

Study on the Design of college students' Employment courses

Wei qiao Liu, Lin Wang*

College of Pharmacy, Changchun University of Chinese Medicine, Changchun, Jilin, 130117, China

ABSTRACT: with social development and technological progress, higher standards and requirements are constantly put forward for talents. traditional employment courses have problems such as lack of pertinence, single content, lack of practice, and lack of communication between teachers and students, which cannot meet the needs of students for employment-related knowledge. centering on students' career development, the paper designs courses from five aspects: reforming the content and form of employment guidance courses, strengthening the construction of employment guidance service teachers, establishing and perfecting the extracurricular normal personalized employment guidance system, cultivating graduates' ability to independently plan for the future, and exploring the whole-cycle personalized employment guidance service system.

1. INTRODUCE

"Employment Guidance Course for College Students" is one of the general courses in Chinese universities. The teaching goal is to combine the content of "Career planning" and "Foundation of Entrepreneurship" to understand the relevant laws, regulations and policies as the basis, as well as the current employment situation of graduates, to stimulate the independent consciousness of employment guidance for college students, and to help graduates establish the correct career outlook, employment outlook and entrepreneurship outlook. At the same time, it helps students master the basic ability of employment guidance, encourages college students to rationally plan their own future development, and tries to consciously improve their employability in the process of learning, so as to lay a good foundation for entering the society after graduation and smoothly entering the society^[1-3].

With the acceleration of technological innovation and industrial transformation, the demand for talents in the future job market is constantly changing. For the increasing difficulty of college graduates' employment many practical problems, colleges and universities need to combine the actual situation to develop effective solutions. The Employment Guidance Course for College Students should guide students how to find employment from the perspective of their future career development. Through the teaching of a complete employment course system, students can improve their professional quality and professional skills in the learning process and form a unique competitive advantage in the workplace.

In order to adapt to the new changes brought by the new historical period and promote the employment of college graduates, it is necessary for colleges and universities to strengthen the personalized employment

guidance for graduates according to the employment situation, so as to meet the diverse needs of students.

Is it conducive to improving the comprehensive employability of college graduates, need to give full play to its "new vitality" advantage? It is necessary to work out effective solutions for the increasing difficulty of employment of college graduates in combination with the actual situation, so as to put forward higher requirements for the employment guidance of college graduates. In order to adapt to the new changes brought by the new historical period and promote the employment of college graduates, it is necessary for colleges and universities to strengthen the personalized employment guidance for graduates according to the employment situation, so as to meet the diverse needs of students^[4-5].

2. THE MAIN PROBLEMS OF TRADITIONAL EMPLOYMENT COURSES FOR COLLEGE STUDENTS

Lack of pertinency: Traditional employment courses for college students are mainly targeted at the needs of the job market and lack of understanding of students' own abilities and interests, which leads to the lack of pertinency in course design and the inability to provide students with comprehensive vocational skills and qualities. Single content: Traditional employment courses for college students mainly cover the vocational skills needed by the job market, but lack of attention to the comprehensive quality of students, unable to help students achieve comprehensive employment. Lack of practice: Traditional employment courses for college students attach importance to theoretical learning, but lack of practice leads to a lack of theoretical knowledge for students, who cannot show their ability in the actual job market. Lack of communication with students:

* Corresponding author: 352447533@qq.com

Teachers of traditional career courses for college students usually lack communication with students, unable to understand students' personality, interests and specialties, resulting in a lack of personalized course design, unable to provide students with the best learning experience.

Therefore, in order to better help students to achieve employment, it is necessary to combine the needs of the current job market, adopt a variety of teaching methods, including practical teaching, case analysis, professional literacy education, etc. At the same time, it is necessary to pay attention to the satisfaction of students' individual needs, so as to provide students with more comprehensive and personalized career guidance and support.

3. STRENGTHEN THE STRATEGY OF PERSONALIZED EMPLOYMENT GUIDANCE

3.1 Reform the content and form of employment guidance courses

Reform the content of guidance course. Horizontally, there is a teacher-centered "indoctrination-type" teaching in colleges and universities, which ignores the principal position of students. Students' subjective position in the teaching process is an important part of the content of the new career guidance course. It is necessary to respect students' initiative. The fundamental goal of employment guidance is to help students achieve optimal employment as far as possible. Therefore, college employment guidance courses must start from students' personality characteristics to help graduates understand their own employment advantages and disadvantages. In view of the possible employment disadvantage of graduates, the career guidance teacher should help students analyze the reasons and correct them; Vertically, the current career guidance course lacks the connection to the reality and the interaction with students, does not arouse the high attention to students' practice and experiential teaching, group discussion, situational teaching simulation and so on are still lacking. The content of the new career guidance course should be closely related to the social reality, grasp the changes of the external environment, and try to help graduates understand the employment situation they are facing. However, to help graduate students understand the employment situation is not to increase the employment pressure of graduate students, but to shape a clear employment view for students, separating the weeds and saving the weeds.

Carry out practical training for employment interview. The new career guidance course needs to pay attention to the use of the second classroom, mainly in view of the individual differences between students, to carry out job interview training. Specifically, we can help the students on the stage to adapt to the tense interview environment and find their own problems in the interview simulation by letting them take turns to participate in the "practical simulation" of employment interview, but also let other students think and accumulate experience. After

completing a round of practical training for employment interview, the career guidance teacher can organize students to share experience of employment interview, convert the individual experience accumulated by students in the process of practical training into common experience, and encourage other students to make mistakes.

3.2 Strengthen the construction of career guidance service teachers

First of all, to ensure that the professional level of on-the-job career guidance teachers has been steadily improved. First, pay attention to the professionalization of career guidance teachers, raise the entry threshold of career guidance teachers, seek talents with appropriate skills or knowledge reserve to take the post, such as psychology, education, human resources, law, ideological and political science and other professional "class background" talents [6], and fully consider the practical ability and work experience of the career guidance teachers. If you have worked as HR or other relevant experience, you will be preferred. Secondly, we should pay attention to the long-term construction of the team of career guidance teachers. We should organize in-service career guidance teachers to attend relevant lectures and training sessions regularly to help them master the latest employment situation and market dynamics, add new knowledge and skills, and improve the professional level of the guidance teachers. At the same time, colleges and universities should establish an evaluation system for the existing guidance teachers and urge the career guidance teachers to do their duty. Thirdly, colleges and universities should set up special posts and full-time jobs for career guidance teachers, and gradually eliminate the situation that career guidance teachers have multiple jobs. The establishment of full-time post is not only conducive to the employment guidance teachers to use their spare time to improve their professional quality, but also conducive to colleges and universities in the employment guidance services to the responsibility of people.

Secondly, the employer hired HR to explain the graduates. Only through practice can we better test the truth of knowledge, only by combining book knowledge with the actual situation, graduates can better master employment skills. To this end, colleges and universities can hire HR staff from enterprises to guide students in making cover letters and resumes, especially to conduct mock interviews for students, which not only advance to the interview, but also enhance students' interest in learning this course. Hold an experience sharing meeting for graduate students to explain what employers focus on in the recruitment process and their expectations for graduate students. At the same time, provide personalized answers for some students who have questions.

3.3 Establish and improve the extracurricular normal personalized employment guidance system

Establish personalized guidance system. It includes three stages: information collection, information analysis and professional guidance. The first is the information acquisition stage, which mainly emphasizes the acquisition of data. Among them, information collection of graduate students is the key content in this stage, which mainly involves student achievement, activity participation, evaluation of classmates and teachers, personality characteristics, career assessment results, student origin, employment expectations, etc. The data sources can be obtained through the school student system, employment intention survey results, questionnaire survey results, etc. The information collection of the employer is an important content in this stage, which mainly involves the size of the employer, recruitment situation, salary, enterprise evaluation, corporate culture, etc. The data sources can be obtained through the official website of the employer, network forums, offline investigation and other ways. Other information collection is a supplementary content in this stage. The collected content mainly includes the talent introduction policy and economic development level of the employer's location, and the data sources can be obtained through the local government website and other means. Second is the information analysis stage, this stage in addition to the comprehensive analysis of the collected information, but also to achieve the maintenance of information. Among them, information maintenance refers to the information obtained in the information collection stage is false and true, and the obtained data from the initial data to the reliable data; Comprehensive analysis of information refers to the data of graduate students' information, employer information and other information, and the use of relevant mature models to calculate each student's personality characteristics, employability and other deep personality characteristics. The third is the professional guidance stage. The professional guidance stage is to comprehensively match the data of each group analyzed in the information analysis stage to predict the employment direction of each graduate student. After getting the predicted employment direction, the employment guidance teacher can provide targeted employment reference advice for graduates, and help graduates find employment as early as possible.

The implementation of personalized guidance system should be considered from the participants and organizers. On the one hand, colleges and universities should guide graduates to participate actively. Only by fully mobilizing graduates to participate in the personalized employment consultation can the personalized employment guidance system of colleges and universities be really established. Career guidance teachers can use one-to-one, one-to-many or online consultation to answer employment related questions in a timely manner. On the other hand, colleges and universities should introduce relevant school rules and discipline to supervise, regulate and guide the work of

teachers. This is because the career guidance teachers in colleges and universities are the organizers of the personalized career counseling services in colleges and universities, and the quality of the counseling services they provide determines the popularity of the personalized career guidance system among students. The system is at risk of failure if graduates believe that the personalized career guidance and counseling services provided by colleges and universities cannot meet their career counseling needs.

3.4 Cultivate graduates' ability to plan their future independently

Influenced by the employment pressure of the group and the employment concept of the group during the graduation season, some graduates may choose blind employment because they can't find a suitable job for a while. The main reason lies in the fact that these students lack firm and rational employment ideas, cannot reasonably and independently plan their own employment plans, and are easy to be swayed by the opinions of people around them and go with the flow. In this regard, the employment guidance teachers in colleges and universities should pay attention to training the psychological quality of graduates, encourage graduates to make plans according to their own will, and train graduates' ability to plan their future life independently. If students have serious negative emotions in the process of career planning, job hunting, postgraduate entrance examination and entrepreneurship, which affect their mental health and cannot be alleviated by the knowledge of employment and entrepreneurship, psychological adjustment skills, counselors and mentors, they must seek the help of professional psychological counselors. Specifically, according to the collected information of graduate students and their comprehensive quality, necessary psychological counseling services can be provided to some students who lack independent ideas. At the same time, we should also explain the benefits of rational employment for graduates who have not yet found a job, to ease the psychological burden of students; In addition, it is also necessary to provide as much job information as possible for unemployed students with a high match with their personality characteristics, so as to help them start again.

3.5 Explore a full-cycle personalized employment guidance service system

After college students enter the workplace from campus, some of them will get second and more career choice opportunities after experiencing the working life^[7-8]. During career selection, job seekers need to strengthen the rational and objective level of career selection according to specific circumstances. Therefore, personalized employment guidance service is not a one-off, not only carried out during the graduation of college students. It is necessary to gradually promote the construction of the full cycle of personalized employment guidance service system from campus to

society, provide students with personalized employment guidance service from the ivory tower to the workplace, give full play to the effect of personalized employment guidance, and play a positive role in enhancing the matching degree of people and posts. It can ensure that the advantages of social human resources can be better brought into play, which is of great significance for promoting the high-quality development of social economy.

4. CONCLUSION

The career development of college students is greatly influenced by personalized employment guidance, so it is necessary to pay more attention to personalized employment guidance, so as to create more favorable conditions for rational employment and high-quality employment of college students, and it is of great significance to promote the optimal allocation of human resources in the whole society. The counselor is an important part of the personalized employment guidance, so it is necessary to enhance the level of employment guidance and ensure that the quality of personalized employment guidance service for college students is greatly improved.

REFERENCES

1. Liu L. (2023). Curriculum Reform and Practice Research of College Students' Employment Guidance based on Curriculum Ideological and Political Ideas. *Shaanxi Education (Higher Education)*(05),79-81.
2. Wang Liqiang, Zhou Libin & Zhang Bei.(2023). Thinking on Improving the teaching quality and efficiency of "Career Guidance" from the perspective of Curriculum Ideology and Politics. *Heilongjiang Education (Higher Education Research and Evaluation)*(05),90-92.
3. Wu Bicui.(2023). Path Exploration of Constructing Employment guidance system in colleges and universities -- A case study of Teachers majors in two universities in third-tier cities. *Sichuan Labor Security* (04),90-91.
4. Ming Wangshu.(2023). Research on precise employment guidance and service paths of colleges and universities under the New normal. *Employment and Security* (04),166-168.
5. Su Chunhai, Hu Jianping & Huo Yali.(2023). The Variables, Processes and Principles of the Curriculum Model design of college Career guidance. *Employment of Chinese College Students* (04),24-29.Qin Chuang.(2023). Research on Employment guidance for New Engineering College Students under the new situation. *Science and Technology Wind* (09),157-159.
6. Huang L J. (2023). Construction of college students' employment guidance model from the perspective of innovation and entrepreneurship training. *Employment and Security* (03),127-129.
7. Chen Menghan.(2023). Research on college students' employment guidance from the perspective of "Three Complete Education". *Employment and Security* (03),169-171.
8. CAI Yue & Zhang Peng.(2023). Multi-dimensional Review of college Students' Career Planning and Employment Guidance in the Digital Age. *Employment and Security* (03),115-117. *Plastics Industry* (03),210-211.