

# Research on the Teaching Reform of Management Psychology Courses Aimed at Enhancing Employment Competence among University Students

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**Abstract:** *The purpose of offering public psychology courses in higher vocational colleges is to guide students through effective psychological education to resolve their mental health issues, thus fostering healthy and positive growth in higher vocational students. However, looking at the actual situation of the construction of psychology courses, there are still numerous issues exposed. How to effectively avoid these issues and promote the reform and innovation of psychology courses to effectively play a role in psychological counseling for students is a major topic for the vast majority of psychology teachers. This paper, combined with the current situation of teaching in the prototype public psychology course in higher vocational education, proposes several effective teaching reform strategies.*

**Keywords:** *Higher Vocational Colleges; Public Psychology; Course Construction; Teaching Reform; Employment Competence*

## 1. Introduction

In current higher vocational colleges, students are prone to negative psychological issues such as inferiority, introversion, and isolation due to their immature psychology and thinking, which severely affects their healthy and positive development. Therefore, psychological health education is particularly important. The psychology course has become a compulsory public course in many higher vocational colleges, aiming to eliminate students' negative psychology, improve their psychological resilience and adjustment abilities, and thus lead them onto a positive, healthy, and correct life path. However, looking at the actual situation of teaching in the current public psychology courses in higher vocational colleges, there are still some difficulties. Some teachers have a generalized, dismissive, and formalistic understanding of psychological education and lack an effective evaluation system, which affects the deep promotion of psychological education work. Under this situation, it is urgent for psychology teachers to change their concepts, establish correct teaching objectives, reform teaching methods, and play their guiding and exemplary role to shape students' positive and resilient psychological qualities, ensuring that every higher vocational student can achieve all-round healthy growth[1].

## 2. Research Background on College Students' Employability

A review of the literature reveals that academia generally defines employability as a comprehensive ability, which includes the capacity to obtain and maintain employment. Scholars from various countries have explored the components of employability and discussed the structure of its framework. However, there has never been a unified standard established. In practical employment guidance, different majors and industries emphasize different aspects of employability. Currently, experts from various fields are conducting research on college students' employment issues within different academic disciplines. Through status quo surveys, they discuss resolution strategies from governments, universities, and businesses. It is widely believed that the key to solving employment problems primarily lies in enhancing college students' employability. Under the backdrop of the pandemic, college students face dramatically increased employment pressures. The reality of "graduate unemployment" greatly impacts the overall healthy development of society. From the perspective of social stability and in consideration of college students' interests, the state has introduced a series of policies and measures to promote the employment rate of college graduates. These policies strongly encourage universities to conduct thorough research on employment issues [2-3]. Measures such as offering career guidance courses, providing vocational counseling, offering social practice and

internship opportunities, aim to enhance graduates' overall qualities and improve their employability during their university years. These efforts are meant to equip graduates with professional qualities and abilities to meet societal demands, obtain jobs smoothly, and have the capacity to retain those jobs.

In the applied research to enhance the employability of university graduates, management psychology course teaching methods are used for psychological intervention for graduates. These methods help graduates understand themselves, clarify their goals, alleviate anxiety, foster confidence, improve quality, and thereby enhance employability. This is not only an effective career guidance approach but also an effective educational activity. Before designing the psychological project, the author selected students from the Automation major at H College as subjects. Through survey questionnaires and expert opinion methods, a survey on the structure of college students' employability was conducted to construct an employability framework that corresponds with the current societal status of Automation major college students. Then, by analyzing the current situation and existing problems in the cultivation of the subjects' employability, a foundation was laid for designing a management psychology course teaching plan tailored for employability enhancement [4].

### **3. Common Psychological Issues of College Students in Employment and Their Main Manifestations**

#### ***3.1 Common Psychological Issues of College Students in Employment***

**Cognitive Psychological Issues.** College students, when seeking employment, need to cognize and judge factors such as personal abilities, job positions, and social environments to enhance their employment prospects as much as possible. However, in actual employment scenarios, some students face misalignment in self-awareness, preventing them from accurately understanding the relationship between themselves and the job positions. This often leads to frustration and results in psychological issues like employment avoidance and resistance.

**Emotional Instability Issues.** College students often experience significant emotional fluctuations due to the high pressure involved in the job-seeking process. These fluctuations can prevent them from maintaining a stable psychological state, and if not addressed, could lead to more severe psychological disorders [5-6].

**Socialization Psychology.** The job-seeking process is a time when college students are in close contact with society and transitioning towards a social identity. Some students, due to their personality or the influence of negative social phenomena, may exhibit behaviors of blind comparison or aloofness, which adds difficulty to their job-seeking process.

#### ***3.2 Main Manifestations of College Students' Psychological Issues in Employment***

##### ***3.2.1 Anxiety***

Anxiety refers to the feelings of tension and fear that arise when faced with or anticipating setbacks. Most college students are unable to predict their future employment situation and may even fear bleak job prospects and not finding a job, leading to anxiety. This is especially true for students with poor academic performance or insufficient professional skills, who are more likely to experience anxiety.

##### ***3.2.2 Inferiority Complex***

The inferiority complex refers to the self-negating emotions that arise from inaccurate self-recognition. When faced with numerous job positions, some college students may feel inferior, either due to a negative assessment of their abilities or pessimism towards employment. This can lead to a reluctance to actively pursue challenging positions and difficulty in showcasing their strengths, thereby impeding their job-seeking process.

##### ***3.2.3 Impatience for Quick Results***

This refers to the tendency of college students to prioritize salary as the sole criterion during the job search, only targeting high-paying companies and positions. This not only causes students to miss out on many promising job opportunities but also narrows their job search scope and increases the difficulty of finding employment.

### ***3.2.4 Herd Mentality and Comparing Themselves to Others***

This mentality refers to the unconscious desire of college students to conform to the majority under societal influence. Some students, lacking clear career planning, often exhibit a herd mentality during job searches. They may ignore their own strengths and blindly opt for popular companies and positions, which can lead them to miss suitable job opportunities or realize a mismatch after employment[7].

## **4. Teaching Reform Strategies for Public Psychology Course Construction in Higher Vocational Colleges**

### ***4.1 Enhancing the Professional Quality of Psychology Course Teachers***

With the advent of the information age, the mental health education of students in higher vocational colleges has become increasingly important. As a primary venue for addressing students' psychological issues, public psychology courses are central to educational reform. The first task is to enhance the professional competence of psychology teachers. It is essential to intensify training for psychology educators and to reinforce their professional teaching skills [8]. Teachers should engage in academic exchanges in various forms and devote personal time to self-study, strengthen theoretical knowledge, and consolidate practical experience to meet the specific needs of psychological education for vocational college students. They must improve their teaching abilities and optimize their methods, using effective teaching strategies to guide students and support their healthy development.

### ***4.2 Changing the Educational Concepts of Psychology Course Teachers***

Teachers are the primary facilitators of psychology course instruction. Given that some psychology teachers may have inadequate understanding of psychological education, they must promptly shift their educational concepts. They should deeply comprehend the significance of psychological education for the healthy development of students' minds and bodies. Moreover, as the psychological issues of contemporary vocational college students become increasingly diverse and complex, teachers should not only summarize experiences and explore new ideas within routine psychology courses but also systematically study students' psychological problems and developmental patterns. Based on research findings, they should provide targeted psychological counseling for students with different personality and thought characteristics. Additionally, teachers should explore new methods and approaches for teaching psychology courses, in line with contemporary developmental trends, to promote the scientific, systematic, and standardized transformation of psychology education [9-10].

### ***4.3 Using Language to Elicit Positive Emotions in Students***

The use of teaching language and behavior reflects the standard of a teacher's instruction. Effective teaching language can eliminate adverse psychological states in students, alleviate anxiety, confusion, and introversion, and foster a positive attitude towards learning, thereby boosting their confidence and motivation. Therefore, in the teaching of public psychology courses in higher vocational colleges, teachers should skillfully use facial expressions, body language, and vocal qualities to convey positive and kind messages to students. This helps students intuitively feel affirmation and respect from their teachers, fostering a healthy, positive, kind, and optimistic mindset. Similarly, as the core figure in the classroom, the teacher should establish an appropriate teaching position, actively create an equal and democratic teacher-student relationship and classroom atmosphere, encouraging students to interact with the teacher and share opinions. This collaborative effort helps achieve the educational goals of the class [11].

### ***4.4 Innovating Teaching Methods to Stimulate Student Interest***

Reforming teaching methods is the foundation for innovating the public psychology curriculum. Traditional psychology courses often focus only on basic theoretical knowledge, which can lead to a lack of student engagement. Therefore, to ensure that every student is actively involved and achieves psychological growth, psychology teachers must innovate teaching methods beyond traditional practices. Widely used methods now include gamified teaching, situational experience teaching, practical inquiry teaching, and informational teaching. For instance, traditional psychology courses mainly consist of general psychological theories that do not align with students' real lives. To bridge this gap, teachers can organize practical activities that take students beyond the classroom, applying

psychological knowledge in real-life scenarios such as character interviews, team psychological games, etc. This approach allows students to apply psychology knowledge deeply in practice and enhances their interest in psychology courses[12].

#### ***4.5 Implementing Group Psychological Counseling***

Group psychological counseling is based on professional counseling theories, utilizing a scientific, comprehensive, and practical activity system. The interaction between members within the counseling group influences each other during the counseling and practice process, achieving the effects of education, enlightenment, and motivation. In individual counseling, the process can often be secretive, monotonous, and lack trust, whereas the atmosphere within a group can change the singular communication dynamic centered on the counselor, with mutual assistance and encouragement among members providing a foundation for effective counseling. During group counseling, member interaction and engagement make others in the group like clear mirrors, serving as comparisons, examples, and references for introspection and deeper self-understanding. Team members help and encourage each other, and can also be competitors. This method of mutual influence is multidimensional and interactive, and its effects are significant. Team members form a micro-workplace, akin to a condensed version of society, and the group psychological counseling activities simulate real workplace conditions and social life situations like job pressure, competition, interpersonal relationships, and career development. Participants can experience and simulate real employment activities through psychodrama, situational assumptions, role-playing, etc., and learn to manage various psychological stresses and employ effective psychological adjustment techniques. In simulated interviews, group members can gain a wealth of social experience, employment skills, and gradually learn how to interact with others, observe society, and understand the need to follow group norms, laying a solid foundation for actual employment in the future[13].

Employment capability group counseling is similar to real-life experiences; university student groups engage in indirect learning within the team, observing themselves from multiple perspectives. They can accept more viewpoints from the group and other members, thereby gaining more resources. In the process of resource-sharing and exchange, they can achieve greater benefits. The learning outcomes and the impact of activities can be extended to their everyday academic and life activities.

### **5. Strategies for Enhancing Employment Capabilities of College Students**

#### ***5.1 Effective Policy Support from the Government***

Against the backdrop of difficulties in college graduates' employment, the government's role in control and coordination is increasingly in demand. Employment policies have a significant guiding impact on college graduates' job prospects. To better address these challenges, the government should further refine support policies for college graduates' employment, positively influencing the framework of their employment capabilities and effectively enhancing them. The government could offer economic support for entrepreneurial college students. Many graduates may choose to start their own business, either by choice or necessity, but may abandon this path due to lack of start-up capital. The government could introduce policies that provide financial support for entrepreneurs, such as interest-free bank loans, to alleviate their funding concerns. Employment of college students contributes not only to urban talent attraction but also to the overall societal development and reduction of employment pressure. The government could promote the idea of graduates returning to their hometowns for employment opportunities, for instance, by offering complete social security for those contributing to their hometown's development and providing related preferential policies, thus enhancing graduates' sense of identity with their hometowns and promoting both local development and personal growth.

#### ***5.2 Offering a Rich Variety of Campus Activities and Competitions***

High-quality campus activities and traditional cultural events can greatly enrich college students' lives. Participation in these events encourages self-reflection and innovation. Through engagement in activities, students can hone their abilities to discern and evaluate the unknown, thereby assessing the value of these experiences. Encountering knowledge gaps prompts proactive exploration and communication with peers and teachers. This not only builds courage in the face of challenges but also enhances interpersonal skills. Knowledge-based competitions encourage students to shift their learning

paradigms. Competing students tend to be meticulous and attentive, and the seriousness of the competition environment demands overcoming inner fears and striving for excellence. Through numerous challenges, college students can become more composed when facing future challenges, significantly improving their ability to adapt to societal pressures. Schools should fully promote significant events and competitions to stimulate student engagement, potentially offering tangible rewards for participation.

### **5.3 Targeted Career Guidance by Higher Education Institutions**

Higher education institutions should offer differentiated career guidance and planning. Diverse career guidance should be provided to students of different majors, with adjustments made in accordance with the evolution of the times. For example, students in arts and sports fields may have strong employability but face limited job opportunities, so faculty should increase job information collection and entrepreneurship guidance to help students shift from passive to active job seekers. For social science majors, tailored programs should be developed based on market demand and entrepreneurs' economic status to help students identify their professional direction. For female engineering students, schools should explore suitable employment directions in interdisciplinary fields, transforming potential disadvantages into development advantages and preparing every student for societal integration.

### **5.4 Strengthening Employment Support and Guidance in Schools**

Institutions should alter graduates' employment perceptions, actively providing career planning guidance and policy information. Many institutions lack systematic, professional employment guidance courses, offering only rudimentary job introductions without detailed career planning or accurate job positioning. Schools should focus on graduates' career planning, adding vocational guidance courses where teachers can impart comprehensive employment knowledge, helping students to develop clear plans for their future employment and to realize their value on their chosen paths.

### **5.5 Employers Facilitating Employment for College Graduates**

For college graduates, entering the workforce marks the beginning of their professional careers. Employers play a critical role in assessing and strengthening individual employment capabilities. Employers should provide internships and employment opportunities for graduates, publicize recruitment information and requirements, and establish internship systems and guidelines to cultivate high-quality employees who can contribute to company growth. Some enterprises may collaborate with universities, offering internships to students who have completed relevant courses. Employers could assign positions and provide formal training to interns, compensating them with stipends as per company policy. During internships, students gain profound insights into their professions.

## **6. Summary**

In summary, public psychology courses are not only crucial in shaping students' resilience in psychological qualities but also serve as an important foundation for promoting their healthy and positive development. In response to the issues present in the traditional psychology curriculum teaching at vocational colleges, psychology teachers must first recognize the importance of psychological education, set clear teaching objectives, enhance their professional qualifications, and actively innovate teaching methods. Furthermore, they should skillfully utilize assessment, encouragement, and praise in the classroom to eliminate students' adverse psychological issues and boost their confidence in learning. This approach is aimed at equipping vocational college students with a resilient mindset, enabling them to effectively confront challenges in life and study, thereby laying a solid foundation for their future development.

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