

Innovation and Practice of Employment Guidance Teaching Mode Guided by Improving Employment Ability

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Abstract: The number of college students is increasing every year, so the difficulty of employment is in front of all colleges and universities, so improving the employability of college students is a problem that needs to be solved. Based on the investigation of the current teaching situation of college students' employment guidance course and the analysis of the reasons for the current teaching situation of college students' employment guidance course, this paper puts forward some measures to innovate the teaching mode of college students' employment guidance course, aiming to help and guide the improvement of college students' employment ability.

Keywords: improve employment ability; employment guidance teaching mode; innovation and practice

Recently, China's colleges and universities have expanded their enrollment year by year. College graduates are increasing every year. The employment pressure of college students is gradually increasing every year. Therefore, many colleges and universities have adjusted the employment work mode and increased the strength of employment guidance to improve the employability of college students. Based on the investigation of the current teaching situation of college students' employment guidance course and the analysis of the reasons for the current teaching situation of college students' employment guidance course, this paper puts forward some measures to innovate the teaching mode of college students' employment guidance course, aiming to help and guide the improvement of college students' employment ability [1].

1. An Analysis of the Current Situation of College Students' Employment Guidance Course

1.1. The content system of employment guidance course and the achievement of teaching objectives are not high

The content system of the current employment guidance course cannot achieve the teaching objectives well. We found that students generally believe that the teaching content has some deviation from the knowledge they need to find a job through the survey of teachers. The survey shows that students should keep abreast of the times in terms of personal resume production and interview skills, analyze each student's strengths and weaknesses in the learning process, and carry out personalized teaching targeted, comprehensively improve students' knowledge, ability and accomplishment, point out the direction for the continuous improvement of teaching content, make teaching reform more targeted, and better complete the training objectives of employment guidance.

1.2. The application of teaching methods is not targeted and diversified enough

The former Soviet educator Xiujiina said that teaching methods are the methods for teachers and students to work together to solve teaching tasks. Laska, an American educator, said that teaching methods are the process

of teachers sending out and students receiving learning stimuli. The employment guidance teaching method is not targeted and diversified enough in teaching, which restricts the actual effect of teaching. Therefore, in the employment guidance teaching, it is necessary to apply teaching methods in a targeted way, not only to grasp the common laws of teaching methods, but also to effectively grasp the characteristics of their own teaching of this course. On the basis of mastering the common laws of teaching methods, we should creatively develop and apply various teaching methods according to our own teaching practice [2].

1.3. Inadequate use of school enterprise resources integrated into employment guidance teaching in teaching

In teaching, teachers can generally effectively use the existing teaching resources in the school, but do not make full use of the enterprise resources. In fact, the school enterprise cooperation signed at the school or college level sometimes becomes a mere formality, without real implementation and utilization, resulting in a waste of resources, which is not conducive to students' practical teaching.

2. Analysis of the Current Teaching Situation of College Students' Employment Guidance Course

2.1. Inadequate class hours of employment guidance affect teaching content

The career guidance course has less class hours and requires more learning content. If the whole course content is taught within the specified class hours, the teaching content will be faster, and the students will digest the knowledge and skills taught by the teachers less, which will result in low achievement of the teaching objectives.

2.2. The application of teaching methods is not flexible enough and the teaching effect is not obvious

In the course of employment guidance, the teaching method is mainly used, including discussion method and questioning method. However, if other time-consuming teaching methods are used, such as simulated interview method, it will generally take a long time. This will affect the teaching of other teaching contents, and is not conducive to the content arrangement of practical teaching. Therefore, the application of teaching methods will be less targeted and diverse [3].

2.3. Focus on theoretical knowledge and neglect practical teaching

In the teaching of employment guidance courses, theoretical knowledge is emphasized, but practical teaching is less. Moreover, schools or colleges have actually signed school enterprise cooperation with enterprises and other units, and teachers have not made full use of resources, leading to one-sided or isolated teaching. We should integrate school enterprise resources into on-the-job guidance teaching, make full use of resources, and enrich the practical courses of employment guidance teaching [4].

3. Innovation and Practice of the Teaching Mode of College Students' Employment Guidance Course

3.1. Construct a reasonable teaching content system of employment guidance to meet the needs of students at this stage

The teaching content of college students' employment guidance is quite extensive, such as employment situation and policy analysis, career planning theory, employment information collection and identification, resume production, interview skills and etiquette training, job search psychological adjustment and rights protection, employment and entrepreneurship education, etc. These teaching contents are interrelated and form a complete system [5]. The goal of the college students' employment guidance course is to cultivate talents. In the long run, more attention should be paid to the overall development of students. The integrity principle of the system theory requires that the four years of college should be regarded as a whole. The employment guidance for college students should run through the whole process of college students [6]. At the same time, the hierarchy principle of the system theory requires that the employment guidance work should be carried out according to the different characteristics of students at different stages, with classified implementation, hierarchical guidance, individualized teaching suit the remedy to the case and adapt to the needs of students at this stage.

3.2. Continuously optimize the teaching team for employment guidance inside and outside the school, and gradually improve teachers' teaching ability

Our school can increase the employment of part-time teachers outside the school according to actual needs without changing the personnel and labor relations of talents [7]. Take measures such as setting up special post allowance for talents, introduce technical talents and management talents with rich practical experience in the industry and enterprises, take practical professional teaching tasks in schools, implement flexible introduction, achieve the goal of optimizing the team inside and outside the school, and constantly improve the teaching ability of teachers [8].

3.3. Plan the resources inside and outside the school, and constantly innovate the teaching mode and practice

Make rational use of the existing teaching resources in the school, and in addition to the school enterprise cooperation signed at the school or college level, set up a school enterprise related leading group, invite relevant professionals of the enterprise to participate in the student employment guidance competition as judges, cooperate to build, cultivate talents, start businesses and obtain employment, carry out relevant research, etc., realize resource sharing and complementary advantages, and form a school enterprise integration. It is a new mode of collaborative education of enterprise participation and student to enterprise practice.

4. Conclusion

The employment of college students is related to the peace and stability of the country and society. In recent years, the relevant departments of the country have paid attention to it and adopted a series of policies and measures to promote the employment of college students. As the first guidance course for students' employment, the course of college students' employment guidance takes improving employability as an important evaluation index of the course. Therefore, on the basis of investigation and analysis, taking into account the characteristics of college students and the job requirements of employers, we should increase the reform of the teaching of employment guidance courses, build a practical teaching model that is practical and effective in improving students' job seeking skills, and strive to cultivate comprehensive and applied talents suitable for the development of socialism with Chinese characteristics in the new era.

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