

Research on the teaching reform of “Career Planning and Employment Guidance for College Students” based on problem orientation--Take Hunan Biological And Electromechanical Polytechnic as an example

Wei qun Chen

Hunan Biological And Electromechanical Polytechnic, Hunan Changsha 410127

Abstract: “Career Planning and Employment Guidance for College Students” is a public compulsory course. According to various problems existing in students’ learning, the course teaching focuses on the school’s talent training program, defines precise teaching objectives, constantly enriches teaching resources and contents, guides the course value with curriculum ideology and politics, and determines the teaching concept and teaching strategy of “one promote, two improve and three integrate”. Implement modular teaching, use task-driven teaching method to form a closed-loop teaching, pay attention to establishing the leading role of students in the classroom, and use scientific and reasonable evaluation system to help students confirm the learning results.

Key words: problem-oriented; Modular teaching

1. Presentation of problem

The university stage is an important stage for the improvement of students’ vocational awareness and professional ability. However, in actual teaching, due to the constraints of various factors such as venue class hours, teachers can only complete the established tasks in a limited time and under limited conditions, and they fail to conduct detailed and specific in-depth research on the relationship and integration between course content and professional course content. As a result, the teaching is merely formal and general, and students gradually lose their interest in learning.

In the context of curriculum ideology and politics, ideological and political objectives and elements are reflected in the curriculum. In the process of concrete implementation, some teachers choose inappropriate ideological and political elements, which cannot reflect the Times and values of curriculum ideology and politics, and some teachers do not pay attention to the ways and techniques of integrating ideological and political elements. In teaching, it is often difficult to arouse students’ emotional resonance and inner touch. It can not reflect the theoretical guidance and value-leading role of ideological and political education in the curriculum.

In addition, some teachers pay more attention to the teaching of theoretical knowledge points, rely too much on the content of textbooks, have a single teaching method, and often pay attention to the unilateral input of knowledge rather than the actual receiving effect and personal experience of students. The classroom atmosphere is dull, resulting in insufficient investment and low attention of students in the learning process, and it is difficult to achieve the ideal teaching effect.

2. Curriculum teaching innovative design ideas

2.1 Overall design idea

Based on the problems existing in the above teaching, the teaching concept and teaching strategy of “one promoting, two improving and three integrating” are determined, and a variety of task-driven teaching methods are adopted to implement the teaching process through the modular teaching design.

Promotion: To promote high quality and full employment of the college.

Second, improve students’ career development ability and teachers’ teaching ability and quality

Three integration: the integration of curriculum teaching objectives and talent needs in talent training programs; The course teaching content is integrated with the ideological and political elements of the course and the needs of professional posts; The teaching process is integrated with the full participation of students.

2.2 Modular instructional design

The modular teaching design here consists of two parts, the modular design of the course content and the modular design of the course teaching process. The modular design of the course content is to integrate the employment course, the post practice course, the professional quality course and the activities of the second class into a course module system; The second is to restructure and modularize the course content, which is divided into “self-cognition module”, “career cognition module”, “career planning module”, “job-hunting ability module”, “career adaptation module” and “ability expansion module”. The first five modules are mainly taught in the first class, and the sixth module is the assessment of students’ learning ability. It is mainly reflected in the second class or in the internship.

The second is the modularization of classroom teaching process, which realizes the modularization of teaching content and teaching time according to the process of pre-class, in-class and after-class. According to the characteristics of online and offline mixed teaching, it is divided into self-study question-asking module, design target module, cooperative exploration module, achievement display module, summary and reflection module, and after-class expansion module.

3. Teaching process

Teaching link		Teaching content	Teacher activity	Student activity	Design intention	Teaching mode and teaching method
Before class	Problem discovery	1. Online course learning 2. Find difficult knowledge points	1. Check students' learning status and messages on the Super Star platform. 2. Issue a questionnaire survey on wisdom vocational education. 3. Categorize and summarize students' problems.	1. Take the online course "Preparation of Job Search Materials" 2. Collect recruitment information of enterprises suitable for horticulture majors. 3. Identify a specific role. 4. Completed pre-class research and arrangement on the Super Star platform and smart vocational education.	1. Cultivate students' self-learning ability. 2. Complete the teaching of basic theoretical knowledge to prepare for the subsequent classroom teaching.	Self-study question-asking module Online teaching
In class	indeed set Orders, mark	The three main teaching objectives of this class 1. Knowledge objective: Understand the basic building blocks and principles of a resume. 2. Ability goal: Be able to analyze the advantages and disadvantages of resumes and write personal resumes that meet the requirements. 3. Establish an attitude of integrity and seriousness.	After the teacher states the teaching goal, he and the students confirm and reach an agreement.	Understand and confirm the teaching objectives.	Help students clarify the purpose of teaching	Design object module Theory teaching Interactive communication
	Decomposition task	1. The basic building blocks of a resume. 2. Resume writing basics. 3. Analyze your resume. 4. Write your resume.	1. Teachers set up specific job search situations. 2. The teacher breaks down the task and then pushes it to the students.	Teams claim tasks and get ready to learn.	Disassemble tasks and develop a basic teaching framework.	Cooperative inquiry module Set the situation Interactive communication
	Inquiry learning	Mission 1 The basic building blocks of a resume	1. Briefly describe the key elements of your resume. 2. Frame your questions around the basics of your resume (1) Do all the elements of a resume need to be present? (2) What elements must be presented? (3) Do the basic elements of a resume highlight your strengths?	1. Further familiarize and understand basic knowledge points. 2. Work in groups to discuss and analyze problems. 3. Answer questions according to the teacher's arrangement.	Students consolidate knowledge in practice.	Cooperative inquiry module Theory teaching Case analysis Group discussion method
		Mission 2 Basic rules of resume writing	1. Teach the content of the four principles. 2. Design issues. 3. Integrate the content into the ideological and political theme: treat the job search with an honest attitude.	1. Cooperate with the group to analyze and discuss the problem and reach a consensus result. 2. Be prepared to make a concluding presentation in class.	Ask students to analyze the problems in the case according to the principles of writing a resume.	Cooperative inquiry module Case analysis Group discussion method
In class		Mission 3 Analyze and revise your resume	With your resume ready, ask students to analyze the strengths and weaknesses of your resume.	1. Modification opinions are obtained after internal discussion in the group. 2. Get a new resume with revisions.	Develop students' ability to solve problems	Cooperative inquiry module Brainstorming method Group discussion method Practical operation method
	Show results	Learning outcome	Lead each group on stage to present their revised resume.	1. The Group finalizes the amendments. 2. Recommend staff to report learning results.	Cultivate students' courage to express themselves and their ability to express themselves well.	Results display module Field display method

		Task 4: Write a resume	Answer questions about students writing resumes	Write a resume based on your previous studies.	Cultivate students' practical operation ability; Test the learning effect.	Results display module Practical teaching method
	Summary and reflection	I learned..... I feel..... My action is..... My contribution to this lesson is.....	1. Guide students to summarize (including individual summary and group summary) 2. Conduct classroom evaluations.	1. Students summarize themselves. 2. Internal group summary.	1. Help students summarize and improve. 2. Lay the foundation for the subsequent teaching improvement.	Summary reflection module Summary method
After class	Summarize teaching achievements Find the problem	Assignments/Tests	1. Assign homework and post new study assignments. 2. Grade homework.	Finish your homework.	Consolidate and internalize classroom knowledge.	After-school development module

4. Teaching reflection

(1) The actual effect of teachers' offline teaching often depends on the learning quality of students' online courses, so it is necessary for teachers to pay attention to the connection with the content of online courses when conducting process assessment in class. In addition, teachers should strengthen the communication and interaction with students on the online course platform, so as to strengthen the supervision of students' learning.

(2) The implementation of modular teaching is still a preliminary attempt, and it is not perfect and stable enough in terms of the development of teaching resources, the construction of teaching platforms, and the cooperation between various educational and teaching subjects. If a strong institutional facility and management system are formed in the top-level design and guaranteed by the implementation at various levels, It is believed that the career education and employment guidance teaching of college students can achieve the ideal teaching effect.

References:

- [1] Chen Jin. Research on the Integration of curriculum Ideology and Politics in the Teaching of College Students' Career Planning Course [J]. Heilongjiang Science, 2021 (07) :108-109
- [2] Zhao Yuyu. Theoretical Exploration and Path Study of integrating Ideological politics into the curriculum system of college students' career planning [J]. Journal of Nanjing University of Science and Technology (Social Science Edition), 2020 (10) : 83-87.
- [3] Zheng Yanlin. Teaching Design and Practice of Flipped classroom from the perspective of ARCS Model [J] Modern Distance Education, 2020(3):18-23.
- [4] GE Changbo, Yang Rui, Chang Qin, Evaluation and Analysis of the Course Effect of College Students' Career Planning: A Case Study of China University of Petroleum (East China) [J]. Chinese College Student Employment, 2022(21):17-23.

Project fund source: University-level project "Research on the Status quo and Countermeasures of the protection of College Graduates' Entrepreneurial Rights and Interests", project number: 23YYB07

About the author: Chen Weiqun (1974-), Wangcheng, Hunan, associate professor. Her research interests include ideological and political education and career education for college students.