

Research on College Students' Career and Development Planning from Multiple Perspectives

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Heilongjiang Bayi Agricultural University 2019 "three vertical" scientific research support plan project (construction of Marxist Belief Education Mode in the new era;RRCQC201903)

Abstract: In recent years, with the increasing demand for employment competitiveness of colleges and universities, the career and development planning of college students has become a key research work for employment and student work in colleges and universities. However, there are many problems in its development process, the superficialization of planning guidance, the superficial understanding of students, the inadequate professional level of instructors and so on. This article focuses on the problems that occur in college students' career and development planning, and focuses on analyzing and exploring the working path of college students' career and development planning from multiple perspectives.

Keywords: Multiple Perspectives; College Students; Career and Development Planning

1. Introduction

With the continuous expansion of colleges and universities, the number of college graduates has increased, and the employment market for college graduates has been in a state of intense competition in recent years. However, the career and development planning system of college students with the goal of promoting student growth and improving employability is not mature enough, and many problems have appeared in the development process. For example, students' understanding of career planning is too superficial, some colleges and universities do not pay enough attention to career and development planning, and the overall business level of instructors with counselors as the main body needs to be improved. In this case, how to improve students' comprehensive abilities through effective career and development planning, and help students to smoothly realize the role transition from school to workplace, has become a problem that all colleges and universities need to think deeply about career planning^[1].

2. Major problems existing in college students' career and development planning

2.1 College students' cognition of career system is not comprehensive enough

At this stage, most college students are not fully aware of the career planning system and do not realize the importance of career planning. When formulating career plans, some students are unclear about their career positioning and overly ambitious, some students blindly formulate career plans without fully understanding the needs of the job market. All in all, most students have always stayed on the surface of their career planning, did not carry out in-depth analysis and thinking of their own actual situation, and did not consider the characteristics of career planning, that is, phase and dynamic, from the perspective of knowledge structure, there is still a lack of corresponding coordination and forward-looking.

2.2 The existing career planning evaluation system is not sound enough

Compared with the development of foreign career planning, China's career and development planning system is relatively

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doi: 10.18686/ahe.v4i5.2216

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backward, and the theoretical system and evaluation system of career education need to be improved and perfected. At present, the research results respected by colleges and universities are basically citing foreign related achievements or improving on the basis of foreign research results, ignoring the actual employment situation of colleges and universities in China, resulting in the lack of scientific and timeliness of the current career planning education.^[2] In addition, the practice system of China's career and development planning is also in the exploration stage. Many practical courses tend to be process-oriented, and students are unable to effectively combine practical exercises with theoretical knowledge, resulting in a lack of effectiveness and pertinence for college students' career and development planning.

2.3 Colleges and universities do not pay enough attention to teachers and their professional skills need to be improved

In some colleges and universities in China, there is a significant problem that the leadership of colleges and universities does not pay enough attention to the development of college students' career planning courses, and the professional skills of instructors are not high, which leads to the development of career and development planning in a relatively backward state. Whether it is the construction of professional teachers or the development of professional skills activities, there are obvious deficiencies, and students cannot get correct and effective guidance and help. In addition, some colleges and universities have a serious shortage of teaching staff. In addition to completing their own work, some teachers also need to be in charge of career planning instructor tasks. Obviously, these teachers do not have the professional knowledge and work experience that match the career planning. In the course of teaching, some teachers still continue to use the traditional education model, that is, the teaching of knowledge in the classroom, and do not integrate theoretical knowledge with practical training, resulting in students' insufficient grasp of this course. What is more serious is that in order to complete the teaching tasks as soon as possible, some teachers did not give detailed and vivid explanations of the knowledge content in the classroom, just reading according to the PPT content. The existence of these problems has a negative impact on the development of college students' career and development planning.

3. Path of career and development planning for college students based on multiple perspectives

3.1 Define the focus of vocational quality training

Soft power refers to other qualities and abilities in addition to professional qualities, specifically language expression ability, interpersonal communication ability, and ability to adapt to changes. In other words, soft power can fully reflect the individual's comprehensive quality and ability.^[3] Regarding the overall quality of an individual, it usually includes two important components, one is talent, that is, an inherently excellent quality, and the other is the quality formed through training, and the latter is the main factor that determines whether an individual has strong competitiveness. In order to promote the professional development of students after graduation, colleges and universities should focus on training students to have three professional abilities: The first is activity influence, inspiring students' subjective initiative, training students to maintain a serious attitude and positive enthusiasm for anything, and strengthening students' management ability, execution ability and unity and collaboration ability. The second is curiosity and enterprising spirit. After experiencing failure, students should learn to reflect, adjust their negative emotions, maintain a positive and optimistic attitude, and more importantly, be able to work tirelessly in adversity and discover solutions to problems, at the same time, students must maintain a curiosity, be brave to challenge new things, dare to break through themselves, and constantly learn new knowledge, and improve their academic level. These are the professional qualities that colleges and universities need to attach great importance to. The third is social ability, that is, students can clearly define their position in complex social relations, make correct and reasonable behaviors in specific situations, and strengthen their own interpersonal skills.

3.2 Further strengthen the construction of professional team

Teachers, as leaders and imparters of students, play a vital role in the growth of students. Therefore, teachers in career and development planning courses should consciously strengthen their professional abilities and qualities, and colleges and universities also need to provide a platform for teachers' professional development. First of all, colleges and universities should focus on improving the professional quality of instructors, on the basis of attaching great importance to the development of college students' career planning courses, fundamentally strengthen the construction of the teaching staff, focus on the professional development of teachers, provide teachers with learning and training opportunities, and fully understand the psychological changes of teachers, and take corresponding measures to reduce teachers' job burnout. Secondly, the instructors responsible for employment guidance and career planning guidance in colleges and universities should not only be responsible for ideological education, but also give full play

to their sticky functions. That is to say, the counselor serves as a bridge between students, professional teachers and teachers in class. It is necessary to coordinate and communicate the work of different departments, accurately reflect the students' learning situation and inner demands to teachers, and at the same time, accurately convey the objective opinions put forward by teachers to students.

3.3 Strengthen and constantly improve the career and development planning service system for college students

According to relevant investigations and studies, the service system of college students' career and development planning shows significant dynamic and stage characteristics, and there are some negative problems, such as low utility. In order to achieve good career education results, colleges and universities need to strengthen the emphasis on college students' career education. In the guidance and teaching of career education courses, colleges and universities first need to have a comprehensive and in-depth understanding of their own education status and development characteristics, especially to master the growth of students. When improving and perfecting the evaluation system, colleges and universities should focus on the students of the school and optimize the external service system around the characteristics and tendencies of the students. In addition, when constructing the service system, through the introduction of case study methods, some representative career planning cases are summarized and summarized. After analysis, discussion and exploration, the career planning service system is further improved.^[4] In addition, colleges and universities can also use the tracking feedback method to fully understand the development status of students after entering the society through the form of questionnaires, or use regular return visits to track and understand the professional status of students after taking part in work, discuss and study the results of the survey, and propose improvements to improve the effectiveness and reliability of the service system.

4. Conclusion

According to the above, we can see that college students will face severe employment problems after graduation. Therefore, the career and development planning education of college students has become a hot topic in the field of ideological and political education in colleges and universities at the same time, and it is also a huge challenge facing colleges and universities. For the future career development of students, career and development planning education and guidance have a crucial role. Colleges and universities should constantly improve and perfect the theoretical system, service system and evaluation system related to career planning, strengthen the construction of the team of instructors, improve the professional skills of instructors, promote students' self-growth and employment competitiveness, and then promote the rapid growth of school employment rate and the true improvement of employment quality.

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