

Research and Practice of Whole-Process Teaching of Career Planning for Application-oriented University Students Under the OBE Concept

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1 Introduction

For contemporary university students, career planning education has a great impact on their future career choice, so universities should strengthen the career planning education for students. However, for most application-oriented universities, the teaching purpose is mainly to train higher technical application-oriented talents who can adapt to the needs of production, construction, management and service, so they have neglected the career planning education. Therefore, the students of application-oriented universities should positively and correctly recognize the importance of career planning. While guiding students to attach importance to career planning, the management of application-oriented universities should also set up career planning courses to help students explore their self-potential, reposition and understand their self-value, compare their own advantages and disadvantages, and choose the most suitable career path according to their own optimal conditions. This paper will study the current situation of career planning courses for students in application-oriented universities, the role of OBE concept in career planning courses, and how to use the OBE concept in career planning courses, and aims to provide more inspiration for the establishment of career planning courses in universities and conduct targeted teaching for students. It can let students enhance their competitiveness in the increasingly severe employment environment, avoid the situation of "unemployment upon graduation", reduce the phenomenon of disconnection between majors and market demands as much as possible, and ensure that the employment quality of each student can be greatly improved.

2 Analysis on the Current Situation of Career Planning Courses for Application-oriented University Students

In response to the requirements for promoting the scientific and standardized development of university students' career planning and employment education mentioned in the "Teaching Requirements for University Students' Career Development and Employment Guidance Courses" issued by the Ministry of Education of the People's Republic of China in 2007, universities have launched career planning courses for students, which have helped a considerable number of students correctly choose and understand their future careers. However, due to the short course duration, many links and details are not perfect, so that there are still many deficiencies in the current career planning courses for application-oriented university students. For example, the syllabus of career planning courses is out of line with the actual needs, the teaching mode is backward and the teaching scope is narrow.

2.1 Disconnect between Student Career Expectations and Actual Position Requirements

With the continuous development of social economy and technology, as well as the continuous progress and adjustment of industry structure, the market demand for talents is also getting higher and higher. In order to help students accelerate the pace of adapting to the workplace needs, universities pay more and more attention to the career planning courses for contemporary students, in order to stimulate students' career visions and expectations for the careers, and achieve their own career planning goals. However, many university students lack a correct understanding of the career to choose when making a choice, and contemporary students are impacted by the values and world outlook that they have received since childhood, many students lack consideration of other factors and make career planning from the perspective of "self-needs" rather than the social needs. Students even take the "high income, large institutions, good cities" as the first goal when they choose a career, and ignore the grassroots and remote areas. As a result, there is an excess demand and high competition for talent in large cities and enterprises, and a shortage of talents in remote areas. Perhaps, because of the mismatch between majors and target industries, the low degree of work pleasure, the lack of practical operation ability and manipulative ability of many students, and even the low level of vocational skills, it is difficult for students to find employment after graduation, and to find a suitable career. The above phenomena fully indicate that the career expectation of application-oriented university students and the actual career demands are out of touch with each other.

2.2 Single Teaching Mode

The career planning course for university students is different from other traditional professional courses, which requires each university to carry out the course according to its own teaching emphasis on a "university" basis. Although many universities have realized the importance of career planning courses for students and provided funds, teaching resources, teaching instruments and even multi-functional classrooms for teachers to use, in practice, many teachers still focus on the single-form theoretical teaching due to the lack of rich teaching experience in this course. Limited to the PPT teaching and group discussion, the teaching form is simple and traditional, and it does not effectively integrate with the current professional content of students, which restricts the functionality of the course and ignores the practical teaching which is as important as theory in the nature of the course. As a result, the coherence of teaching effect is insufficient, and the teaching content is easily disjointed. Based on the above reasons, the current career planning courses for university students have been criticized for "having rich resources and novel forms, but not obvious effects". It follows that the teaching mode that only focuses on various forms needs to be further improved and optimized.

2.3 Narrow Teaching Scope and Outdated Knowledge System

At present, many universities lack case reference in the design of the teaching system of career planning courses, fail to build a complete course system and teaching syllabus, or only adhere to self-compiled textbooks, and fail to combine with changes in the external workplace in a timely manner. As a result, the course content design is far from helping students make career planning, the teaching is not systematic, and the scope of teaching is limited to textbooks, which is too narrow. In addition, most universities use self-compiled textbooks, pay too much attention to traditional employment rate statistics and often fail to keep up with the changes of the times, so career planning courses are too outdated. For example, the paper textbooks still use the employment and talent landing policies of many years ago, and are not updated in real time

according to the changes in reality. The employment data is outdated and cannot provide accurate reference, which can not provide students with useful assistance in this information explosion society, and does not meet the needs of students' development and career needs in the Internet era.

3 The Role of Career Planning Course in Application-oriented Universities under the OBE Concept

The OBE (Outcomes Based Education) is a kind of results-oriented and student-oriented educational concept, which was developed in the North America in the 1980s and gradually popularized^[1]. In 2013, China introduced the OBE concept for the first time to carry out the educational reform, and then this concept is gradually applied to many classroom teaching, and plays an important guiding role in teaching reform. Applying the OBE concept to carry out career planning courses can have great significance to students' learning and teachers' work.

3.1 Guide Students to Choose Careers

First of all, the OBE concept advocates that everyone can be successful. Applying the OBE concept to university students' career planning courses will help students affirm their self-worth and will help them independently choose the career they are interested in. Secondly, career planning courses based on the student-oriented education concept of OBE can help students make future career development goals by combining their own interests, hobbies, specialties and professional knowledge^[2]. Finally, the OBE concept emphasizes the student-oriented, which helps to make all kinds of educational activities and teaching plans in career planning courses revolve around students, and fully tap students' potential and mobilize students' subjective initiative, so as to help students enhance their confidence in career development.

3.2 Help Students Adapt to Diverse Development Trends

The OBE concept attaches importance to the cultivation of students' abilities, and its goal is to design the corresponding course content according to the needs of the workplace, so that students can have the professional abilities and accomplishments required for the career development. Therefore, in the course of career development, the teaching activities based on the OBE concept can help guide students to carry out the targeted skill training, knowledge reserve and character quality cultivation according to different occupational requirements, so as to enable students to better adapt to the diversified career environment in the future^[3].

4 Application of the OBE Concept in the Teaching of Career Planning of Application-oriented University Students

The application of OBE concept is helpful to better understand students' interests, specialties and career tendencies, and then make targeted career planning for students, so as to improve the effectiveness of career planning courses. At the same time, it also helps students to understand their shortcomings and make timely improvements based on teaching feedback, so as to continuously optimize students' career development paths. However, in order to make the OBE concept really play a role, it is necessary to help students clarify the relationship between the learning output and the target career, strengthen the practical teaching and professional skills training, and construct

courses according to training goals.

4.1 Clarify the Relationship between the Learning Output and the Target Career

The career planning course of university students under the OBE concept needs to clarify the relationship between the learning output and the target career. It is necessary to define the learning output, and determine the course theme according to the target industry that the professional may enter in the future. The course theme should be able to fully reflect and stimulate the students' ability characteristics, and conduct data statistics and analysis on the annual recruitment needs of representative companies in the industry, so as to accurately formulate more targeted course themes according to market requirements, and meet the needs and expectations of the workplace stakeholders. In addition, in order to allow students to better understand how the learning results of professional courses are directly connected with the target career, colleges and universities should conduct special training on the above content in the course to avoid the situation of students "talking on paper". The specific content of the special training should include the introduction and current development situation of the industry, determining whether it is a sunset industry, basic conditions to select the industry, and how to convert the textbook knowledge to practical application. In conclusion, career planning courses based on the OBE concept can help students to understand the relationship between what they have learned and their possible future careers from multiple levels.

4.2 Strengthen the Practical Teaching and the Professional Skill Training

The practical teaching is one of the most important teaching modes in the current application-oriented university education. Under the OBE concept, strengthening practical abilities means to convert students' classroom knowledge into practical application, and especially the application-oriented university students need excellent practical abilities to meet the needs of the workplace. Therefore, colleges and universities should build a simulation environment or if conditions permit, they can directly contact local enterprises to carry out practical teaching projects, so that students can truly experience the actual working environment in the learning process, understand the different needs of different positions in different directions, and learn skills, use skills, and be proficient in skills during the work process. In addition, enterprises can also provide professional-related work cases for university students to refer to when they solve practical problems, so as to gradually cultivate students' professional skills.

4.3 Construct the Course Content According to the Training Objectives

The construction of reasonable course content is the premise of the implementation of career planning course for application-oriented university students. Under the OBE concept, in order to ensure the importance of courses to the employment guidance of university students, it is necessary for colleges and universities to construct the course content according to the training goals of students. First of all, it is necessary to guide students to realize the importance of employment planning for their own academic career based on the teaching focus of each semester, and train students' professional abilities by leading them to deeply understand the working mode of relevant companies and enterprises and get familiar with the working process. Secondly, after determining the teaching focus of each semester, colleges and universities should often carry out professional-oriented internship plans, so that students can experience real work and related problems and solutions that may be encountered by themselves. Thirdly, it is necessary to provide students with the latest trends and current situation information of the industry to help students understand the

changes in the industry in a timely manner. To this end, universities can invite industry senior personnel to the school to give keynote speeches and carry out offline question-and-answer activities. Finally, based on the OBE concept, universities should use the combination of online and offline teaching, and education platforms such as the Learning Pass and the Wisdom Tree that can view students' learning data in the background to check students' learning situation through the intelligent data analysis, and modify and formulate teaching plans in a targeted way to build the most suitable course content for students.

5 Conclusion

Application-oriented university students still have little contact with the employment practice due to objective reasons, which means that universities need to provide resources to help students make plans for their careers. In short, the current application-oriented universities should attach great importance to the development and construction of students' career planning courses, and pay attention to the training of students under the guidance of the OBE concept, so as to help students improve self-cognition and professional cognition, lay a good theoretical knowledge foundation, enhance the professional strength, and find the most suitable career positions.

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