

Research on the Current Situation and Countermeasures of College Students' Career Planning Education in the Perspective of Interest Theory

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Abstract: Under the background of the severe employment situation and the urgent need for college students to improve their comprehensive quality to adapt to future life, colleges and universities are paying more and more attention to the development and implementation of career planning education for college students. However, it is found that the practical exploration in the field of the career education curriculum still needs to be improved. College students' career planning education has the characteristics of autonomy. Students participate in individual career planning on their own, driven by subjective initiative. In the process of career planning, students tend to combine their interests to determine their career orientation, and after determining their career orientation, their actions in the process of achieving a series of goals are often subject to constraints and driven by interest factors. The teaching of college students' career planning course needs to be closely integrated with the interest factor, and the teaching reform of the course should be reviewed in five aspects, namely, curriculum system, teaching objectives, teaching content, teaching methods, and teaching evaluation, to improve the quality of the teaching of the career planning course, to guide the students to cultivate their interests with positive efficacy and to give full play to the positive driving effect of their interests on their career planning.

Keywords: Interest theory; Career planning education; Curriculum system; Career development

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1. Introduction

Career planning refers to the systematic process of career planning carried out by college students during their studies, which includes learning programs and career planning^[1]. Career planning not only directly affects the quality of study and life of college students, but also directly affects their success in job search and employment, and will have a far-reaching impact on their future careers^[2]. Therefore, career planning is extremely important in promoting the career development of college students. In recent years, employment has not only become a key and difficult task for college graduates but also a phenomenal problem consisting of many factors, so

students' career planning needs to be paid attention to, to guide students to grasp employment opportunities and solve the problem of students' employment from the source in a better way.

2. Analysis of the current situation of college students' career planning education

2.1. Insufficient awareness and low emphasis on career planning among college students

Based on the current learning model of college students, passive learning and lack of practical experience are prevalent among the student population. Facing university life without standard answers, many college students become uncomfortable after enrollment, especially in professional learning and social practice. College students are still in the stage of physical and mental growth, and in the state of development and change regarding their values interests, personalities, and abilities. Due to the lack of effective assessment methods and feedback mechanisms, many college students are still immature in their values, and they still have misunderstandings about their interests, personalities, and abilities ^[3].

Due to the influence of exam-oriented education, many college students have rigid thinking patterns, such as fixed thinking functions and a superstitious belief in authority, which brings about the problem of limited resources and channels for college students to obtain professional and social information. In the context of highly developed information technology, many college students still passively rely on limited teacher teaching in the classroom when acquiring professional and social information. They not only lack the awareness of active communication and inquiry but also are unable to actively transfer their internet search skills from daily life to acquiring professional and social information. Even if some students are willing to understand and take action, which is usually due to the idea of once-and-for-all without continuous follow-up, resulting in information that is rather outdated and unable to keep up with changes in the real world.

The career planning guidance of colleges and universities in the country mainly takes the traditional classroom teaching mode, where the teacher faces all the students to explain relevant knowledge. However, each student has unique personality characteristics, career orientation, specialties, and hobbies, which means this mode could not establish a suitable personal career plan for each student, and the actual results are not satisfactory ^[4]. College students do not know enough about the dynamics of career planning. Some college students are over-ambitious and have unrealistic job-seeking goals without considering that career planning must be evaluated and adjusted promptly according to the actual situation. Therefore, they should set up the concept of "employment before choosing a job", and combine it with the requirements of the workplace to divide their career planning into reasonable parts practically, and gradually realize their career aspirations.

2.2. The content of college students' career planning education is relatively homogeneous

College students' career planning lacks systematicity. At present, China's colleges and universities have not yet formed a complete system of career development planning for college students ^[5]. There is a lack of a theoretical system suitable for the employment of domestic college students, as well as a lack of complete career planning teaching materials and specialized teaching staff ^[6].

Although colleges and universities have set the occupation career planning guidance courses, the position towards the courses is not accurate, and the attention is not enough ^[7]. Career planning guidance for students in colleges and universities is usually arranged in the third or fourth year of college, and the forms of guidance outside the career planning courses are often focused on holding special lectures before and after graduation, releasing job-seeking information, and organizing students to participate in job-seeking fairs, and so on. The popularization and guidance of career planning for college students should start as soon as they enter school. In reality, the popularization and guidance of career planning for college students should start as soon as they

enroll in school, and only after four years of continuous study and practice can they finally achieve good results.

2.3. College students are more passive in participating in career counseling

At present, college students have a limited understanding of the social environment. The specific performance is as follows: in the macro-environment, many college students still do not take the initiative to understand the national employment policy, ignoring the significance of the employment policy for career choice^[8]. Even if they take the initiative to understand, they only know a little^[9]. Without a full understanding of the macro-environment, students are prone to over-optimism or pessimism, which affects their career development orientation and prevents them from making correct career decisions. In the micro-environment, many students do not know enough about the working environment, working atmosphere, company culture, and job requirements, which will also affect the students to make correct career decisions. As a result, college students do not adapt to the corporate culture or work style of the employer, and the employer is not satisfied with the quality and ability of college students.

Although the career planning of college students requires group efforts, college students themselves are always the main body of their career planning, shouldering the inalienable responsibility in this process, which cannot be replaced by others. In fact, in career planning, college students should also play their subjective initiative and fully demonstrate their subjectivity^[10]. They cannot just sit back and wait for the school, parents, or the community to give help or support, but should actively seek development opportunities, and take the initiative to participate in career counseling.

3. Connotation of interest theory and its application in practice

3.1. Connotation of interest theory

Interest is the psychological tendency of people to recognize things and carry out activities, and it is an important motive to encourage people to recognize things and explore the truth. American psychologist Richard Lazarus's research confirmed that to some extent, interest and intelligence compared to interest is more important. British philosopher Bertrand Russell pointed out that the improvement of teaching methods, more attempts to make students interested in the content of education. German psychologist John Friedrich Herbart put forward a multi-faceted interest theory, pointing out that interest can stimulate students to take the initiative in the pursuit of knowledge of intrinsic motivation, and the teaching materials should be consistent with the children's experience and interest. American educationist and psychologist John Dewey based on the relationship and growth perspective of interest theory points out that discovering the meaning and relationship between the learning content itself and the student's life is the essence of interest and the key to maintaining interest. American career guidance expert John Holland from the interest perspective explores career guidance, his Holland vocational interest theory points out that interest plays an important role in the process of individual and career matching^[11]. This is in line with human interest, especially in line with people's direct interest in things, which will make people produce the mood of anticipation and positive attitude, to form intentional attention at the level of the attention function, cultivate indirect interest can also cause and maintain intentional attention. Relevant studies have proved that there is a high correlation between the stability of attention and students' academic performance^[12].

3.2. Application of interest theory in teaching and learning

College students' career planning ability directly reflects their comprehensive quality ability, and the significance and value of interest theory for career planning courses are mainly reflected in four aspects.

Firstly, whether the teaching content meets students' interests has a direct impact on students' learning behavior and academic performance in the classroom. Whether the teaching content, teaching methods, and teaching evaluation of career planning courses can attract and stimulate students' interest will directly affect students' learning effect. Secondly, interest affects students' learning behavior, which in turn affects teachers' teaching behavior and leading role. Thirdly, for the teaching evaluation department of the school, students' learning effect affects the achievement of course objectives. Fourth, interest has a subtle influence on students' career goal orientation. Students can cultivate good interests, choose careers in combination with their interests, and exert the positive driving effect of interests on career development^[13]. Therefore, interest theory plays an important guiding role for teachers, students, and school teaching evaluation departments. To realize the value of the application of interest theory in the teaching of career planning courses, teachers need to take students' interests as the starting point and broaden their thinking from both classroom teaching and students' interest cultivation. Taking account of both the student's characteristics and the basic theory of career planning in personalized guidance can play a greater role^[14].

First of all, enhance the richness of classroom teaching content, stimulate students' direct interest, and reform teaching methods and teaching evaluation. Secondly, cultivate students' indirect interests, realize the transfer between direct and indirect interests, and establish stable learning interests. Finally, guide students to cultivate good and stable interests, strengthen the cultivation of students' interest efficacy, and promote the combination of students' interests and their career development.

4. Research on countermeasures for college students' career planning education

4.1. Optimize the curriculum system and strengthen systematic guidance

Career planning runs through the whole college career, which is a continuous and dynamic adjustment process. College students' career planning education needs to establish a sound career planning curriculum system. At the beginning of the new student enrollment, career planning needs to be included in the entrance education, guiding college students to make college life and study plan, the professional learning and career development closely integrated. For first-year students, teachers should focus on cultivating students' interests, letting them know the types of occupations corresponding to their majors, encouraging them to have visions and thoughts about their occupations, study hard for the knowledge and skills required for their occupations, and realize the importance of career planning, to lay a good foundation for the development of career planning. For students in their second year of college, guidance on career planning should be strengthened to help students set career goals and formulate career plans. For students in the third year of college, it is necessary to pay attention to the exercise of vocational practice skills, adjust the goal setting of career planning according to reality, and dynamically adjust the specific content of career planning. For students in the fourth year of university, career planning should be evaluated and revised in time, and career counseling and tutoring should be strengthened. It is necessary to combine classroom teaching, career lectures, career experience, career planning development, career planning competitions, and career counseling and guidance to establish a systematic, standardized, and all-round career planning guidance system^[15].

4.2. Enrich the teaching content and stimulate students' desire for knowledge

The course objective of career planning for college students is to guide students to consolidate their vocational knowledge and skills, formulate career planning, and improve their competitiveness in employment. Teachers should clarify the teaching objectives based on the course objectives, concretize the teaching objectives, and organically combine the teaching objectives of each level. Career planning courses should be set up for every

aspect of lesson preparation, class, homework setting, extracurricular tutoring, and performance assessment in the light of students' interests, professional categories, knowledge and experience, and patterns of physical and mental development. Teaching objectives and students' learning objectives are related, so teachers should clarify the teaching objectives, and teaching focus, and standardize the teaching process so that each teaching objective is truly implemented in each teaching process. Knowledge with strong interest and practicality is more attractive to students and more able to attract their attention. Therefore, the setting and arrangement of teaching content should be combined with students' specialties, interests, and ideals. The degree of difficulty of the teaching content should also take into account the students' existing knowledge and experience and the theory related to recent development. Teaching media as the carrier of teaching content also needs to be rich and varied, in line with the interests of students, stimulate students' motivation to learn, and mobilize students to participate in the classroom, to provide a good resource environment for classroom teaching, thereby increasing the effectiveness of classroom teaching. Career planning materials should be improved according to the social and economic development, combined with the school's professional settings and other characteristics of the compilation of localized materials, the introduction, and the enrichment of localized teaching content.

4.3. Innovative teaching methods to improve student motivation

Guided by the idea of heuristic teaching, the use of lectures, discussions, independent learning, and other teaching methods can effectively stimulate students' subjective initiative and make them form sustained attention. In the career planning course, the use of video cases or pictures of career figures can attract students' interest and attention to a certain extent, but this interest is superficial and short-lived. If students are allowed to discuss and think on their own after the video and pictures are shown, they will actively link the cases with their existing knowledge, experience, and concepts, deepen their impression of the teaching content, discover new points of interest, and even form a deep and stable interest. In the application of teaching content, mobilizing the enthusiasm of students' participation and enhancing their participation can give greater play to the role of interest in promoting students' learning and development. Online education platforms help provide students with accurate learning services and help students establish stable and broad learning interests. Compulsory career planning courses are usually conducted in fixed classrooms. Compared with the first classroom, the second classroom is richer in career-related learning resources, such as professional knowledge, career tests, lectures on career figures, career online counseling, communication and exchange of job seekers, career role experience, and so on. They can better help college students learn about careers, discover career interests, and determine career goals. Students' interest in professional knowledge can promote the improvement of professional performance, in this regard, an online learning platform is undoubtedly a good teaching method.

4.4. Establishment of evaluation system for career education in colleges and universities

Evaluation, as a means of guaranteeing the quality of teaching, has an important guiding role in educational practice and directly affects the development of course implementation. The main body involved in evaluation can be divided into internal evaluation and external evaluation of a college career. Internal evaluation can be divided into two aspects: one is the evaluation organized by the university itself. According to the teaching objectives set by the school, the evaluation of students' career education teaching work. The evaluation of career education in colleges and universities should pay attention to the quality of graduates' employment, namely, college students' employability. College students' employability refers to the sum of a series of knowledge, skills, values, and core competitiveness that directly affect college students' chances of employment and career success. In the process of cultivating college students' employability, modular and project-based courses should

take up most of the time, and the performance of students in these courses should be evaluated not only by the final grades but also by the introduction of a multi-dimensional performance evaluation system. Professional competence and practical skills are important indicators of evaluation, and they change with the development of the labor market. The other is the students' self-evaluation. While career education in colleges and universities cultivates students' ability and cognitive strengthening, the shaping of college students' inner self career concept is also an important part of talent cultivation. Therefore, the student's employment ability growth can be established to improve the effectiveness and relevance of individual comprehensive ability training.

Today, with the rapid development of science and technology and the intensification of economic competition through globalization, the labor market is placing higher demands on workers. Employers require workers to possess certain basic competencies related to specific occupations, as well as the necessary non-professional occupational competencies, namely, competencies that, in addition to professional competencies, have a crucial impact on the effective conduct of occupational activities and the development of a perfect career. For example, the ability to learn and master new technologies, the ability to think independently and solve problems, the ability to organize and coordinate, the ability to withstand psychological stress, and the ability to communicate with others. When college students participate in the process of social practice activities such as vocational internships and work-study, in addition to the actual exercise and improvement of their comprehensive abilities, the evaluation of internships by employers is also one of the important indicators for college students to measure their abilities.

Through the feedback of internship evaluation, students can be clearer about their strengths and weaknesses, which will help them to find a job and realize the sustainable development of their careers. It is of great significance to build a perfect evaluation system for college career education courses, use diversified evaluation means, and motivate students to participate in the process of career education activities independently, continuously, and completely, to promote the regular implementation of career education courses.

Disclosure statement

The author declares no conflict of interest.

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