

Study on the Innovation of College Career Planning Education From the Perspective of “Integration of Innovation & Entrepreneurship and Specialty Education”

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Abstract: With the popularization of higher education, college graduates are facing more and more employment pressure. In order to adapt to this new change, college career planning education must be integrated with innovation and entrepreneurship education. Aiming at solving the problems existing in the current college career planning education, this paper sorted out the logical relations between career planning education and innovation and entrepreneurship education, and explored the innovative mode of upgrading the college career planning education under the background of “integration of innovation & entrepreneur and specialty education”, which are helpful for alleviating unemployment pressure, improving the effect of education, and helping college students develop comprehensively with both integrity and expertise.

According to the Ministry of Education of the People’s Republic of China, the number of college graduates in 2020 has hit a record high of 8.74 million, thanks to an increase of 400,000 compared with that of last year [1]. With the popularization of higher education, college students are facing more and more challenges on employment. At present, the employment situation is much more complicated due to the combined impact of multiple factors such as the COVID-19 epidemic and economic downturn. In this context, only on the basis of learning professional knowledge well, improving their innovation ability constantly and making reasonable career planning scientifically, can college students enhance their employment competitiveness, win more opportunities for their own development and alleviate the unemployment pressure.

Facing the current problems of college career planning education, how to integrate the concept of “integration of innovation & entrepreneurship and specialty education” into the course of career planning for college students and improve the effect of this education has become the focus of teachers teaching this course.

1. Problems & Challenges of the Present College Career Planning Education

Questionnaires show that nearly half of college students lack a clear career development plan. Many college students confuse the concept of “career planning” with “employment skills guidance” before graduation. Most students only have short-term goals and neglect long-term planning. Due to the

lack of a clear career planning during the school period, college students have problems such as unclear self-cognition and unclear career positioning, etc., and they have strong randomness in landing a job, which is not conducive to their career development. In recent years, college career planning education in China has made some progress, but there are still some problems to be solved.

1.1. Insufficient Domestic Theories and Inadequate Education System

Career planning education originated in the early 20th century [2]. At that time, the American market economy was in the stage of rapid development, and the speed of industrial development was very fast. The society needed a large number of experienced workers to participate in the production of all walks of life. However, American higher education then did not form the concept of career development. A large number of young graduates lacked the vocational skills required by the industry, which made it difficult for them to meet the needs of industrial development quickly after entering the society, resulting in a huge waste of human resources. In this context, in order to help young students match suitable jobs as soon as possible, a number of career counseling and planning agencies have sprung up all over the United States, career planning education has gradually developed.

In China, career planning education started late. China has experienced a long period of planned economy in which the vocational education of students mainly comes from state distribution. Since 1990, in order to meet the needs of the development of the socialist market economy, China began to guide students in employment policies and job-hunting skills, which then gradually developed into career planning education. At present, China's career planning education on the whole still uses the idea and system of western career planning education, and the degree of combination with the actual situation of the country is not deep, the content is not largely localized innovatively development is not much. The educational concepts cannot fit properly the values and cultural environment of today's society, and it is difficult for students of different levels, types and development needs to be guided in accordance with their aptitude, which makes career planning education less targeted.

1.2. Deficient High-Level Teachers

There is a lack of high-level teachers in career planning education in Chinese universities. Career planning education requires teachers not only to have a wealth of pedagogy, psychology, sociology and other professional theories, but also to fully understand the characteristics of students' majors. At present, the number of full-time teachers and students engaged in China's college career planning education is seriously small. In this case, in order to meet the needs of course teaching, most colleges and universities directly employ counselors or administrators to conduct career practice guidance for students, so as to make up for the shortage of full-time teachers.

College counselors are young and full of passion, which is conducive to the development of the course. However, some college counselors work for their colleges and universities immediately after graduation. They have not experienced the complicated process of job hunting, hence lack the relative practical experience in job hunting. As a result, without first-hand experience when teaching courses, it is difficult for them to conduct on-site teaching, causing a disconnection between theory and practice. This is especially true for counselors who have never served as a senior counselor or experienced the graduate job-hunting season. In addition, college counselors mostly have great mobility in labor turnover, and are usually limited by their own majors, which make it difficult for them to give systematic and scientific guidance to their students. As a result, the number of professional teachers who are good at theoretical teaching is obviously insufficient,

while those who are good at practical teaching are not professional enough.

1.3. Unsatisfactory Evaluation System and Wanting Practical Exploration

From the perspective of teaching methods, the current college career planning education is still in the stage of book-theory-teaching, emphasizes the explanation of theories and the evaluation by tools, but neglects the practical exploration of real career scenarios. At present, each university has set up the corresponding course examination and evaluation method according to its own actual situation. The career planning education of some colleges and universities adopts the form of exam-oriented assessment to assess students, and the educational concept still stays in the stage of exam-oriented education, ignoring the differences of individual characteristics and career development needs of students, thus reducing students' interest in learning. In some colleges and universities, students' career planning ability is evaluated by teachers' assessment of their proposal. This kind of evaluation method is too simple, subjective, and poor on execution.

Some students have fluke psychology, they usually finish hastily their works only to cope with the exam or complete the required proposal, which is not conducive to their personal development. In addition, the most important practical exploration in the career development education cannot be effectively assessed, so that the assessment results cannot truly reflect the education effect of this course, and it weakens the guiding significance of the assessment results for the development of subsequent courses. In the practice of personal career development, it is difficult for students to skillfully use the theoretical knowledge, the purpose of education.

1.4. Incoherent Teaching and Poor Combination with Specialty

At present, in order to make college students realize the importance of career planning as early as possible and urge them to make their own career planning in advance, most courses of career planning for college students are set up in the freshman year. However, the reality is that freshmen are still in the adaptive period of professional learning. They have a low level of understanding and mastery of professional knowledge, and still have three years to go before graduation. So it is difficult for them to make long-term career planning in combination with their own professional development. While when students are in the peak period of employment during the senior year, they most probably lack sufficient vocational ability and effective theoretical support, and cannot get professional help and guidance when facing difficult problems such as job selection, resume delivery and interview skills. This lack of consistency in education makes college students accept only simple theoretical knowledge, without obtaining systematic and complete career guidance.

At the same time, the career planning education mostly adopts the way of large-scale teaching, and some universities can even see students of different majors been taught in the same class. The course mainly focuses on universal knowledge, which cannot be innovatively integrated with professional learning. As a result, students cannot plan their professional ability development and career positioning based on the industry characteristics and industry demands of their majors, the personalized needs of students of different majors are not met.

2. Logical Relations between College Career Planning Education and Innovation & Entrepreneurship Education

College students' innovation and entrepreneurship education cultivates their awareness and ability of innovation and entrepreneurship, and career planning education guides them to find their future career development orientation scientifically. Scientific and complete career planning education can improve college students' self-cognition ability, help students define reasonable entrepreneurial

goals and make feasible entrepreneurial plans. The innovation and entrepreneurship education for college students based on their majors can help them find out more possibilities for career development, and constantly improve their professional knowledge and comprehensive skills in the process of exploration, so that they can adapt to the development and changes of their careers [3].

College students' career planning education and innovation and entrepreneurship education are both devoted to training high-quality talents that meet the requirements of social development to fundamentally solve the problem of college students' unemployment, which is increasingly prominent day by day. In today's rapid economic and social development, it is particularly important to create a new mode of higher education that integrates innovation and entrepreneurship education with career planning education.

2.1. Integration of Innovation & Entrepreneurship Education and Career Planning Education is the Demand of the New Era

In July 2020, issued by The General Office of the State Council of People's Republic of China, *Circular of the General Office of the State Council on Taping More into the Role of Demonstration Zones of Mass Entrepreneurship and Innovation to Boost Reform, Stabilize Employment and Reinforce Growth Drivers* stated again that we should further implement the development strategy of innovation drive, focus on the systematic, integrated, synergistic, and efficient reform and innovation, higher-quality jobs, the new momentum of continuing economic development which can be taken advantage of to support the main body of jobs market, especially the entrepreneurship of college graduates [4].

Nowadays, China is in a critical period of economic and social transformation. With the further development of China's market economy, the market's demand for labor-oriented talents is relatively weak, while the demand for specialized talents with innovation ability is increasing day by day. In the labor market, the employment environment faced by ordinary college graduates is more and more complex and the pressure of competition is more and more intense. Employers no longer depend on diplomas to decide which job-seeker to stay, more and more employers choose the graduates with outstanding comprehensive ability through all-around assessment. How college graduates can have stronger employment competitiveness and better career development prospects fundamentally depends on their personal ability. Therefore, in order to meet the needs of the development of market economy, higher education must make necessary reforms in order to cultivate all-round talents in the new era.

Since the implementation of the innovation-driven development strategy of "mass entrepreneurship and innovation", the country has achieved remarkable accomplishments in the training of innovative talents, but innovative talents are still in short supply and their independent innovation ability is still unsatisfying. To guarantee the effective implementation of the national strategy and further cultivate a large number of high-quality talents to meet the diverse needs of the society, it is an important way and an inevitable choice for the development of China's higher education to integrate innovation and entrepreneurship education with higher education. Therefore, it is of great practical significance to renew the traditional educational concept.

Meanwhile, with the advancement of college entrance examination reform, more and more high school students have been exposed to the concept of career planning and corresponding tools traditionally taught in college, which has also become the external driving force for universities to change the traditional career planning education.

2.2. Innovation & Entrepreneurship Education and Career Planning Education are both Indispensable Parts of Talents Cultivation

The goal of high-quality talents cultivation in higher education is to cultivate talents who can adapt to social development. Improving the quality of talents cultivation is the key to the development of China's higher education, and also the guarantee for the country's high-quality development. University education is to help students set lofty ideals, cultivate entrepreneurial spirit, improve professional knowledge and ability, and to guide students to combine their personal development goals with the development needs of the country and society, and realize the synchronized and coordinated development of individuals and society. In this process, it is far from enough to rely only on specialty education. The career planning education and the innovation and entrepreneurship education have the same educational goal, which is an essential part of the high-quality talent training.

Career planning education for college students is the course that guides students to fully recognize themselves and constantly explore the workplace, clarify their future development direction, so as to establish the development goals of the university stage, and put the planning into practice. In the process of setting reasonable goals, it is necessary to guide students to actively explore their own advantages and strengths and identify their weaknesses and deficiencies, so the endogenous driving forces can be generated to make them learn and explore actively, lay a solid foundation for future employment, entrepreneurship or further study. The key point of career planning education lies in the cultivation of students' self-management ability and transferable ability, which can solve the problems of their unclear development goals and weak motivations. The clearer the goal is, the stronger the development motivation is.

Innovation and entrepreneurship education in universities includes the cultivation of students' innovation ability and entrepreneurial spirit, which is an important way to improve students' professional quality and comprehensive competitiveness. In fact, the purpose of innovation and entrepreneurship education is to follow the innovation-driven strategy. In addition to the necessary cultivation of entrepreneurial ability for a small number of college students with entrepreneurial characteristics, it is more important to cultivate innovative ability for the majority. For individual students, it is the creative and integrated education based on the professional foundation. It guides students to choose personalized creative integration projects according to the demand of society and industry for talents through innovative practice methods, improves students' professional skills and employment and entrepreneurship competitiveness, and solves the problem of insufficient platforms and approaches for college students to grow into talents.

3. Exploration of the Innovation on College Career Planning Education in the Context of “Integration of Innovation & Entrepreneurship and Specialty Education”

3.1. Renewing of Career Planning Education and Completion of Curriculum System

In today's society, the unemployment pressure of graduates is increasing, college students have the urgent need to enhance their comprehensive competitiveness. The goal of career planning education is to achieve more accurate employment and entrepreneurship for college graduates. In the new era, it is necessary to construct a career planning education concept that integrates with innovation and entrepreneurship education. It should be emphasized that professional education is the foundation of innovation and entrepreneurship education for college students, and innovation and entrepreneurship education is an effective means to improve college students' professional ability. The two are inseparable, and college students' innovation and entrepreneurship education cannot talk about entrepreneurship without professional education. In the course of career planning

education, on the one hand, students should have a comprehensive understanding of the characteristics of their majors and that of typical positions in the industry. On the other hand, from the perspective of industrial demand, in addition to improving students' professional ability, career planning education highlights the cultivation of innovative thinking ability, thus can guide students to further clarify their learning objectives, innovate their learning methods, consolidate their professional foundation, and improve their personal ability.

Career planning is a systematic project. Colleges and universities should establish a professional, periodic and through education concept, and set up career planning courses throughout each stage of university study in combination with the characteristics of different majors and different students [5]. For example, in the first year, the freshmen should be guided to realize the importance of this course so as to make them actively explore the ways and methods of career planning. In the second year, students' comprehensive competitiveness should be improved comprehensively through creative integration projects or vocational ability projects. During the junior and senior years, job hunting skills such as resume making and job selection should be added to help students achieve accurate employment and entrepreneurship.

3.2. Improvement of College Students' Self-Cognition and Construction of Learning Platforms

Sound career planning results from a sound sense of self. Therefore, as the subject of career planning, improving students' level of self-cognition so as to make them know themselves correctly is the primary task of career planning education for college students. As the career planning process of college students is developed dynamic, it is necessary for students to constantly check their self-positioning and timely revise their goals. Therefore, colleges and universities should introduce or actively develop professional assessment tools, encourage college students to carry out regular assessment tests, and strengthen the record and guidance of assessment results. When necessary, professional teachers should be consulted and career interviews should be conducted in combination with evaluation results to help college students further analyze their personal characteristics and determine the next move [6].

At the same time, under the background of the "Integration of Innovation & Entrepreneurship Education and Specialty Education", colleges and universities should build various platforms for improving students' vocational ability. Corresponding lectures should be held to further help college students understand the great pressure of employment competition in the new era, enhance their sense of crisis, and strengthen their sense of goal in career planning. Mobilize students to combine their own development needs, actively participate in various forms of vocational ability competition and vocational ability improvement training camp, enhance students' job-hunting ability. Carry out innovation and entrepreneurship training programs with professional characteristics, which can not only improve students' professional cognition, but also stimulate students' interest in innovation and entrepreneurship and further cultivate students' innovative thinking ability.

3.3. Building of High-Quality Teaching Staff Based on the Concept of "Integration of Innovation & Entrepreneurship Education and Specialty Education"

The construction of teaching staff supports the school's talents cultivation, scientific research and other work, and the establishment of a career planning team of teachers with rich practical experience that can meet the development needs of the employment situation and combine with professional development is the guarantee of high-level career planning education.

First of all, colleges and universities should increase the proportion of full-time teachers, and part-time teachers should pass professional training and obtain relevant qualifications before taking

up their posts. At the same time, in order to adapt to the changing demands of the labor market, more efforts should be made to train all full-time and part-time career planning teachers on a regular basis. And lectures and other forms of teaching and research activities should be taken advantage of to improve the ability of teachers. Second, in order to adapt with the specialized teaching course system, teachers should collect information mainly according to the professional development prospects of a specific major when preparing for teaching, so as to demonstrate the professional career development path through typical successful cases, and guide students to explore their own career planning based on their own characteristics. Thirdly, colleges and universities should strengthen school-enterprise cooperation, invite outstanding enterprise representatives to join the faculty of career planning, and conduct lectures for students. If possible, students can be organized to visit enterprises on the spot to experience the corporate culture. Schools can even provide more practical opportunities for college students by organizing students to carry out post practice activities, so as to help students to combine theoretical knowledge with practical application, and improve their employment competitiveness.

3.4. Establishment of the Teaching Evaluation System of Career Planning Education based on the “Integration of Innovation & Entrepreneurship Education and Specialty Education”

Teaching evaluation is an important process that serves teaching decision-making by evaluating teaching process and results according to teaching objectives. Only by establishing a reasonable teaching evaluation system can the effect of career planning education be truly reflected and can it has guiding significance for the development of follow-up courses. As for the teaching evaluation of college students' career planning education under the background of “integration of innovation & entrepreneurship and specialty education, we should pay attention to the evaluation of both students' academic performance and the course teaching evaluation [7].

For the evaluation of students' academic performance, diversified assessment methods should be set based on the current two different forms of career planning theory course and practice course, so as to obtain the final comprehensive score. In addition, career planning education should run through the whole period of college life, and periodic dynamic assessment should be carried out every semester to evaluate the dynamic learning effect of career planning, and personalized design should be carried out according to the growth and progress of students.

For the evaluation of course teaching effect, in addition to the traditional "student evaluation of teaching", it should also include the evaluation of graduates and employers, so as to create a more systematic evaluation system. Colleges and universities should establish departments responsible for communication and information collection, which should not only track graduates' employment trends, but also form good communication with employment units. Through the feedback of graduates' employment situation after graduation and the employer's evaluation of graduates' work, the effect of career planning education is comprehensively evaluated, and the course content can be modified dynamically.

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