

Reform Practice of College Students' Employment Guidance Course under the Concept of Curriculum Ideology and Politics

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Abstract: Under the background of “fostering character and civic virtue,” higher education must effectively integrate ideological and political education. The concept of curriculum ideology and politics has become increasingly developed and sophisticated, which can be a guiding concept for the teaching and reform practice of college students' employment guidance courses. Based on educational observation and logical analysis, this paper elaborates on the connotation of the concept of curriculum ideology and politics, analyzes the key points of the reform of college students' employment guidance courses under this concept, and affirms the value of course reform. On this basis, this paper specifically analyzes the common problems in the reform of the employment guidance course under the new concept and makes a detailed interpretation of the performance problems such as the vague course objectives and the lack of innovation in the course teaching methods. Combined with the relevant problems, this paper proposes strategies such as building the course objective system by linking the curriculum ideology and politics, and driving the teaching innovation of the course from multiple perspectives, aiming to provide more references for the corresponding course reform.

Keywords: Curriculum ideology and politics; Employment guidance; Curriculum reform

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1. Introduction

After the formal introduction and implementation of the Work Program for Comprehensively Promoting the Construction of “Great Ideology and Politics Course,” the trend of course ideology and politics has become more and more obvious; the teaching of college students' employment guidance courses under the concept of curriculum ideology and politics also needs to be reformed, and some schools have made many attempts at this level. Based on specific observation, comparison, and analysis, it can be found that the reform of college students' employment guidance courses under the new concept involves many elements, and there are many influencing factors in this process. Under the joint influence and effect of many factors, some problems are prone to appear in the reform practice, and whether the relevant problems can be solved will also have a direct impact on the teaching of the course. For teachers, how to drive the reform of the employment guidance course based on the concept of

curriculum ideology and politics is also worth pondering.

2. Overview of the reform of college students' employment guidance courses under the curriculum ideological and political concept

2.1. The connotation of ideological and political ideas of the course

Curriculum ideology and politics refers to a comprehensive education concept that builds an all-member, all-round, all-course pattern of nurturing people in the form of aligning all kinds of courses and ideological and political theory courses, forming a synergistic effect, and taking the “cultivation of morality and respect for human beings” as the fundamental task of education ^[1]. Under the concept of “fostering character and civic virtue,” curriculum ideological and political philosophy has reached a high level of maturity. This approach advocates for integrating ideological and political education directly into disciplinary teaching, ensuring that these elements are closely intertwined and mutually reinforcing. Standing in the perspective of the reform of college students' employment guidance courses, the ideological and political concept of the course can be a guiding concept in the course reform, and this concept should be fully integrated into the reform practice, and carry on ideological and political education to college students in the course of teaching.

2.2. Key points of reform of college students' employment guidance courses under the curriculum ideological and political concept

The content involved in the reform of college students' employment guidance courses under the concept of curriculum ideology and politics is more diverse, which also needs to take into account a number of points, and the need to take into account more points indicates that the complexity of the new concept of curriculum reform is higher. Curriculum reform is a dynamic process. The curriculum reform based on the new idea inevitably involves the clarification of specific objectives, which is more important under the curriculum reform. Curriculum reform usually cannot bypass the selection of teaching methods, based on the new concept of employment guidance course teaching innovation, the selection of new teaching methods is also critical. In addition to the two key points above, the integration and application of specific content at the level of ideological and political education, as well as the teaching guidance for students from the perspective of ideology and politics are also key points in the reform practice.

2.3. The value of the reform of college students' employment guidance courses under the curriculum ideological and political concept

The reform of college students' employment guidance courses under the concept of curriculum ideology and politics has significant value, which is also the reason many colleges and universities have made attempts at this level ^[2]. Based on systematic observation and analysis, it can be seen that its specific value is mainly reflected in the two aspects of teacher “teaching” and student “learning.” From the perspective of teachers' “teaching,” the reform attempt based on the new concept is conducive to the innovation of the teaching of employment guidance courses, such as the integration and application of ideological and political content can enrich the teaching connotation of courses. With the continuous improvement of curriculum innovation and richer teaching connotation, the effectiveness of overall teaching can be further improved. From the perspective of students' learning, curriculum reform under the concept of ideology and politics can provide support for the improvement of students' ideological and political awareness, which can also provide assistance for the cultivation of students' comprehensive literacy.

3. Common problems in the course reform of college students' employment guidance courses under the curriculum ideological and political concept

3.1. Vague course objectives

Some colleges and universities have carried out many reform attempts in the teaching of employment guidance courses based on the concept of curriculum ideology and politics, but the actual effect is not satisfactory, which is directly related to the lack of detailed planning for the course reform based on the new concept, and the lack of clear objectives in the teaching of employment guidance courses under the new concept. When the objectives of the program are vague, the teaching of the employment guidance program under the new concept will lack direction and purpose, which will lead to a high degree of uncertainty and inefficiency in the overall teaching. In addition, when there is no mature program guidance, it is difficult to form an integral whole of the curriculum reform efforts at all levels and at all times, and the efforts made cannot be transformed into the results of curriculum reform as expected. Many teachers have neglected the planning of the employment guidance program under the new concept even though colleges and teachers are more concerned about the reform of the employment guidance program. Under the influence of this problem, despite many reform attempts in teaching based on the concept of curriculum ideology and politics, the final reform results are still poor.

3.2. Lack of innovation in curriculum teaching methods

There are various factors that can influence the teaching situation of college students' employment guidance courses, among which the selection of teaching methods is the most direct influence factor. The selection of specific teaching methods will affect the teaching efficiency of the course, and will also have an impact on the effectiveness of the course reform. Many teachers have a weak sense of curriculum teaching innovation, and some teachers lack active attempts to innovate the teaching of employment guidance courses under the concept of curriculum ideology and politics, and the choice of a single teaching method has also become an issue. With the continuous improvement of curriculum innovation and richer teaching connotation, the effectiveness of overall teaching can be further improved. Under the application of this traditional teaching method, students have a low interest in course teaching, and their learning experience of employment guidance-related knowledge and ideological and political knowledge is relatively deficient. Both the explanation of employment knowledge in the general sense and the employment guidance under the curriculum ideological and political ideas need the support of novel and effective teaching methods, and relying on traditional teaching methods naturally becomes a problem in the practice of curriculum teaching reform.

3.3. Lack of integration and application of ideological and political-related content

The curriculum reform of college students' employment guidance under the ideological and political concept will inevitably involve the integration and application of ideological and political content, and whether the ideological and political content related to college students' employment is rich will also influence the teaching matters under the new concept^[3]. At present, many teachers have rich experience in teaching employment guidance courses, but they lack experience in curriculum ideological and political construction, which makes it difficult for them to systematically integrate ideological and political content related to teaching guidance courses. When there is insufficient ideological and political content related to employment guidance, it becomes challenging to effectively deliver ideological and political education to students. This hinders the integration of ideological and political principles into the employment guidance course and increases resistance to the curriculum reform aimed at enhancing the curriculum ideological and political aspects. From the perspective of students' learning, due to the unsatisfactory integration and application of employment guidance course-related

ideological and political content, it is also difficult for students to learn ideological and political knowledge in the learning of employment guidance course knowledge, which is also inconducive to the value of the teaching reform of the employment guidance course under the concept of curriculum ideology and politics.

3.4. Lack of effective guidance in curriculum teaching

In the reform of college students' employment guidance courses under the concept of curriculum ideology and politics, it is essential to guide students from the ideological and political and employment guidance levels ^[4]. However, the teaching mode of employment guidance courses in many colleges and universities is relatively rigid, in which teachers explain relevant knowledge based on the course content and students passively learn relevant knowledge. In this mode of teaching, there is low interaction between teachers and students, and the lack of interaction also leads to the difficulty of effective teaching guidance under the concept of curriculum ideology and politics. Additionally, poor teaching guidance will weaken the teaching effect of the employment guidance courses under the concept of curriculum ideology and politics. More critically, a lack of effective guidance in teaching practice weakens the connection between teachers' "teaching" and students' "learning." When teaching interactions are infrequent and guidance is inadequate, teachers struggle to understand students' grasp of ideological and employment concepts within the framework of curriculum ideology and politics.

4. Specific strategies for college students' employment guidance course reform under the curriculum ideological and political concept

4.1. Constructing the curriculum objective system in connection with curriculum ideology and politics

In the reform of college students' employment guidance courses under the concept of curriculum ideology and politics, first of all, we should carry out detailed planning, take into full consideration the influence of the concept of curriculum ideology and politics to plan the teaching matters of the employment guidance courses, and construct a more perfect course objective system, so as to enhance the direction and purpose of the teaching of the employment guidance course under the new concept ^[5]. For example, in the reform of employment guidance courses under the concept of curriculum ideology and politics of a university, specific planning is carried out on a semester basis, and the cultivation of students' vocational ethics and personal moral qualities in career choice and employment are taken as the basic objectives. Under the guidance of the objectives of vocational ethics development, teachers will educate students on ideology and morality in the light of their majors and future employment directions. Thanks to the construction of the course goal system and the role of course goal orientation, the teaching of employment guidance courses under the new concept also has a clearer direction and purpose. The effectiveness of the teaching of employment guidance courses under the new concept can be further improved after various objectives are clarified and achieved.

4.2. Driving curriculum teaching innovation from multiple perspectives

As the selection of teaching methods in the course teaching will influence the overall teaching, the reform of the employment guidance course under the concept of curriculum ideology and politics should also be integrated into the innovative thinking, taking into account continuous innovation in the construction of the curriculum ideology and politics in the teaching of the employment guidance course ^[6]. For example, it is advisable to integrate Internet+ education thought into the curriculum ideological and political ideas to carry out innovative teaching of employment guidance courses. Teachers can share some ideological and political education content related to "socialist core values," "artisan spirit," "cultural self-confidence cultivation," and "vocational ethics cultivation"

on the WeChat public account, short video account, and online teaching platform, and provide students with ideological and political education via online teaching. In offline teaching, teachers should systematically explain employment-related knowledge and provide employment guidance, as well as provide students with ideological and political education. In addition, teachers can utilize multimedia teaching equipment to integrate employment guidance and ideological and political knowledge into the course. This approach enhances the effectiveness of teaching across various levels of the curriculum and aligns with the ideological and political framework. It also represents a new method for delivering employment guidance courses under the new concept^[7].

4.3. Actively integrating and applying ideological and political content

In the teaching reform of college students' employment guidance courses under the concept of curriculum ideology and politics, we should also actively integrate ideology-related content into the teaching of employment guidance courses. For example, in the explanation of the employment guidance course knowledge at the level of "national and local employment policies and regulations," teachers can collect ideological and political content from the perspectives of "rule of law" and "legal consciousness cultivation," and integrate the collected ideological and political content into ideological and political education for the cultivation of students' spirit of rule of law and legal consciousness. Teachers can collect content from the perspectives of self-improvement and positive job-searching mentality in the knowledge related to employment psychological guidance, and integrate this collected content to cultivate students' healthy and positive mentality of employment and career choice. By actively collecting and integrating ideological and political content from various sources into the employment guidance course, teachers can enhance the ideological and political education aspect. This approach provides valuable guidance and naturally supports the teaching reform of employment guidance courses under the concept of curriculum ideology and politics^[8].

4.4. Strengthening teaching and guidance at different levels

To emphasize the value of teaching reform in college students' employment guidance courses under the concept of curriculum ideology and politics, and to avoid merely formal instruction, teachers should design interactive elements in their courses. These interactive links should strengthen employment-related and ideological and political guidance within the interactions^[9]. For example, in explaining relevant knowledge to enhance their employment advantages, teachers can conduct ideological and political education for students in combination with cultural self-confidence cultivation, correct employment outlook cultivation, and other ideological and political content, so as to closely combine the explanation of employment guidance knowledge with the explanation of ideological and political knowledge^[10]. Teachers can also develop specific questions around "how to cultivate a correct outlook on employment" to encourage critical thinking. By addressing these issues, students can engage in student-student interactions, which helps them better understand, experience, and learn various levels of knowledge. On this basis, teachers should further communicate with students on how to cultivate the correct concept of employment and guide students on the basis of teacher-student interaction to combine their own actual scientific career choice, correct employment, and other levels, highlighting the ideological and political education attributes of the employment guidance teaching^[11].

5. Conclusion

Teachers in colleges and universities and employment guidance courses should deepen their understanding of the concept of curriculum ideology and politics, pay more attention to the reform of the curriculum under this concept, and actively carry out reform attempts. It is worth noting that many problems are prone to occur in the practical

aspect of reforming the employment guidance course under the concept of curriculum ideology and politics, so in addition to active attempts at reform, it is also necessary to conduct a careful evaluation of the reform status. After the evaluation results are obtained based on systematic evaluation, relevant problems should be discovered and solved in time, and more experience should be accumulated while solving relevant problems. Under the guidance of mature experience, we should optimize the teaching and reform practice in the subsequent courses, so as to provide more support for the achievements of curriculum reform.

Disclosure statement

The author declares no conflict of interest.

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