

Undergraduate Career Development and Employment Guidance Course System Construction

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Abstract: *The career development and employment guidance courses for undergraduate students can help them navigate the challenging job market, clarify their career goals, and find more suitable employment opportunities. However, it is important to note that there are still many issues and deficiencies in the implementation of career development and employment guidance in universities, which not only fail to meet the requirements of sustainable social development but also exhibit various shortcomings. Therefore, it is necessary to explore the root causes of these problems, take into account students' characteristics, majors, and other factors, and construct a comprehensive employment guidance course system to provide students with clear career paths and achieve the desired educational outcomes and goals. This article primarily analyzes the construction of the course system for undergraduate career development and employment guidance, providing insights and references for relevant stakeholders.*

Keywords: *undergraduate students, career development, employment guidance, course system construction*

1. Introduction

Analysis of the current employment situation for today's university students reveals ongoing challenges, such as difficulties in finding employment. Therefore, when cultivating innovative and highly skilled talents, universities should effectively integrate the development of the times, employment trends, and curriculum guidance to provide students with appropriate support and guidance toward their goals. However, some universities' existing career development and employment guidance courses no longer meet the demands of society for talent. The research in this field lacks depth, with insufficient field visits or investigations. As a result, relevant faculty members are unable to progress, often relying on traditional methods to guide student employment. Additionally, students lack a proper understanding of themselves and lack a comprehensive career plan. These factors hinder students' future development, necessitating the attention of universities to construct dedicated career development and employment guidance course systems.

2. Background of the Construction of Career Development and Employment Guidance Curriculum

System for Undergraduate Students Career development and employment guidance courses for undergraduate students in China have not had a long history. Similar courses were first established in the 1960s. However, with the continuous development of society and the changing employment situation, career development and employment guidance courses for undergraduate students need to be innovative, transform traditional educational methods, draw on the essence, and eliminate the shortcomings, in order to fully demonstrate the role and value of such courses and provide students with appropriate assistance upon graduation. Especially with the advent of the reform and opening-up era, there have been significant changes in career development and employment guidance courses for undergraduate students, and diversified institutions specifically guiding students' employment have emerged ^[1]. With the emergence of economic globalization and the information age, China's career development and employment guidance have been influenced by the ideological concepts of other developed countries, leading to various ideas and viewpoints. These not only limit the progress of career development and employment guidance but also threaten students' mental health. Therefore, universities should consider their own situation, promptly adjust the relevant content of career development and employment guidance courses to achieve good results. At the beginning of the 21st

century, China lowered the threshold for higher education, leading to an increasing number of students entering universities. However, this also resulted in a significantly larger student population, while the number of positions and enterprises in society could no longer meet their employment needs, leading to the issue of employment difficulties. It is crucial for universities to formulate reasonable and feasible measures to provide correct guidance to students, support their active entrepreneurship and employment, and contribute to social stability and national unity.

3. Significance of the Construction of Career Development and Employment Guidance Curriculum System for Undergraduate Students

3.1 Facilitating students' career planning

Career development and employment guidance courses for undergraduate students can guide students to conduct self-exploration and self-analysis from multiple dimensions and various aspects. By considering their individual characteristics, interests, preferences, and professional abilities, students can develop targeted development plans, encouraging them to think deeply about their future directions. This approach helps students set clear goals, provides them with more motivation for learning, and stimulates their enthusiasm for exploration. It also facilitates the scientific design of their future learning paths. At the same time, students can better manage their university life, avoiding wasting time, and experiencing a higher sense of fulfillment while enjoying the pleasures of university life [2]. Ultimately, it helps students establish a correct career perspective, gain a clear understanding of themselves, and choose careers that align with their strengths and interests, thereby achieving more with less effort. Furthermore, the implementation of career development and employment guidance courses enables students to quickly adapt to positions, enter corresponding roles, effectively integrate professional knowledge with career characteristics, balance their knowledge structure, enhance their overall quality and comprehensive abilities, and accelerate their growth into talents required by society.

3.2 Promoting innovative talent cultivation models

Universities are important places for cultivating and delivering talents to society. Students' performance in workplaces reflects the effectiveness of talent cultivation in universities and influences the reputation and status of universities. Career development and employment guidance courses for undergraduate students help students integrate their basic knowledge, professional skills, social demands, and job requirements. By employing integration, comparison, and analysis, students can clearly identify the gap between their abilities and the demands of employers, which guides them in setting specific learning goals and awakens their hidden motivation for learning. Moreover, this approach sets higher requirements for talent cultivation and promotes innovation in educational work. Therefore, universities should recognize the significance of the construction of career development and employment guidance curriculum systems, formulate reasonable and feasible educational plans based on students' characteristics and learning situations, and better cultivate students to achieve the desired educational goals.

3.3 Balancing regional economic development structures

With the continuous development of society, university students have higher expectations for jobs and work. Their career goals are becoming more diverse, and the issue of employment difficulties has become increasingly evident. Many students choose to seek employment and development in first-tier cities, such as Beijing, Shanghai, Guangzhou, and Shenzhen, which are more developed. As a result, the uneven distribution of talents naturally leads to a severe imbalance in regional economic development and further widens the gap, causing irreparable consequences. By implementing career development and employment guidance courses, students can establish correct employment concepts, eliminate negative thoughts, and resolve structural contradictions in employment. This ensures a balanced development trend in all regions. Most importantly, it enables students to gain in-depth knowledge of the latest employment policies and benefits in China, understand the current employment situation and industry demands, optimize the allocation of human resources, set clear goals, and actively contribute to the corresponding positions, benefiting social development [3].

4. Issues in the Current Construction of Career Development and Employment Guidance Curriculum for Undergraduate Students

4.1 Insufficient Emphasis Currently

Most universities in China have established career development and employment guidance courses. However, some universities do not give sufficient attention to these courses. There are also deviations in the ideological concepts of some universities, where they consider the curriculum construction as unreasonable and the class schedules as unscientific. In some cases, these courses are merely superficially established to meet the requirements of relevant departments. These issues mainly manifest in the following aspects: Firstly, there are flaws in the positioning of the courses. The education authorities require universities to treat these courses as compulsory courses and incorporate them into the entire teaching system. However, some universities only offer them as elective courses and organize students to participate through lectures and forums. Moreover, some universities schedule classes in the evenings or on weekends, which leads students to overlook the value of the courses and lack the motivation to actively participate, considering them meaningless. Secondly, there are erroneous course concepts. Some universities establish these courses solely to increase students' employment rates, ignoring their role in students' career planning and education. The teaching content focuses more on the employment trends of various majors, analysis of the latest employment policies in China, and simple introductions to industry backgrounds, without elaborating on students' career development and employment skills. Thirdly, the course settings are unreasonable. Some universities lack well-equipped teaching and research offices and have a shortage of course leaders. This hinders the smooth implementation of organizational work and leads to a situation where multiple leaders are involved, making it difficult to form strong cooperative relationships^[4].

4.2 Monotonous Teaching Methods

Classroom teaching is the most commonly used method in universities and the main approach to achieve teaching objectives and tasks. However, some universities tend to use a transmissive and fill-in-the-blank approach in classroom teaching, aiming to make students acquire more knowledge and skills. In this teaching mode, students not only fail to concentrate their attention and immerse themselves in the teaching content, but they are also prone to developing aversion and dislike towards the knowledge. They cannot experience the fun of professional knowledge. Over time, this naturally affects students' learning outcomes. Moreover, if the career development and employment guidance courses lack novelty, and the teaching mode remains traditional, it will undoubtedly inhibit students' interest in learning and hinder the improvement of teaching quality. Therefore, university teachers should transform their traditional mindset, strengthen the innovation of teaching models, highlight the importance of career development and employment guidance courses, and help students develop a deep understanding, laying the foundation for their learning^[5].

5. Strategies for the Construction of the Curriculum System for Career Development and Employment Guidance for Undergraduate Students

5.1 Increase Construction Efforts and Create a Favorable Atmosphere

Universities need to follow the latest policies and regulations issued by the Ministry of Education and implement career development and employment guidance courses as compulsory courses, incorporating them into the talent cultivation system. Efforts should be made to increase the course requirements, adjust the class schedules or teaching conditions, and establish well-equipped curriculum research offices. Renowned experts, scholars, and experienced teachers should be invited to assume the responsibility of leading the curriculum research offices. The research offices should coordinate and plan the curriculum for the entire university, develop clear teaching plans and syllabi. The university should allocate substantial funding to support the curriculum construction, organize teachers to participate in various training activities, actively engage in exchanges with other teachers, and share their teaching experiences, continuously improving the teaching outcomes and quality to provide high-quality curriculum education to students. As students have different characteristics and needs at different stages, universities should provide targeted education according to each grade, integrating the curriculum education into various stages of university education. For example, in the first year, a study planning course should be established to cover topics such as freshmen induction, major education, etc.

When students first enter the university, they often experience a period of confusion and anxiety. At this stage, a specialized study planning course can help students quickly understand the issues related to their enrollment, guide them in planning their academic and career paths. In the second year, a career planning course should be introduced, integrating industry development trends and employment policies, innovating the educational content, and making students aware of the value of career development and employment guidance. In this stage, the career planning course should focus on career planning education, teaching students basic theoretical knowledge, and using surveys, questionnaires, and assessments to guide students in self-analysis and exploration, helping them identify positions that match their own development and guiding them in formulating clear career plans as a foundation for subsequent stages of work. In the third year, an employment guidance course should be offered, integrating information about postgraduate entrance exams, studying abroad, and entrepreneurship education, among other topics. At this stage, teachers should provide correct guidance based on the employment direction of students' majors, employment policies, resume design, job hunting Q&A, etc., assisting students in formulating clear development goals. Compared to the total class hours in the second and third years, the practical courses should account for more than 30%, enabling students to engage in practical activities such as research and internships in various enterprises, integrating their acquired knowledge with real work experiences.

5.2 Build a Teaching Team and Improve Teaching Capabilities

A comprehensive curriculum covers various aspects and requires a long teaching duration. The professional abilities of teachers are fundamental guarantees for the quality of classroom teaching. Therefore, universities need to form a high-quality teaching team with strong professional competence, high professional ethics, and innovative spirit. The team should consist of three types of teachers: core, backbone, and part-time. Core teaching staff should include teachers from the fields of education, psychology, or those familiar with career planning and innovation and entrepreneurship education. By utilizing internal training and external recruitment, more excellent Ph.D. graduates should be introduced. Through diverse training methods, some teachers can successfully transition into teaching positions for these courses. The core teaching staff should bear the responsibility for career planning, skills development, and entrepreneurship guidance, ensuring that students continue to learn and acquire more relevant abilities. The backbone teaching staff should invite teachers with extensive practical experience, typically including deputy secretaries of the party committee, deputy deans in charge of teaching, and directors of student affairs offices. They are key personnel responsible for student management, understanding students' characteristics and situations, and providing scientific guidance for students' academic, personal growth, and employment. Part-time teaching staff should mainly consist of entrepreneurs, industry association representatives, human resource managers, or other government officials. They can enhance student development and improve their innovative spirit and employability through lectures, education, forums, etc., helping students adapt to society and their future roles more quickly, achieving multiple objectives.

5.3 Build a Network Platform and Innovate Teaching Models

In the era of information technology, online teaching has become the mainstream method and a strong support for traditional classroom teaching. Universities need to leverage internet technology to establish dedicated online platforms, highlighting their convenience and multifunctionality. On these platforms, teachers can upload materials they have obtained, produced, or designed, allowing students to access and review them easily. By entering their student ID, students can log into the system to access class assignments, instructional videos, and learning resources, providing them with more opportunities and enhancing their learning outcomes. Students' online learning time and frequency can also be used as assessment criteria. Teachers can communicate with students enthusiastically on the platform, discussing the latest employment policies and hot topics, understanding students' thoughts and feelings, identifying problems in their learning and employment, and providing effective solutions. The school needs to optimize the functionality of the online education platform, such as establishing service sections for "course assessment, career testing, career interpretation," etc., addressing the deficiencies in classroom teaching, providing more opportunities for autonomous practice and learning for students, ensuring the feasibility of career planning, employment guidance, etc. In traditional classroom teaching, teachers can use various methods and means to stimulate students' desire to learn, incorporating news and hot topics that interest students into teaching activities, capturing students' attention and deepening their understanding of the latest policies and current affairs in China, enabling them to quickly integrate into society after graduation. Practical research has shown that methods such as class discussions, situational teaching, case-based teaching, and practical teaching can enhance

students' learning outcomes. Class discussions and situational teaching can involve role reversals between teachers and students, emphasizing students' active role, activating their enthusiasm, and transforming their learning attitude from "I have to study" to "I want to study," achieving the expected teaching goals and multiple benefits.

5.4 Establish a Curriculum System and Optimize the Evaluation Mechanism

Curriculum construction needs a sound curriculum system as support. Hence, it is necessary to adopt a "2-3-4" curriculum system or two categories, three classrooms, and four major modules to strengthen student education and cultivation. Firstly, the two major categories refer to explicit courses and implicit courses. The former represents content explicitly defined by the Ministry of Education, including theoretical teaching and extracurricular practice. The latter refers to informal courses not explicitly defined by higher education authorities, often existing in the university campus culture and playing an important role in students' subsequent growth and development. Secondly, the three classrooms consist of the theoretical course system, practical activity course system, and campus culture course system. The first classroom focuses on theoretical teaching and should select knowledge relevant to students' employment, emphasizing theoretical knowledge, industry trends, employment policies, and job search methods. The second classroom refers to the practical activity course system, which is often overlooked by universities but occupies a crucial position in the curriculum system. In this classroom, teachers should consider creating a conducive environment, promoting student practice, and advancing curriculum development. Students should be encouraged to participate in classroom competitions, career planning activities, etc. Teachers should guide students in setting clear goals before the activities, provide active guidance, and summarize the activities afterward. This integration of the first and second classrooms can enhance the practical effectiveness and quality of teaching. The third classroom refers to the campus culture course system, leveraging unique campus culture to highlight the role of the university in nurturing students. Lastly, the four major modules consist of the theoretical curriculum, group counseling, practical activities, and campus culture. Universities should design corresponding modules based on students' major characteristics, learning situations, career demands, etc., ensuring students' steady progress and development, achieving good learning outcomes, and realizing the expected educational goals.

6. Conclusion

In summary, in the face of an increasingly complex employment situation, universities should continuously optimize their educational models. When cultivating undergraduate students, they should enrich the existing classroom content, establish a professional teaching team, strive to construct a specialized curriculum system for career development and employment guidance, and engage in diversified practical activities. Additionally, universities should increase their construction efforts to create a favorable atmosphere, build a teaching team to enhance teaching capabilities, establish network platforms to innovate teaching models, and create curriculum systems while optimizing evaluation mechanisms. These approaches will strengthen student education and cultivation, provide them with accurate guidance, help them realize the importance of such courses, and enable them to actively engage in learning. This will assist students in quickly adapting to society after graduation and contribute to the development of the country.

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