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ARTICLE

ELABORATION AND DISCUSSION ON CAREER PLANNING EDUCATION IN COLLEGE FRESHMEN'S ENTRANCE EDUCATION

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ABSTRACT

Nowadays, many freshmen lack necessary understanding of their majors, and it is difficult for them to make career plans according to their professional characteristics, which inevitably leads to confusion during their study. Secondly, many students are not very accurate in their own specialties, advantages, hobbies and personalities, and can't know themselves accurately, so they can't make correct career plans. Therefore, after freshmen enter school, schools should do a good job in career planning education in time.

KEYWORDS

University, freshman, entrance education, career planning education.

Some colleges and universities only carry out career planning education for graduates, but do not pay attention to the career guidance for freshmen. This will easily lead students to lack a comprehensive understanding of the employment prospects and professional requirements of their majors for a long time, which is not conducive to improving students' professional quality [1]. Therefore, colleges and universities should pay attention to carrying out career planning education in an all-round way, Guide college students to correctly recognize their major from the beginning of enrollment, accurately position their own advantages, and scientifically formulate career plans.

FIRST, CULTIVATE STUDENTS' PROFESSIONAL AWARENESS

According to the survey statistics, many freshmen don't understand their majors, and they are blind in the process of filling in their high-altitude volunteers. A university once made statistics on the reasons for freshmen's major selection, and 30% of the students said that their choice of major was inspired by their parents; 50% of the students think that the major is chosen for employment; 20% of the students indicated that choosing this major is a hobby [2]. The statistical results also show that 60% of the students said that they did not have a comprehensive understanding of the selected major. A student once wanted to learn Chinese medicine because he thought it was interesting to take pulse and boil medicine. When he learned that Chinese medicine majors should be familiar with ancient medical classics, he chose to give up. Some students choose teachers' majors because their parents are teachers. I also choose this major at the behest of my parents, or I don't like my major in order to have a stable job in the future; Some students originally chose to apply for foreign language majors to be translators, because translation is a high-paying job, but there are various maladjustments in the later stage; There are also students who choose to apply for the major of tourism management because they like traveling. It is considered that when a tour guide can visit many scenic spots, he will give up after learning the hard work of the tour guide profession. Even if he studies in tourism management major, he will not study seriously (he only needs not to

fail), and he will not engage in tourism career after graduation. These survey results show that students' professional awareness is low, so it is very important to cultivate freshmen's professional awareness. In the initial professional entrance education, teachers should guide students to gradually understand the characteristics and employment prospects of their majors, cultivate students' interest in professional study, continuously enhance students' professional awareness, and let students control their majors globally. At the same time, colleges and universities should regularly invite graduates or unit staff corresponding to their majors to come to the school to explain the employment prospects of freshmen, so as to guide freshmen to know their majors more accurately and make reasonable career plans.

SECOND, GUIDE STUDENTS TO ACCURATELY POSITION THEMSELVES

Freshmen are in their prime, high-spirited and optimistic. Some students are inevitably overconfident, have high self-positioning, have problems of being superior to others, and fail to accurately recognize their strengths and weaknesses (for example, some students majoring in human resources management think that they can serve as personnel managers after graduation; Students majoring in design think they can be designers after graduation; The career planning made by students with excellent written scores is too optimistic and fails to recognize the practical problems in the workplace; Students majoring in finance think they can be the chief financial officer. Some students lack self-confidence, have negative attitudes, and feel confused about their professional study and future employment [3]. In this regard, teachers should pay attention to guiding students to accurately position themselves, objectively recognize their own advantages and talents, overcome their shortcomings, constantly improve themselves, and formulate reasonable career plans according to their own personality, IQ, EQ, practical skills, social skills, and organizational management skills. Secondly, we should pay attention to cultivating students' ability of unity and cooperation and understanding of people. Let students actively integrate into the collective, guide students to make hierarchical

career plans, and accumulate experience for successful employment in the future.

THIRD, PROMOTE THE ORGANIC COMBINATION OF ACADEMIC PLANNING AND CAREER PLANNING

Improve students' professional skills and professional quality, and focus on promoting the organic combination of academic planning and career planning. From a dialectical perspective, career planning is based on academic planning, and at the same time, it is a summary and sublimation of academic planning. Teachers should combine academic planning closely when guiding college students to make career plans. Let the students know what they want to learn, how to master the learning methods and essentials, and clearly define the learning objectives and course. From the perspective of development, the arrangement of professional courses is hierarchical, which is basically from shallow to deep, easy before difficult. Students should also pay attention to hierarchy when making academic plans, and make clear the learning objectives at different stages. And combined with their own personality characteristics, special talents, family conditions, industry development prospects and workplace requirements to develop career planning programs. For students with lofty ideals, teachers should give encouragement and scientific guidance to guide them to formulate hierarchical academic and career plans and accurately position their own advantages and career goals. If students' professional ideal is to be a painter, teachers can guide students to make a preliminary four-year academic plan, and guide students to actively participate in painting and calligraphy activities inside and outside the school in the later period, learn from their ancestors, gradually practice their own painting style, prepare for holding solo exhibitions from junior year, and join municipal, provincial and national painting and calligraphy associations in turn to realize their ideals gradually [4]. In addition, it can also encourage students to start businesses, guide students to scientifically set entrepreneurial goals and accumulate entrepreneurial experience.

FOURTH, SPECIFIC IMPLEMENTATION STRATEGIES FOR COLLEGE STUDENTS' CAREER PLANNING

The academic system of a university is generally 3 to 5 years. In each academic year, the learning focus and psychological characteristics of college students are different. According to this natural division of years, college students can set stage goals according to the academic year stage, carry out their own career planning, and formulate some targeted implementation plans according to the different goals of each stage and their own growth characteristics. The following is an example of the career planning implementation plan for four-year undergraduate college students for your reference: 1. First year of university: exploratory period Stage goal career recognition and planning. The implementation plan must first adapt to the change of roles from high school students to college students, and redefine their learning goals and requirements; secondly, they must begin to get in touch with the concepts of career and career, with particular emphasis on understanding the career they wish to pursue in the future or with themselves Preliminary career design for the professions you are studying; familiarize yourself with the environment, establish new interpersonal relationships, and improve your communication skills. In terms of career awareness, you can ask senior students, especially senior graduates, about the employment situation; actively participate Various club activities, increase communication skills; in terms of learning, it is necessary to consolidate solid professional basic knowledge, strengthen the cultivation of English and computer skills, and master the most basic skills that modern professionals should possess; if necessary, it is possible Transfer departments, obtain double degrees, plan for studying abroad, make good data collection and course preparations, and make more use of student handbooks to lay a good foundation for future employment choices. 2. The second year of university: orientation period the stage goal preliminarily determines the direction of graduation and the cultivation of corresponding abilities and qualities. The implementation plan recognizes one's own needs and interests, and determines one's own values, motives and ambitions. Consider your future graduation direction (advanced studies or employment, etc.), understand related activities, and focus on improving your basic qualities [5]. By participating in student unions or clubs and other organizations, you can cultivate and exercise your leadership, organization and teamwork skills, and at the same time Test your knowledge and skills; you can start to try part-time and social practice

activities, and you must be persistent. It is best to be able to engage in work related to your future career or profession for a long time in your spare time to improve your sense of responsibility, initiative and frustration, and gain professional experience from continuous summary and analysis; enhance oral English and computer application skills, pass English and computer related certificate exams, and start to enrich yourself by selectively minoring in another professional knowledge. 3. The third year of university: preparation period the stage goal is to master job-hunting skills and prepare for job hunting. While implementing the plan to strengthen professional knowledge learning, obtain professional qualification certificates related to the target occupation or pass the corresponding professional skills appraisal. Because graduation is approaching, the goal should be to improve job skills and collect company information [6]. Participate in summer work related to pre-majors, exchange experience with classmates about job search, learn to write resumes, cover letters and other job search skills, understand the channels for collecting employment information, if you have the opportunity, try actively; join the alumni network and learn about graduated alumni Job search in previous years; if you decide to take a postgraduate entrance examination, you must also prepare for review; students who wish to study abroad can contact study abroad consultants, participate in a series of study abroad activities, prepare for the TOEFL.GRE test, pay attention to the information on the study abroad test, and obtain it from the relevant education department Brief chapter reference. 4. The fourth year of college: sprint period the stage goal is to succeed in employment. Implementation plan at this stage, the graduation direction of college students has been determined, and most of the students' goals should be focused on job applications and successful employment [7]. This is, you can make a summary of the preparations for the first three years: first check whether your established career goals are clear and whether the moral preparations in the first three years are sufficient; then, start the job application after graduation and actively participate in recruitment activities. Test your accumulation and preparation in time; finally, conduct a preview or mock interview. Actively use the conditions provided by the school to understand the information and information of the employing company provided by the employment guidance center, strengthen job search skills, conduct training such as mock interviews, and conduct exercises with adequate preparations as much as possible. When writing a graduation thesis, you can boldly put forward your own opinions and exercise your ability and creativity to solve problems independently. In addition, it is necessary to attach importance to internship opportunities. Through internships, we should understand the work method, operation mode, and workflow of the unit at a macro level, and clarify the personal responsibilities and specifications of the post from the micro level, so as to lay a good foundation for officially embarking on the job.

CONCLUDING REMARKS

To sum up, to do a good job in career planning education for freshmen and improve their professional quality, teachers should guide students to gradually understand the characteristics and employment prospects of their majors, and constantly enhance their professional awareness. At the same time, we should guide students to know themselves accurately and understand their own strengths and weaknesses, so as to promote their talents and make up for their shortcomings. In addition, teachers should pay attention to promoting the close combination of academic planning and career planning, so as to improve students' comprehensive quality.

Career planning in the freshman entrance education is the most critical step in the four-year career education of the university. After ten years of hard work, students have entered the hall of colleges and universities through their own unremitting efforts. Freshmen who have just entered university generally feel confused and at a loss. After the college entrance examination, they suddenly feel that they are no longer "burdened", and they are prone to slack in their thoughts, which leads to unclear goals. Colleges and universities across the country have successively improved career planning courses, actively explored both career planning and employment guidance systems, and achieved remarkable results. The development of freshmen's career planning education is important for strengthening freshmen's career planning awareness and enhancing students' planning capabilities. It not only enables students to understand themselves and the workplace as soon as possible, but also encourages students to set clear life and career goals, and stimulate learning. Enthusiasm and initiative, improve comprehensive ability

and professional quality, so as to build the core competitiveness of employment.

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