

Exploration on the Implementation of Career Planning Courses in Vocational Colleges

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Abstract

As a basic course for graduates of vocational colleges to scientifically and effectively choose the employment direction, career planning course plays a very important role in students' career education, affecting the training of higher vocational talents and future employment efficiency. At present, the issue of employment has become a key topic of discussion in vocational colleges and universities in recent years. Based on this, in order to achieve better employment of talents in vocational colleges after graduation, colleges and universities should make full use of the advantages of the network to reduce repetitive workloads, use the network to provide a consulting platform for career planning education, build a task-driven teaching system, and solve the problems existing in the current teaching reform of career planning courses in vocational colleges.

Keywords

Employment in vocational colleges; Career planning; Course.

1. Introduction

1.1. Research background

In recent years, with the expansion of colleges and universities, the employment of students has become a hot issue in society, the 13th National People's Congress was held, the work report mentioned: "This year the number of college graduates reached 8.74 million, to promote market-oriented socialized employment, colleges and universities and territorial governments must provide continuous employment services." It is planned to provide more than 35 million vocational skills training this year and next, and expand the enrollment of 2 million people in higher vocational colleges. "From this data, we can feel the pressure of job competition. Students of vocational colleges and universities are obviously disadvantaged compared with higher vocational institutions in terms of academic qualifications, so they face more serious problems in the process of employment. At the same time, at present, many students of vocational colleges and universities change jobs more frequently in the process of employment, which not only affects their own development, but also has a certain impact on enterprise human resource management, mainly because these students lack of planning for their careers and blindly find employment. Many students enter society with a diploma before they know and recognize professional positions, making work a means of earning a living rather than a career plan for their own development.

1.2. Research significance

1.2.1. Theoretical significance

Under the guidance of national policy requirements and the increasingly severe situation of higher vocational employment pressure, career planning education in domestic vocational colleges has been rapidly popularized and developed, as the main force of career planning

education, the construction of career planning courses has become the top priority for popularizing students' career planning concepts and improving students' career planning ability. Career planning education can help students correctly understand their own personality, characteristics and potential value, so that students can form an accurate positioning of themselves and ensure the continuous appreciation of advantages; Guide students to compare and analyze their own advantages and disadvantages, so that students can constantly improve themselves, recognize the gap between ideals and their own abilities, and constantly strive to narrow this difference, so as to enhance students' employment competitiveness and help students achieve their ideals and goals. Higher vocational career planning education is a course for educators to base themselves on the development of higher vocational schools in school, with the help of curriculum-based teaching methods, so that students can learn self-analysis, give play to their own advantages, tap potential potential, understand the external professional world, carry out matching planning and management, and finally make decisions and promote their implementation of actions, including academic planning, self-effective management, core quality training, etc., to make their own career choices, so as to achieve a smooth transition from school to the workplace.

1.2.2. Practical significance

The establishment of career planning courses helps higher vocational students to clarify their learning goals, and career planning itself is planned. On the basis of full self-exploration, senior vocational students establish learning goals and ideal goals in life through thinking, and then put them into action to achieve the goals. Goal is like a beacon that guides students forward and helps them not to lose their way along the way. When encountering difficulties, you can fully think and analyze subjective and objective factors, you can make appropriate adjustments to your career goals and make new plans to achieve your happy life goals. It helps universities reach their full potential and empower individuals. The key to career planning is to fully understand yourself. The self that everyone recognizes is only part of the true self, and everyone still has a potential self, which is what we need to invest time and practice to fully know and understand. It helps to help higher vocational students develop the habit of lifelong learning, and career planning also includes academic planning and self-time management during higher vocational study. In the process of helping students plan their learning, students are required to set goals according to the learning content of different periods, and adopt scientific and effective learning methods to achieve goals. Career planning itself is a long-term process, in which it can be adjusted, improved, and develop good habits of lifelong learning.

2. The Implementation Status of Career Planning Courses in Vocational Colleges

2.1. Questionnaire information

This questionnaire is aimed at students of vocational schools. Through the questionnaire survey, we can understand the implementation status of the career planning course of the vocational school, and understand the opinions and views of the higher vocational students on the implementation of the career planning course. In this survey, 100 questionnaires were distributed and 85 valid questionnaires were collected.

2.2. Analysis of the current situation

1. An overall overview of career planning courses for vocational students

As shown in Table 1, 38% of vocational students have taken career planning courses in school, 16% have attended relevant lectures arranged by schools, 18% of students have only heard of such courses, and 28% have not been exposed to career planning courses. It can be seen that

most vocational students have not studied career planning courses, but most vocational students have some understanding of career planning courses.

Table 1. What higher vocational students know about the "Career Planning Course"

Item	Frequency	Percentage	Cumulative percentage
Yes, previous schools have attended such courses	19	38.00%	38.00%
Yes, previous school has arranged related lectures	8	16.00%	54.00%
Yes, I heard others say	9	18.00%	72.00%
No exposure	14	28.00%	100.00%

As shown in Table 2, 50% of higher vocational students think that career planning courses are very important, 34% think it is important, 14% think it is fair, and 2% think it is not important. Combined with the analysis of Table 1, although most vocational students have not taken courses related to career planning, the vast majority of students believe that this course is very important for their career planning, reflecting the importance that higher vocational students attach to career planning.

Table 2. How much higher vocational students attach importance to the "Career Planning Course"

Item	Frequency	Percentage	Cumulative percentage
Very important	25	50.00%	50.00%
Important	17	34.00%	84.00%
General	7	14.00%	98.00%
Unimportant	1	2.00%	100.00%

As shown in Table 3, 46% of higher vocational students believe that career planning courses should be offered in the first year, 38% of higher vocational students believe that career planning courses should be offered in the second year, and 16% of higher vocational students believe that career planning courses should be offered in the third year. It can be seen that most students believe that they should open career planning courses as soon as possible to understand the relevant knowledge of career planning as soon as possible.

Table 3. Statistics on the grades at which higher vocational students believe that career planning courses are offered

Item	Frequency	Percentage	Cumulative percentage
Freshman	23	46.00%	46.00%
Sophomore	19	38.00%	84.00%
Junior	8	16.00%	100.00%

As shown in Table 4, from the above table, we can use correlation analysis to study the correlation between "Do you think it is necessary to open a career planning course" and "When do you think you should start a career planning course", "Do you think 'career planning' is important to you", and use the Pearson correlation coefficient to express the strength of the correlation.

The specific analysis shows that the correlation coefficient value between "Do you think it is necessary to open a career planning course" and "When do you think you should start a career planning course" is 0.370, and it shows a significance of 0.01, which shows that there is a significant positive correlation between "Do you think it is necessary to open a career planning course" and "When do you think you should start a career planning course". The correlation coefficient value between "Do you think it is necessary to have a career planning course" and "Do you think 'career planning' is important to you" is 0.514 and shows a significance of 0.01, thus indicating a significant positive correlation between "Do you think it is necessary to have a career planning course" and "Do you think 'career planning' is important to you".

Table 4. Correlation analysis

	Average	Standard deviation	Necessity of Career Planning Courses	Grade Levels of Career Planning Courses	Importance of "Career Planning"
Necessity of Career Planning	1.62	0.697	1		
Career Planning Grade	1.7	0.735	0.370**	1	
Importance of "career planning"	1.68	0.794	0.514**	0.182	1

*p<0.05**p<0.01

2. The implementation of school career planning education

As shown in Table 5, 36% of students believe that the school can allow them to receive sufficient career planning education, 60% of students think that the school allows them to receive insufficient career planning education, and 4% of students think that the school allows them to receive insufficient career planning education. It can be seen that the school's work on students' career planning education is generally not ideal, and more than half of the students believe that they have not received enough career planning education.

Table 5. The extent to which students have received career planning education

Item	Frequency	Percentage	Cumulative percentage
Able	18	36.00%	36.00%
Less than	30	60.00%	96.00%
Very missing	2	4.00%	100.00%

As shown in Table 6, 56% of students think that the current school career planning courses are helpful to them, and 44% of students think that the current career planning courses have little effect on their own help. It can be seen that nearly half of the students believe that the effect of the course is not obvious, and the school's implementation of the course is not in place.

Table 6. Career Planning Courses currently being conducted to help students

Item	Frequency	Percentage	Cumulative percentage
Very helpful	11	22.00%	22.00%
Helpful	21	34.00%	56.00%
Doesn't help much	17	42.00%	98.00%
Not helpful	1	2.00%	100.00%

As shown in Table 7, 46% of students thought the course was good, 42% thought the course was average, and 12% thought the course was not good. It can be seen that, overall, students are not satisfied with the teaching content of the career planning education course.

Table 7. Students' attitudes towards the content of this course

Item	Frequency	Percentage	Cumulative percentage
Very Good	13	26.00%	26.00%
Relatively good	13	20.00%	46.00%
General	21	42.00%	88.00%
Not so good	2	10.00%	98.00%
Poor	1	2.00%	100.00%

3. Analysis of the teaching level of teachers in career planning education courses

As shown in Table 8, 56% of the students think that the teaching level of the career planning teacher is high, 36% of the students think that the teaching level of the career planning teacher is average, and 8% of the students think that the teaching level of the career planning teacher is not good. It can be seen that the teaching level of teachers in career planning courses is generally not ideal.

Table 8. Students' evaluation of the teaching level of teachers in career planning courses

Item	Frequency	Percentage	Cumulative percentage
Very high	11	22.00%	22.00%
Relatively high	17	34.00%	56.00%
General	18	36.00%	92.00%
Not so good	3	6.00%	98.00%
Poor	1	2.00%	100.00%

4. Learning intention of career planning courses for higher vocational students

As shown in Table 9, 30% of students want to receive personal career planning and design guidance, 20% of students hope to match personal personality with career, and 16% hope to learn career planning theory. It can be seen that higher vocational students have a rich demand for the content of career planning courses.

Table 9. Most desired knowledge

Item	Frequency	Percentage	Cumulative percentage
Career Planning Theory	8	16.00%	16.00%
Personality and career match	10	20.00%	36.00%
Employment Psychological Adjustment	2	4.00%	40.00%
Vocational Literacy Training	6	12.00%	52.00%
Personal Career Planning and Design Guidance	15	30.00%	82.00%
Common Employment Introductions	1	2.00%	84.00%
Job Interview Tips Guide	4	8.00%	92.00%
Unit Philosophy	4	8.00%	100.00%

As shown in Table 10, 48% of students took courses related to career planning education, and the other nearly half believed that their courses did not involve career planning education. It can be seen that students do not receive enough career planning education.

Table 10. Other courses dealing with career planning education

Item	Frequency	Percentage	Cumulative percentage
Yes	24	48.00%	48.00%
Not very clear	24	48.00%	96.00%
No	2	4.00%	100.00%

3. The Dilemma And Causes of The Implementation of Career Planning Courses in Vocational Colleges

3.1. The dilemma of the implementation of career planning courses

3.1.1. The content of the career planning course emphasizes theory.

Although the curriculum content of vocational schools takes into account the development needs of society, it is still not close to the actual needs of students, nor is it flexible and targeted. The content of career planning courses generally includes the basic knowledge of occupation, career introduction, overview, basic theory, self-assessment, career opportunity assessment, career goal determination, career route and career choice, career formulation, feedback and correction, career planning book writing, and employment guidance and other traditional content, but it is difficult to keep up with the changes of the times and corresponding requirements. On the basis of not considering the characteristics of the times, all previous students use almost the same teaching content, and the teaching effect will not be good. In addition, the more important innovation and entrepreneurship education proposed in recent years has not been well integrated with career planning courses, which is one of the main reasons why the content of career planning courses is outdated and backward.

3.1.2. The teaching level and professional ability of teachers need to be improved.

Teachers are not only the leaders of the classroom, but also the leaders of curriculum construction. Because each teaching link such as course syllabus, teaching objectives, teaching tasks, teaching content, and student level tests requires the participation of teachers, teachers need to carry out reasonable planning and design. Therefore, the strength of the teaching team directly determines the implementation level of career planning courses. However, at present, the teaching teachers of career planning courses come from different sources, the professional

quality of teachers is uneven, and the stability of the teaching team is poor. In addition, the work status of career planning teachers has not received due attention, and the reason for the unequal promotion path of professional titles has led to the fact that the teaching staff is still relatively weak after many years of career planning courses in vocational colleges.

3.1.3. Students are not motivated to learn

For a long time, China's education system has focused on examination-oriented teaching, and has long penetrated into every link and level of education. For example, for compulsory courses, especially professional courses, examination courses and other courses, students not only attach importance to ideology, but also allocate more learning time and energy, so as to ensure that the assessment is passed, and the excellent evaluation or graduation certificate is obtained. Correspondingly, in the entire curriculum system of vocational colleges, the nature of non-professional courses and non-examination courses directly determines that students do not pay high attention to them. In addition, career planning teachers also feel that they are not part of the professional core courses, and there is no need to embarrass students, so the pass rate of this course is very high. All these make it difficult to achieve the goal of "promoting learning through examinations", and directly lead to students' lack of internal and external motivation when learning career planning courses.

3.2. Influencing factors for the implementation of career planning courses

3.2.1. The school does not pay enough attention.

The school does not pay enough attention to career planning courses, the curriculum construction has not received enough attention, students have not gone through systematic theoretical learning, the foundation has not been firmly laid, and it will be difficult to achieve ideal results in related activities such as career planning competitions and outstanding graduate sharing meetings. The training goal of vocational colleges and universities is skilled talents, so various professional courses are generally valued by schools, not only because they are professional courses, but also because they can significantly improve students' theoretical knowledge and operational skills, and can actually perform and observe. The career planning course is a course that can only be effective after students graduate, and it is difficult to show it during school, and it cannot increase some of the school's honors. Therefore, the higher vocational colleges do not pay enough attention to the course, or attach superficial importance to it, but in fact it is a formality. The school's lack of attention greatly reduces the effectiveness of the career planning course, which in turn leads to students not paying attention to the course as well.

3.2.2. Lack of advanced educational concepts

At present, both students, teachers, and even college leaders generally believe that the course of career planning for college students is for employment and can improve the employment rate of schools. This view is too narrow, career planning is to improve the overall comprehensive quality of college students, is to guide students' future career, and employment is only one of the content. This narrow thinking makes teachers often simplify career planning knowledge when teaching, focusing on employment background introduction, employment information transmission, employment skills training and other content, students do not have a deep understanding of the industry after the course, can not reasonably evaluate their own skills, can not use relevant knowledge to make reasonable planning of their career. This educational philosophy focuses on immediate results and does not take into account the actual situation of students. Therefore, students should correct the wrong learning concept, teachers and schools should correct the wrong educational concept in time, career planning is related to each student's career, not just a form of career guidance.

3.2.3. There are limitations in students' understanding of life planning courses

Students of vocational colleges belong to the batch of higher vocational colleges, affected by the increase in the acceptance rate of high recruitment, and in recent years, the college entrance examination admission score line of higher vocational colleges has been low. Although the score does not fully represent the level of ability, it can still reflect the low comprehensive quality of students in vocational colleges to some extent, especially the learning foundation, learning initiative and enthusiasm, learning ability, self-control ability, etc. Compared with undergraduates, there is indeed a big gap. During their university years, vocational students generally lack interest in learning, and many students are only interested in learning important professional courses just to obtain a diploma.

4. Implementation Strategies for Career Planning Courses in Vocational Colleges

4.1. Make full use of network advantages to reduce repetitive workloads

Schools can use the advantages of large amount of information transmitted by the network platform, not limited by space and time, etc., the teaching platform can be more convenient for teachers and students to exchange and share information, student learning records are automatically saved, and learning data is convenient for teachers to understand the actual situation and remind them. The use of the online platform can maximize the learning group, and teachers do not have to teach the same content repeatedly, saving a lot of time that can be used for personalized guidance, follow-up learning progress tracking of students, and the development and innovation of more curriculum resources. In addition, for students with a weak foundation, if it is difficult to keep up with the normal teaching schedule, they can also get necessary help through online classes and personalized guidance.

4.2. Use the Internet to provide a consultation platform for career planning education

The continuity and effectiveness of career planning guidance require long-term investment and attention, career runs through people's lives, career planning is not only a task at the student stage, but also the need for lifelong career development. The convenience of network information transmission makes it possible for the school's career planning course to continue, and providing personalized consulting services to help the career development of our students is one aspect of improving the quality of service provided by vocational colleges. Paying attention to students' professional development is also an effective way for teachers to understand the current situation of the workplace and the real situation of students' life planning, and it is also an important way for teachers to continuously update teaching materials. In the Internet era, students have more and more channels to obtain information, and the old teaching cases and monotonous teaching methods can no longer keep up with the form of the times. Therefore, career teachers should explore more effective education forms and resources, keep pace with the times, integrate education into students' hearts, and effectively carry out career planning education.

4.3. Build a task-driven teaching system

The curriculum system of college students' career planning integrates theory and practice, and its theoretical research can provide us with ideas to provide guidance for teaching. But in existing research, theory and practice are independent of each other. Therefore, combining social sciences, innovative research methods. At the same time, through the research on the elements of teaching activities, it gradually deepens into the study of the law of teaching reform, and provides college students with more easy-to-understand and easy-to-operate theoretical

knowledge and practical methods. Clearance builds a task-driven teaching system, students are driven by learning tasks, constantly explore the theories and methods needed in the learning process, improve the sense of main responsibility, and make self-planning more effective and feasible, so as to achieve the teaching effect that the course should achieve, so that the career planning course provides a steady stream of motivation for students to learn and improve themselves.

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