

# Analysis of the Practical Effectiveness of Career Planning Education for Non-normal Majors in Comprehensive Normal Universities

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**Abstract:** With the expansion of the scale of university schools and the gradual formation of a diversified school system, higher teacher training colleges and universities have opened non-normal majors more and more. However, due to the lack of systematic and effective career planning education for students, the graduates they have developed are less aware of overall career planning and less competitive in employment. As a result, career planning education for non-normal major students in normal universities is facing new requirements. This requires building a hierarchical career planning education teaching system and a career planning education service platform. Create professional career planning education guidance team, integrate internal and external education resources strengthen multi-level linkage, effectively improve the effectiveness of career planning education, promote the comprehensive development of students.

**Keywords:** Non-normal major students in normal universities; Career planning education; Effectiveness; Strategy

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## 1. Introduction

With the transformation of higher education and the increasingly difficult employment situation, vocational career planning education is gradually being taken into account. In recent years, with the expansion of higher education in China and the expansion of the scale of higher education, the gradual promotion of the diversified school system, comprehensive teacher training colleges and universities have created a large number of non-normal majors. However, the non-normal majors in teacher-training colleges and universities depend on the quality of the students, their experience in running the school, their teacher strength, social identity. In the area of employment education for students, there is also no unique and effective implementation of their own programs, while students have blind professional choices and high expectations of employment. Lack of career planning and inadequate preparation for employment area number of problems that have led to increased employment pressures for non-normal graduates in an increasingly difficult employment situation. Therefore, Vocational career planning education for non-normal major students in teacher training colleges and universities; It is of great significance for students to find their own position, improve their professional identity, and build confidence in employment.

## 2. Analysis of the problems in the education of non-normal students in general teacher training colleges and universities

### 2.1 The curriculum system for career education is weak, lacking in characteristics and relevance.

The career planning philosophy of many comprehensive teacher training colleges and universities in China is relatively backward. They did not put the non-normal majors on the same level as the normal major, nor did they form a concept of employment education that distinguishes them from the normal major students. In the course of career planning education, schools often develop a unified teaching plan through group preparation in order to simplify their work. The teaching content, teaching materials, and the teaching of career planning and employment guidance courses do not proceed from the specific nature of the target group. In the course of career teaching is usually a teacher to face dozens or even hundreds of students, no one-on-one for students to carry out accurate career planning consultation and education, the education model lacks precision. Career education of non-normal students in teacher

training colleges lacks the top-level design of the school, and there is no education system design level for different specializations and different types of students, different classes, according to their talents.

## **2.2 The curriculum for career planning is not consistent and systematic**

Some comprehensive normal universities offer career planning courses and career guidance courses in the first and third grades, respectively. Without a clear understanding of the subject, students learn about career planning through classroom teaching and have a preliminary career planning through course assignments. However, over a year or even two years after the end of the course, the sense of career planning has not been sufficiently consolidated. Students have not continued to further refine and implement their career planning programs, and the results of the career planning programs have been minimal. Even many students do not carry out career planning after the end of the course, the knowledge and importance of career planning is not enough, and their employment pressure and psychological burden by the end of the course is naturally heavier than that of normal major students.

## **2.3 Career planning education content lacks innovation and practicality**

At present, the general practice of normal universities for non-normal major students in career planning education is to offer career planning and career guidance courses, supplemented by career counselling, career planning competitions and related lectures. However, most of the students are involved in classroom teaching, and this kind of “duck-filling” “indoctrination” guidance can easily arouse the students’ resentment. The school has not yet established a system of professional planning content for non-normal major students. In the course of the work, classroom teaching and career consulting services are not closely linked, and only a small number of students have access to full career consulting, career planning, and practical teaching during their university stay.

## **2.4 The professional and professional level of the teaching staff is not high**

At present, the career planning and teaching team of some teacher-training colleges and universities in China are mostly selected from the student work department, or the admissions and employment department counselors and administrative personnel, and most teaching staff have not accepted a profession. Systematic training and learning, these career education teachers do not have a high level of specialization. In the absence of teaching staff, there is also a lack of knowledge among teachers of the content of non-normal major students and non-normal majors. The content of the teaching does not meet the needs of non-normal major students. Therefore, the breadth of the field of career education and the long-term nature of the educational process, which determines that colleges and universities must conduct adequate training examination of teaching staff. Even mobilized out-of-school career planning resources to join the career planning education for non-normal major students.

# **3. Analysis of the path of the education reform of non-normal major students at comprehensive teacher training colleges and universities**

## **3.1 To build a hierarchical classification of career planning education teaching system**

It is necessary to build a full-staff, full-process, all-round professional career planning education system. On the one hand, the development of career planning education is inseparable from the support of the curriculum teaching system, teacher training colleges and universities to combine the actual situation, scientific design for different professions, Career planning courses for students in different grades. On the other hand, It’s going to get rid of career career planning Education is only the idea of teaching tasks at the initial stage of admission, to pay attention to the need for long-term exploration, continuous guidance and assistance in student career planning.

## **3.2 To create a career career planning education service platform**

Universities should make full use of online and offline resources to build a career planning and employment and entrepreneurship service platform. First, the school should encourage support colleges, functional departments, and professional teachers to set up career planning related famous teachers’ studios, design professional career planning education content in line with the development of students in their profession. Second, relying on the school employment information platform system, to carry out professional assessment, career information, entrepreneurship guidance and other high-quality student career education services activities; relying on the college WeChat public number, Include information on employment recruitment, interpretation of employment policy at the grass-roots level, and announcement of employment recruitment at the grass-roots level. Focus on creating career celebrity studio WeChat public number, set career consulting appointments, career character interviews, employment skills training camp, etc. Improve student career planning and job start-up skills through precise guidance and practical training. Third, the interactive nature of career education and guidance should be enhanced by organizing and carrying out events such as “career planning competitions”, “career experiences” and “training camps for the workplace.” Fun and timely, play to promote studies, and improve skills.

### **3.3 Create a professional career planning education coaching team**

The first step is to establish a professional team of career planning teachers who receive systematic training, not just administrators and counselors who take up their posts and conduct teaching after work through simple group preparation. At the same time, we should also strengthen cooperation between schools and enterprises, and attract a number of outstanding talents from enterprises and institutions, such as hiring the president of a company with a certain influence in the local area to serve as an outside teacher or part-time teacher. Second, it is necessary to improve the scientific and cultural knowledge of career planning teachers. Teachers of professional career planning education should constantly enrich their knowledge base of broad fields and disciplines related to their education and teaching, so that the content of education is more vivid and the form more flexible. More in line with the development requirements of the times.

### **3.4 Integrate educational resources inside and outside the school, and strengthen multi-level linkage**

Use the undergraduates mentor system well, the mentor guide students through the course of their career planning. On the one hand, can give full play to the guiding role of teachers, four years of coexistence, so that teachers and students gradually build trust relationship, which is more conducive to guiding students to view rationally the challenges and opportunities facing the industry, and to cultivate students' feelings for the profession and future career. And then motivate them to learn.

We should carry out cooperation with schools and enterprises, and make good mentors for entrepreneurs outside the school. Schools may regularly organize events such as entrepreneurship forums, entrepreneurship stories, mock recruitment, and invite out-of-school entrepreneurs mentors to serve as lecturers and judges. Students can also be organized to visit enterprises to study, during holidays practical training. Students can further deepen their understanding of business and industry through distance contact with outstanding entrepreneurs. The spirit of hard struggle, persistent pursuit, and bold innovation among entrepreneurs will also have a stimulating effect on students.

Establish a navigation system for senior students and play a peer-led role. Excellent senior students are more prominent in their ideological quality, academic achievements, and practical convenience. Their learning experience has a positive motivating effect for younger students, and their successful career planning is more actionable for younger students. The use of the navigation system for senior students plays an important role in helping new students adapt to university life, coordinating interpersonal relations, and conducting career planning and guidance.

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