

On the Education Methods of "Employment Guidance Course" Provided by College Counselors in the Post Epidemic Era

-- From the Perspective of a Community with a Shared Future for Teachers and Students

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Abstract

Affected by the COVID-19, China's employment situation is facing a more severe test. Due to changes in employment concepts, the graduation destinations and employment status of college students have also shown new changes that keep up with the times. In order to cope with the new employment situation in the post pandemic era, this article first analyzes the current situation and problems faced by the employment guidance courses taught by university counselors from the perspective of second-line employment workers. Secondly, from the perspective of a community with a shared future for teachers and students, respond to students' concerns about employment work. Finally, starting from the development needs and psychological expectations of students, it is recommended to strengthen the top-level design of the employment guidance system, implement a blended teaching model, reform the content of employment guidance courses, and improve the level of teaching staff, in order to provide assistance for improving the quality of talent cultivation in universities, solving employment problems for university students, and alleviating employment pressure in the post pandemic era.

Keywords

Post pandemic era; Community with a shared future for teachers and students; Employment guidance.

1. Introduction

In recent years, the number of college graduates in China has been increasing year by year, and the employment pressure is constantly increasing. Since 2019, affected by the COVID-19 and the global economic turmoil, the employment situation in China is not optimistic, and college graduates are facing increasing employment pressure. In the post pandemic era, the graduation destination and employment situation of college students have also shown new changes that keep up with the times, with phenomena such as slow employment, lazy employment, a wave of further education, and a craze for taking public exams. Therefore, research on employment work during the epidemic has gradually attracted academic attention, and research on "ensuring employment and stabilizing employment" has gradually enriched, mostly concentrated in the fields of government, society, and universities. However, there is not much research literature on second line employment workers for university counselors, and there is even less research literature based on the perspective of a community of shared future between teachers and students from the perspective of employment guidance courses led by university counselors.

But college counselors are the backbone of college students' employment guidance and the main bearers of college employment guidance courses. Therefore, it is of great significance to

study and solve some practical problems faced by college counselors in teaching employment guidance courses, combine the current development tone and future trends, seek new educational methods and methods, meet the needs of deepening research on employment guidance and career planning for college students, and promote the role of employment guidance in the employment process of graduates. In addition, exploring new ideas, methods, and methods for the education of employment guidance courses for college students from the perspective of a community of shared future between teachers and students has important reference value for universities to achieve new breakthroughs in counselor employment and a win-win effect of successful employment for graduates. It also provides certain reference significance for relevant academic researchers.

2. The Essence of a Community with a Shared Future for Teachers and Students in the Post Pandemic Era

The community of shared destiny reflects the interdependence and solidarity between countries and people in the new era. This relationship means both prosperity and loss. From this perspective, studying the relationship between college counselors' employment guidance courses and the "teaching" and "learning" of college students can better help college counselors carry out effective employment guidance course education.

2.1. The foundation of a community with a shared future for teachers and students is mutual respect

Mutual respect is the fundamental principle of interaction between counselors, teachers, and college students. This respect should first be reflected in the fact that counselors and college students are two independent individuals who engage in multi-level communication and cooperation in various aspects such as ideology, work, learning, life, and spirit as a "whole person". Secondly, both parties have an equal relationship with each other, rather than a subordinate relationship. Although there may be roles of education and being educated, managed, and managed in the classroom, fundamentally, equality of status and soul between both parties is a dialogue conducted on the basis of equality, and a deep interaction conducted on the premise of mutual respect. This is not only an important foundation for the community of shared future between college counselors and college students, but also a solid foundation for college counselors to provide employment guidance.

2.2. The driving force behind the community of shared future between teachers and students is mutual need

The power of a community with a shared future for teachers and students stems from the common need for both parties to develop together in the educational process. In the process of education, counselors earn the love and respect of students, the praise and trust of parents, the progress of work, and personal life value through hard work and dedication. And students can gain the knowledge and experience of teachers, care and care, harvest friendship and growth, improve their ideological level and comprehensive abilities, and ultimately become useful talents for society and the country. Throughout the process, both teachers and students have their own needs, but they are closely intertwined, closely connected, need each other, and can promote each other.

2.3. The characteristic of a community with a shared future for teachers and students is complementary advantages

As two different groups, counselors and college students have their own strengths, and teachers and students should learn from each other's strengths and complement each other's strengths. Firstly, recognize each other's strengths'. This requires both parties to have a clear positioning

of themselves and each other, understand their strengths and weaknesses, and acknowledge and appreciate each other's strengths. This is a prerequisite for achieving complementary advantages. Secondly, transforming this understanding of advantages into practical actions is called 'complementarity'. Counselors' employment guidance should be tailored to their individual needs, fully respecting the characteristics of each student, actively absorbing the shining points of students, continuously improving guidance methods, and achieving high-quality and distinctive educational outcomes. In addition, students should respect their teachers and value teaching, internalize the knowledge and experience imparted by counselors, and even draw inferences from each other. They should dare to provide opinions and suggestions to counselors, and encourage them to jump out of their comfort zone and accept new knowledge.

2.4. The core of a community with a shared future for teachers and students is common development

The core of the community of shared future between counselors and college students is to achieve mutual development. Although the employment guidance courses for college counselors are short, they witness the growth and success of students through the transmission of their knowledge and experience, and find the desired job that can realize their own value. This sense of satisfaction and achievement is irreplaceable by any money or material, and it is also the spiritual motivation for many counselors to persist in this position. Similarly, successive college students have the most contact with teachers, and the teachers who have the greatest influence in school are also counselors. They "feed back" counselors through their subjective initiative. In this process of mutual adjustment and promotion, both parties achieve common progress and development.

3. The Current Situation and Existing Problems of Employment Guidance Courses in Universities

3.1. Introduction to the current situation of college employment guidance courses

College counselors are the main bearers of college employment guidance courses. The employment guidance course is a compulsory course specifically offered by universities for graduates. However, for a long time, many people generally believed that employment was the responsibility of students themselves, while choosing a career was a personal ability. Therefore, the importance of employment guidance courses in China is not high, and they started relatively late. The purpose of its establishment is to help students establish good employment expectations, improve job search skills, and better utilize their personal abilities. Before students enter society, employment guidance courses can provide a transition between campus and society, improving their adaptability. However, in the past decade of development, the teaching results of employment guidance courses have not improved year by year. On the contrary, due to the rapid development of technologies such as the Internet, the traditional knowledge taught is outdated, making it increasingly difficult for students to attach importance to this course.

The lack of attention from students leads to a poor classroom atmosphere, resulting in the teacher being tired of dealing with this course. Over time, there has been a vicious cycle between students and teachers, leading to the employment guidance course becoming a mandatory "water course" for students in universities. Therefore, based on the analysis of the current situation of offering employment guidance courses in universities, it is of great significance to analyze the problems existing in employment guidance courses, innovate

teaching models, find reform paths and implementation strategies, and solve the employment problems of college students and alleviate employment pressure in the post pandemic era.

3.2. The main problems currently existing in college employment guidance courses

3.2.1. Uneven proportion of course schedule arrangement

Firstly, analyze from the cycle and time of the course itself. Since the issuance of the Notice of the General Office of the Ministry of Education on Issuing the Teaching Requirements for Career Development and Employment Guidance Courses for College Students, the class hours have been set at 38 hours. However, in the practical process, many schools only have 18 class hours for the "Employment Guidance" course, because the class hours of the employment guidance course are less than professional compulsory courses, resulting in most students placing much less emphasis on this course than professional compulsory courses. In practical life, almost every student will face the problem of job hunting to some extent. When encountering these problems, students who have only a partial understanding of the employment process or even have never heard of it will find it difficult to have the ability to independently analyze. Secondly, analyze from the time period of course offerings. Most courses on "Career Planning" and "Employment Guidance" will be offered separately in the first and sixth semesters, and teachers can also choose freely. It is difficult to form a systematic teaching content, and relevant knowledge in career development should be interspersed throughout the entire university life. However, such course arrangements result in limited effectiveness of employment guidance. In summary, it is necessary to scientifically and reasonably allocate courses and class hours, and provide more detailed and targeted teaching for different grades at different time periods.

3.2.2. The teaching form is relatively single

Most courses are taught centrally in administrative classes, often in the form of a one-way teaching style of "cramming" by the teachers. Some large classes actually involve more than 100 students, making it difficult to carry out teacher-student interaction and personalized tutoring. At present, the employment directions for undergraduate graduates in universities are divided into postgraduate entrance examination, public entrance examination, professional counterpart large state-owned enterprises, professional related private enterprises, and non professional counterpart employment directions. For these types of students, the teaching content is the same, and there is no scientific teaching system suitable for different individual needs.

3.2.3. Lack of novelty in teaching content

Due to the insufficient teaching resources of the current college student employment guidance course compared to other compulsory courses, it is difficult to carry out targeted individual guidance courses in the face of public teaching. Many course content has developed into a simple form of explaining slides. At the same time, the unified collective use of textbooks cannot encompass all information, resulting in the quality of courses being mostly determined solely by the individual level of teachers.

During the teaching process, some cases were from several years ago, and the explanation and analysis of the current new situation were basically blank. The form of regular analysis and reading slides has left a very rigid impression on students. During the learning process, students hope to receive more new stimuli in the classroom, including the transmission of new information, explanation of new problems, professional analysis of new data, interpretation of talent needs from the perspective of enterprises or employers, and even simulation of job search processes. However, the current situation of large class teaching in public classrooms cannot meet the similar needs of students.

3.2.4. Low level of professionalization of course teachers

According to the regulations of the Ministry of Education, the ratio of full-time employment guidance teachers to college students should be 1:500, but currently the central force responsible for teaching tasks is still the counselors and teachers of various universities. Although counselors have rich student work experience, there is a considerable lack of theoretical knowledge and understanding of the industry in the professional fields of employment guidance courses and the fields that students are learning, resulting in generally lower teaching quality than expected. Especially in the current curriculum, students are free to choose the teachers for employment guidance courses throughout the school. Due to the limitations of academic background and work experience, it is difficult for teachers to provide professional and accurate employment guidance and services for students in certain subjects.

4. Suggestions for Teaching Reform of Employment Guidance Courses

4.1. Construction of Employment Guidance Curriculum System

For the employment guidance course, schools should reasonably integrate it into student training programs and give full attention to the course from an ideological perspective. Firstly, the selection of textbooks should closely meet the practical needs of college students. Starting from the practical challenges of college students' career development and employment ability improvement, we should pay attention to the school-based characteristics of textbooks, and ensure that they are in line with professional reality, industry characteristics, and students' lives. Only realistic textbooks can attract students and lay a solid foundation for achieving good teaching outcomes. Secondly, the course schedule should be highly targeted. From the practice of various universities across the country, the duration of employment guidance courses for college students varies, with most universities arranging centralized teaching within two months, resulting in a relatively tight schedule of courses. However, the lack of scientificity and consideration of students' learning status and acceptance level have affected their sense of identification with the curriculum. The third suggestion is to impose relative restrictions on the selection of course teachers. Those with similar disciplines can freely choose, while those with larger distances between disciplines can be subject to certain restrictions. This ensures that the teacher's academic background and work experience can help students provide more accurate and reliable employment guidance and services.

4.2. Implement blended teaching mode

The COVID-19 at the end of 2019 forced the rapid transformation of the teaching mode of colleges and universities, from the traditional "flooding" classroom to the interactive flipped classroom combining online and offline. In the new model, teachers shift from a single teaching method, designing and producing learning resources before classroom teaching, sharing learning resources with students during the teaching process, and providing real-time supervision and guidance, fully leveraging students' self-learning ability, enhancing students' three-dimensional understanding and comprehensive ability of knowledge, and creating a good learning atmosphere. The employment guidance course can utilize online learning platforms such as Xuetong, Tencent Classroom, and DingTalk to stimulate students' interest in self-learning employment knowledge and exercising employment ability through reasonable pre class design and evaluation standards, enrich teaching resources, promote personalized development of students, and improve teaching quality.

4.2.1. Layered teaching

When they first enter university, many students may encounter difficult conditions to adapt to, which makes it difficult for them to carry out their studies normally. Therefore, adaptability courses should be arranged for freshmen to accelerate their adaptation speed and help them

adjust their status and majors. Focus on developing career positioning and personal career planning design for students, so that they have a basic positioning for their future careers. By the time of their sophomore and junior years, students have become more accustomed to college life and have a preliminary understanding and planning of their careers. They can further engage in job hunting skills and training, and improve their job hunting abilities through practical simulation exercises. As we approach graduation in our senior year, we not only need to review the previous content, but also provide guidance on employment policies, laws and regulations, job seeking psychology, and job seeking skills. We can also start from subtle aspects, such as the production of graduation resumes, how to stand out in interviews, how to deal with employment anxiety, and how to prevent employment traps. Part of it can be taught through teachers in class, while the other part can be exposed to more diverse knowledge through MOOC online class videos or SPOC teaching mode. In addition, some technical knowledge can be made into thematic videos for students to watch and learn when needed, achieving the characteristics of a hybrid teaching method system and comprehensive consideration.

4.2.2. Small class teaching

Small class teaching increases the sense of skill acquisition. Currently, almost all employment guidance courses are taught in large classes, with a student population of over 80 or even over 120. Many aspects of employment guidance require interaction between teachers and students, which requires practice. Large class teaching mostly focuses on simple knowledge explanation, and the practical stage is difficult to achieve. Increase practical training through small class teaching to consolidate the learning effectiveness of knowledge and skills. According to the theory of employment guidance, it is necessary to leverage students' subjectivity and integrate assessment and practice into the curriculum. Various group tutoring and career practices are conducted in the classroom, as well as career planning competitions, resume competitions, etc. In addition, small class teaching is also beneficial for course assignment design. Assigning and checking course assignments is one of the organizational forms of teaching, which is an extension of classroom teaching. It helps to consolidate and improve the knowledge and skills learned by students both in and out of class, cultivate their independent learning ability and habits, and improve their ability to analyze and solve problems. At present, the employment guidance course for college students emphasizes process assessment, which requires students to complete resume production and course paper writing. However, from the perspective of practical effects, there are still problems such as low attractiveness and low effectiveness. Some researchers have divided homework into four types, which has reference significance for designing job guidance courses: firstly, interesting homework can stimulate students' interest. For example, in terms of self-awareness, students can be required to start with "I am..." and write ten sentences to summarize and understand themselves; The second is hierarchical homework, promoting common progress. For example, in terms of self introduction techniques, students who are good at expressing themselves can prepare multiple different versions of self introductions in small groups, providing demonstration and assistance to other students. The third is extended homework, which enriches students' knowledge. For example, in terms of career understanding, arrange to experience and interview the most interested career positions after class, and write a career survey report in the form of "One Day at XXX Position". The fourth is practical homework, which deepens students' understanding. For example, interview skills training can simulate students playing different roles such as interviewers and job seekers in groups. It can be seen that the design and application of course assignments is an effective way to improve the attractiveness and effectiveness of employment guidance courses.

4.2.3. Optimize extracurricular activities

Students' participation in learning should not only be in the classroom, but also through extracurricular activities to encourage them to play the leading role. For example, when

teaching "Employment Situation and Policies", the relevant content can be designed as extracurricular tasks assigned to students. The teacher only lists reference resources and allows students to organize and process them in groups. Then, select several groups of typical materials that students have organized and publish them in class, and organize analysis and discussion to improve students' learning initiative and participation. This will enable students to have a deeper understanding of the current employment situation during the process of completing tasks.

In addition, we will fully explore and utilize campus enterprise cooperation bases and alumni resources, take students out, visit and intern in enterprises, integrate enterprise competitions in the classroom, introduce enterprise mentors, and combine the teaching of "theory" and "skills" to achieve employment guidance and social integration, and combine teaching and practice. Enable students to step into society and understand social reality with one foot during their school years. University is no longer a carefree ivory tower, but a small society where they learn skills and fill their wings. The course content is oriented towards the needs of the country and society, allowing for seamless integration between campus learning and social survival. In addition, activities such as enterprise elites entering the campus, excellent alumni sharing employment and entrepreneurship experience, exchange of experience in postgraduate entrance exams, and employment simulation recruitment can also be organized to seamlessly connect teachers and students in terms of credibility and friendliness of information, cultivate students' sense of "authenticity" in job hunting, and enable them to learn "useful uses", thereby enhancing their sense of learning acquisition. At the same time, by selecting students to participate in college students' discipline competitions such as the Internet plus Innovation and Entrepreneurship Competition, we will create as many opportunities as possible for students to explore their careers and clarify the direction of their efforts.

4.3. Reform of teaching content

Career development and employment guidance for college students are offered in two semesters, with a wide range of content. If taught according to the content system of the textbook, there will be problems of not being able to fully, deeply, and thoroughly explain. There should be a trade-off between the content of the textbook, and it is not advisable to prioritize equally, otherwise the practicality and practicality of the course will be overlooked to a certain extent, and it will also affect students' participation

4.3.1. Integrate and update course content

Firstly, the focus of teaching should be determined through discussions in the teaching and research department, and classified management should be implemented. Some content can be completely ignored, and students can learn it themselves or through online video learning; Some topics can be emphasized and more class hours can be arranged. Secondly, the course content should be updated in a timely manner. For example, changes in data, policy adjustments, and trends require teachers to update new concepts in a timely manner, such as slow employment, slash youth, and Industry 4.0. Teachers need to reflect and provide reasonable guidance in the course content. Finally, pay attention to and absorb relevant resources and enrich them into the curriculum. Teachers can often browse websites and journals that are highly related to the career development of college students, such as China Youth Daily, China Education Daily, College Student Employment Magazine, Higher Education Research, etc. They should pay attention to and absorb the materials, stories, and cases inside, and enrich and supplement the content of employment guidance courses.

4.3.2. Strengthen the combination of ideological and political education and employment guidance

The comprehensive quality of graduates is directly related to their career and employment perspectives. Therefore, for employment guidance teachers, they should strengthen the

effective combination of ideological and political education and employment guidance, so that students can face their careers more objectively and form a good career outlook, rather than falling into an awkward situation where high cannot be achieved low. From the current situation, many college graduates tend to drift with the flow after graduation and cannot clearly recognize their specific situation. In this case, it is necessary for employment guidance teachers to provide reasonable guidance to prevent students from being blind in their career choices. At the same time, teachers should also pay attention to the cultivation of students' spirit of dedication and positivity in the process of employment guidance, so that they can fully showcase their talents in future positions and achieve better development.

In addition, employment guidance teachers should also guide students to pay more attention to various employment policies launched by the country, encourage them to go deep into the grassroots and actively participate in relevant grassroots projects such as the "College Student Village Officials" and the "Western Plan", in order to better meet the needs of the country and society for talents and enhance the quality of school employment.

4.4. Improving the level of teaching staff

Currently, most schools have instructors responsible for student affairs who teach this type of course. Most counselors go from school to school and lack work experience. Therefore, efforts are made to build a stable, full-time, high-quality, professional, and professional teaching team to provide strong human resources for employment guidance courses.

To break away from the current situation where only counselors serve as employment guidance teachers, the first step is to cultivate professional employment guidance teachers through professional training or on-the-job training. Secondly, more corporate professionals or industry experts with practical experience in enterprises and rich social resources can also be invited through multiple channels to hold irregular interactive classes, providing personalized and vivid guidance for students. In addition, attention should also be paid to the training of the existing teaching staff, building a platform for online teaching, systematic training, and experience exchange, and improving the theoretical knowledge and professional level of existing employment guidance teachers. For example, through professional and technical level certification, the counselors who attend classes are trained into a professional teaching team, such as "National Level 2 Psychological Counselors", "Intermediate Career Counselors", "Global Career Planners", "Employment Competency Coaches", "Senior Employment Mentors", etc., and the teachers are urged to continuously practice and improve their professional abilities in their work, improve their professional level, and form a multi-level employment guidance teacher team, Effectively promote the professionalization and professionalization of teaching staff.

5. Conclusion

In the post pandemic era, from the perspective of a community of shared future for teachers and students, we aim to create employment guidance courses that are "pleasant", "desirable", and "heartwarming". Starting from students' development needs and psychological expectations, we respond to students' concerns, select content with warmth and a sense of the times to accurately meet their needs, and innovate teaching designs to attract students to gain ideological insights and wisdom enlightenment through participation and experience, Strengthen practical activities to guide students to obtain positive emotional experiences of self realization in practice, thereby enhancing the sense of gain for college students, turning "water courses" into "gold courses", truly exerting the function of employment guidance, improving the quality of talent cultivation, and alleviating employment pressure.

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