ordinary Institutions of Higher Learning in 2008 ((2007) no. 24 (teaching))", which based on "The Circular on Actively Construct in The Employment of Graduates of Ordinary Institutions of Higher Learning by The General Office of the State Council in 2007((2007) no. 26 (countries))". The general office of the Ministry of Education distributed "The Circular on Education Requirements of College Students' Career Development and Employment Guidance Course" on the basis of the above documents.

Therefore, the local undergraduate institutions have set up the course of "employment guidance" as a compulsory course according to the relevant documents one after another, which is generally set in the second semester of the third year of undergraduate.

The main content of this course contains the employment preparation, career cognition, employment and entrepreneurship policies and regulations, job interview and employment contract, career adaptation and development guidance, entrepreneurship education and so on. It has played a certain role in cognizing the employment situation and policies and regulations for college students, improving their employment consciousness, and setting up the right view of values, employment and entrepreneurship for them. But still, there are some problems.

### 2.1. The Deviation in the Understanding of Curriculum Construction and the Deficiency of Overall Efforts

All the local undergraduate colleges have taken the course of career guidance as a public compulsory course, but quite a few colleges have deviation in the understanding of the course of career guidance, with insufficient attention and overall efforts.

Concrete appearances are as following: Firstly, it is more like completing teaching tasks at the employment guidance courses during the teaching activities with ill-prepared content. As a result, it ignores it's effectiveness of the employment guidance and the right employment view construction for college students, meanwhile, it's deficiency of the students' practice guidance in the teaching activity makes it unable to get specific analysis of the internal relations of this course.

Secondly, the teaching period of employment guidance course is relatively shorter compared with other compulsory courses. Most of the course has a planning teaching schedule about 20 hours [2], but the certain university in Sichuan has only 16 hours set in schedule, which accounts for a small proportion of the total four-year college system, and the teaching hours, funds and so on can't get fully guaranteed.

Thirdly, the career guidance curriculum construction system is still in the primary stage at local colleges and universities, and some of them are still using general material written by the Ministry of Education, although some colleges and universities are using their own school-based teaching materials, but still need more practice on the teaching material construction. The employment guidance teaching material in the school, taken the lead in writing by college students' employment guidance teaching and research section, needs to be more suitable to the school actual circumstances.

### 2.2. The Serious Shortage of Professional and Full-time Teachers in Local Colleges and Universities

The employment guidance course is a professional, pragmatic in practical course teaching, strictly demanding the teachers with not only profound professional theory knowledge, also

the rich experience in social practice [3]. However, it's a serious shortage of professional and full-time teachers for the local colleges and universities. The reasons are as following.

Firstly, due to the serious imbalance of the teacher-student ratio in local colleges and universities, professional teachers engaged in career guidance courses are scarce. In addition, professional teachers who can work on this courses are occupied by a large number of specialized courses and elementary courses, which makes it difficult to accomplish the teaching tasks of career guidance courses.

Secondly, most of local institutions engaged in the career guidance curriculum of teachers are committees of the communist party secretary, full-time counselor, or even the administrative staffs, they already bear the task of ideological and political education and some office work. Although knowing the actual situation of the students for them, for working in the professional employment guidance teaching is inexperienced and out of energy.

Thirdly, employment guidance course teachers should not only possess the knowledge background of the pedagogy, psychology, sociology, business etiquette, the theory of talents, informatics, labor economics, marketing and so on[4], also need to have broad vision and knowledge of great professional quality, so that they can achieve mastery through a comprehensive study of the employment guidance course. However, there remains a serious lack of local colleges and universities of such talents in reality.

### **2.3. The Insufficient of the Teaching Form of Diversity and Practicalness**

The teaching form of employment guidance course in local colleges and universities keeps staying in "the cramming method of teaching" mode in the classroom, mostly passing on the theoretical knowledge, ignoring combining the theory with practice. Meanwhile, the lack of the enough degree of participation and enthusiasm of study of students with the tedious classroom atmosphere, resulting the unsatisfied teaching effect.

In addition, since the teaching objects are students of different majors at the same level who are taught in large classes, the employment guidance needs of students of different majors will not be met, thus lacking the cultivation and the practical guidance of the students' comprehensive qualities of employability and job-hunting skills, making the curriculum of employment guidance ineffective.

## **3. Proposals for the Construction of the Employment Guidance Courses in Local Colleges and Universities**

In view of the problems existing in the employment guidance courses of local undergraduate colleges, it is necessary to take effective measures to improve the effectiveness of the employment guidance courses according to the actual circumstances of the colleges, so as to provide effective guidance and reference for the employment of college students and the construction of employment guidance courses.

### **3.1. Strengthen the Teaching Plan and Instruction of the Employment Guidance Course**

According to the nature and the teaching goal of employment guidance course, it is advisable to set up the college students' career planning and employment guidance of professional teaching and research section in the school admissions division with overall arrangement of course content, which set by the teaching and research section members discussing out the unified and operable teaching outline.

Likewise, the college should also establish and form the perfect employment guidance system on the basis of Talent market demand. And in accordance with the follow-up investigation and statistical analysis of the graduates and the actual employment demand in school,, it should

develop the teaching requirements of college students in different periods and stages, and closely bonding the employment guidance with the career planning course, thus build up the career planning and employment guidance curriculum system.

That is the school should set up the career planning courses during the freshman year, guiding students to cognize the social occupation and learn the career planning theory, so that they can make their own occupational decisions and set up the ideal career goal. By doing so, it could guide the students to know what kinds of actual professional ability are required, thus enhancing their ability to be prepared for future employment.

In the second year of college, the entrepreneurship education courses should be offered to instruct students to understand the significance and value of entrepreneurship based on the cognition of occupation, and cultivate their awareness of entrepreneurship, improve their quality of entrepreneurship, learn the process of entrepreneurship, and understand the risks of entrepreneurship, so as to lay a foundation for their choice of employment or entrepreneurship.

In the third year of college, the school should set up the employment guidance courses to guide students to prepare for graduation and strengthen their vocational cognition. At the same time, it should offer instructions for students to get familiar with employment and entrepreneurship policies and regulations, enhancing the training of employment ability, therefore, they could constantly improve themselves with mastering job interview skills, strengthening psychological counseling for job hunting and improve their employment awareness.

In the senior year, the university will be responsible for collecting and releasing employment information, and the colleges and departments provide employment guidance and services to instruct college students to find jobs as soon as possible as well.

In addition, the post-tracking survey and analysis of graduates should be done to provide effective scientific research materials for the construction of career guidance courses, so as to better guide the planning and construction of career guidance courses innovatively.

### **3.2. Strengthen the Cultivation and the Introduction of Professional Teachers**

It should be attached great importance to the construction of career guidance courses for the local undergraduate colleges. And strengthening the construction of the contingent of career guidance teachers and exploring the potential resources of the school itself are also of important significance. Hence, we can establish a group of teachers with strong teaching ability, rich social experience, solid theory background and be enthusiastic about career guidance.

To accomplish that goal with specific approach: Firstly, colleges and universities encourage and plan to send young teachers to go abroad for further study and training and improve their teaching quality and work ability of career guidance courses, so that they can be competent for career guidance work.

Secondly, schools can reasonably arrange and recruit high-quality professionals to engage in employment guidance and teaching.

Thirdly, the school can also absorb social resources through the employment system, and introduce talents from the enterprises and institutions with the human resources management and personnel work experience to enrich the school's full-time and part-time employment guidance teachers team, so that their rich practical experience and the university's theoretical teaching and research could be integrated together to get a full play for the employment guidance construction.

Fourthly, there should be specialized staff in the employment guidance staff room, to organize teaching, as a result, the scientific research innovation and teaching staff training and likewise

work could be done. And "going out" around should be encouraged for teaching staff to widen their sight, and use for reference and follow the example of the advanced experience and outstanding achievements of employment guidance at home and abroad to strengthen the construction of university employment guidance teachers team .

### **3.3. Build up a Benign Teacher-student Interaction and Diversified Teaching Forms**

The construction of employment guidance courses in local undergraduate colleges must adhere to the combination of theory with practice. And it should based on the actual needs of students together with the actual activities of students seeking jobs and careers, and take a variety of teaching forms and methods to improve the pertinence and effectiveness of teaching.

In addition, to fully expand the vision and horizon of college students and enhance their awareness of diversified employment, the school could make full use of modern educational technology -- multimedia teaching and select some graduation guidance films to play, so that can enrich the teaching content and mode.

Also, collecting typical cases of choosing careers around students, especially the success and failure cases, to guide students to learn and analyze cases, summarize and learn from successful experience, draw lessons from failure ones, and provide reference for their own choosing careers and employment, so as to stimulate students' interest in career guidance courses and enhance the effectiveness of education courses.

Then, fully exploring the outstanding alumni resources and inviting some social successful entrepreneur to open employment guidance lecture for students to have some face-to-face communication and asking-question occasion, consequently enhancing the teaching effect in employment guidance and the persuasion of employment guidance. And simulated some situations like "job to job" and "nobody but you" job competition activitie and etc.

Besides, the local colleges and universities should make full use of social resources, creating enough practice opportunities, arranging activities for students to visit the practice base, and set up discussion part in expert lecture.

What's more, students are encouraged to take part in social practice during the summer vacation, participate in the volunteer Sichuan dream program, and have close contact with the society and experience in the workplace.

In combination with enterprises and institutions, we strive for internship positions and carry out practical training. For example, we can go to a national level practice base for college students -- a city administration for industry and commerce, or a city food and drug administration for internship. These help students to perceive the employment situation, enhance their awareness of potential dangers, and improve their comprehensive ability of employment.

Finally, in the process of teaching, giving full play to the students' abilities is the main part of the employment guidance. The teacher should guide students to put the theoretical knowledge into the specific job search guidance, improve the students' participation in class, and increase some discussion and mock interview practice in class. Through these trainings, they can strengthen the students' job-hunting compressive ability and arouse their interest in learning, so as to build up a good interaction between teachers and students and diversification of teaching mode to improve the employment guidance course teaching effectiveness.

The career guidance courses are of great significance to local undergraduate colleges, which should not only have their own characteristics and advantages, but also constantly overcome the practical shortcomings of the courses. Schools should not merely attach importance to the

planning and guidance of employment guidance course, still strengthen in the field of talent introduction, increase the intensity of support, improve the teaching conditions and enrich teaching forms to make the employment guidance course a major course of stimulating the students' interests in learning and enhancing their employment consciousness.

So that the students could learn to long-term planning with down-to-earth attitude, and lay a foundation for students to grow up. Meanwhile it could provide guidance for students' employment and help to realize the better and faster development goal of the local undergraduate colleges and universities.

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