



College Students' Career Planing Experiential Teaching Exploring

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Abstract

Using experiential teaching in career planning can effectively stimulate students' learning initiative, improving the quality of teaching and curriculum's effectiveness. This paper analyzes the current situation and the necessity of teaching career planning and how to use experiential teaching method in the education of career planning.

Key words: Career planning; Teaching experience; Subjectivity

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The purpose of career planning courses at the university to help students make reasonable arrangements to live and study, establishing career goals to reduce blindness in the career choices of students in the process, improve the success rate of employment. Currently, the university career planning education is more thinking highly of the theoretical knowledge of career planning; teaching methods take more one-way teaching methods instill teacher lectures and lectures for students to teach knowledge and career planning information. Although the using of PPT course ware in the classroom, to some degree, deepening intuitive teaching process, but in essence, the inculcation of theoretical teaching's effect on student can only remember some knowledge of career planning, cannot form a conscious career planning career planning and self-awareness capabilities. Faced with

the status quo college career planning education, using experiential teaching formally can effectively stimulate students 'initiative and participation, improving the quality of teaching and curriculum effectiveness.

1. THE STATUS OF CAREER PLANNING COURSE

In 2008, the Ministry of Education promulgated the <Students Career Development and Employment Guidance Curriculum Requirements>, the university opened a career planning course one after another. This new course opened the door to some extent, the development of vocational education college students to improve awareness of career college students to enhance their employability, and promoting the construction of university study style. Career planning is a very practical course, though, in many colleges and universities it is equivalent to the theory of career planning guidance, teaching theoretical knowledge content to a career-oriented teaching methods is mainly teachers-oriented and students are just passively accepted, no interaction between teachers and students, having poor results. Currently, mainly of the college students is "90" students, "90" flamboyant college students in generally, be good to releasing their inner feelings, mainly to enhance the self-motivation to learn, looking to improve their overall quality of the university, they are more focus on linking theory with practice, and more practice-oriented training and the ability to improvement. The lecture-style teaching career planning is a teacher-leading education methods, completely ignoring the students self-exploration and initiative, and a person's career planning needs independently explore career development, gradually planning their career goals, teachers are not a substitute for the students to do the planning, career planning lecture-style teaching effect natural imagined. Students can only remember some simple knowledge of career planning,

career planning cannot form a self-conscious and career planning ability, not meeting the teaching objectives. By creating the actual or repeated experience situation and opportunity, experiential teaching means presenting or reproducing, reducing the teaching content according to students' cognitive characteristics and regulation, which could make students understand, construct knowledge, develop ability, and create meaningful teaching concept and teaching methods of emotion in the process of their experience. Experiential teaching follows the rules of people's life development. And it respects for life, care for life, expand life, enhance life and contains the high value and meaning of life. It concerns not only how many people can gain and know how many things from teaching knowledge, but also it lies in man's life can be highlighted and extended by teaching.

2. CAREER PLANNING COURSES NECESSITY EXPERIENCE TEACHING

Experiential education has situational, subjectivity, sentiment and comprehensive. Career planning for college students can produce a more profound impact, playing a positive role in promoting students to career planning, helping students recognize their own career anchor, raising their practical skills, and ultimately improving the chances of successful employment. Currently, lecture-style teaching methods cannot meet the needs of students for career planning, so it is necessary to combine theory with practice, so as to enable students to establish a correct outlook career, initially with self-career planning skills. The so-called experiential teaching is that teachers based on students' cognitive processes, cognitive characteristics and cognitive rules, the creation of reasonable activities and situations purposeful, planning to carry out educational activities, highlighting the "experience" in the whole process, to guide students to perceive, comprehending the rich world, the ability of students to think independently of the problem. Using experiential learning in career planning lesson is to ask teachers through events and situations designed to enable students to actively participate in the activities under specific situations. Using this method, you can encourage students to take the initiative and consciously learning career planning knowledge, after summarizing the experience and exchange with others, consciously improving employability and career management skills, both meeting the students' attention to the needs of career development, and making better teaching content be internalized into the students' knowledge and experience.

2.1 It Is Beneficial to Establish the Dominant Position of Students in Career Planning and Form a Positive Awareness of Career Planning

According to the international frontier theory of career planning, the developing trend of career planning is using

the concept of "career" instead of "job career", which means the career is just one part of the personal career. The purpose of career education is that students have a proactive attitude to plan their career, set up the correct value orientation, learn to build up strength in order to achieve your career goals, and be right in the face of challenges in the development of career. According to Shu Bor theory of career development, college students are in the exploring stage. And they begin to pay close attention to the professional development of themselves, and they are willing to seek their own future. During the experiential teaching of career planning courses, the guiding thought is the students' positive growth. Teachers create a certain situation and they guide students to explore and think of their career actively. During the learning object and self-construction, students develop harmoniously. At this time the internalize value orientation of students is achieving positive value orientation through use of its subjectivity, which can also form positive consciousness of career planning, and establish correct and scientific job goals and career goals.

2.2 It Is Helpful to Improve the Effectiveness of the Course

Currently, the vast majority of career planning course mainly adopt teaching methods of teaching. This method ignores the students' independent exploration and active thinking. Students harvest is not big. And they failed to form a clear sense of career and career management ability. Curriculum lack of effectiveness. The experiential teaching learning breaks machinery and isolated state of studying. It also encourages students to integrate the existing domain knowledge and experience, emotion and willing, to acquire knowledge independently, to express their ideas fully, to get the understanding and construction of new knowledge and to promote students' positive emotions and the formation of independent career management planning ability. At the same time, through the process of "experience", students guide students to actively explore, reflect on and help student's form correct understanding. This process fully respect the main body of the students. It also establish "empathy" with students and build up the new relationship between teachers and students, which make students realize that the teacher's guide is helpful to their growth. So it reduces the distance between teachers and students. And the role of teachers' guiding plays better so it could enhance the effectiveness of the course.

2.3 It Is Beneficial to Cultivate Applied Talents and Improve Students' Practice Ability

At present, China's higher education to a certain extent still attaches too much importance to the memory of knowledge, imitation and repetitive practice and relatively neglect the cultivation of student's innovative spirit. It attaches too much importance to develop the

students' intelligence factors such as attention and memory, observation, but it relatively neglects students' imagination, creativity, and others such as motivation, interest, emotion, will and personality etc. Experience can promote the innovation spirit and practice ability. No experience, students will not be able to really put themselves and they do not have a profound perception, reflection, creation and construction of self. Experiential teaching could help students experience connect theory knowledge and professional practice in the professional situation, internalize personal knowledge into ability and combine knowledge with its own unique life experience, so they could targeted improve themselves and improve the practical ability and vocational adaptability.

3. COLLEGE STUDENTS' CAREER PLANNING EXPERIENTIAL TEACHING STYLE IN TEACHING METHOD

For rich and colorful teaching contents, only through the teaching method that it choose students as the main body and require the active participation of students, can let student's digestion and absorption. Traditional teaching methods can make students passively learn. However, experiential teaching can make students actively participate and learn to improve the students' participation and enthusiasm and maximize the effect. Career planning is a high-applied discipline. So, course teaching organization form should be change, but not completely class. Teachers play the leading role and students play main body role.

In the experiential teaching, teachers and students respectively in the position of the dominant and main body. Teachers are "experience teaching" supporters, guiders, collaborators while students is practitioners, explorer and beneficiaries of experiential teaching. In the career planning teaching, teachers widely use case analysis, talent evaluation, interaction, discussion, social investigation, games, situation simulation and quality development. They could let the student actively participate, experience and independently inquiry. Teachers should cultivate the students' practical ability, comprehension ability, the ability of acquiring new knowledge, analysis and problem-solving ability and the ability of communication and cooperation. They could also promote activities, operate, practice, inspection, investigation, exploration, experience and so on, which could guide students from state of rote and change thoroughly the traditional acceptable learning style.

Building experiential education model in career planning education process, should combine emotional reactions and experiences, corresponding experiential activities designed both help students' broad understanding to knowledge, the concept of systematic, but also taking into account train and motivate student learning initiative.

3.1 Problem Law

Problem-based teaching, is asking questions, analyzing and solving problems as a clue. By the form of questions and answers to guide students to participate in teaching methods, obtaining or consolidating knowledge. The process of teaching with the proper use of this method, teachers can effectively attract the attention of students and inspire students to interest in thinking, promoting two-way communication between teachers and students. Particularly when teaching content is more boring, students are not enthusiastic, less active classroom atmosphere; the rational use of this method will have a multiplier effect.

3.2 Past Experience Description

Past experience is designed to guide students on the basis of description, describing past experience, knowledge or experience of law section. For example, in teaching self-exploration and career interests or values of the time, guiding and encouraging students to share the achievements of the event, and then let the observers do reviews, even the two sides can interact, part of the narrator expressed interest in the event and made the focus of attention clarify and describe the audience who have access to the relevant points of clarification and reflection on past experience in the description and analysis.

3.3 Case Analysis

Using the Career Planning Case Method Teaching, mainly refers to the case of teachers selected aspects related careers available to students, raised thinking, and for students to create good teaching practice situation, organizing students to read, analyze, think, discuss, encourage students not only to speak their minds, and listened carefully to the views of others, even daring to discuss, to enable students to understand the social and professional situation in the collision of thinking, self-understanding personality and inspire them to improve their overall quality of enthusiasm and conscious resistance, thus improving the competitiveness of Their Employment.

3.4 Role-Playing Method

Role-playing method refers to the students in a different context, so that students play different professional roles, discussing various issues, completing tasks, working and communication with different people, helping students more deeply aware of themselves and career world. In the classroom, teachers can set up a number of scenarios based on the teaching requirements, such as analog recruitment, showing the corresponding characteristics of vocational inspire students to participate in the strong sense of teamwork training students to enhance students' ability to self-awareness and career awareness, thus contributing to the development of students' career.

3.5 Survey Interviews

Survey interviews are based on the requirements of teachers' teaching content, organizing or requiring

students to visit certain places or investigation, to enable students to form a correct professional values and career expectations reasonable. For example: when the students learn about the social and occupational status, you can obtain career information through interviews with the characters. Interview is a better way to help students explore career and professional environment, students can find the right person to interview based on their own circumstances, and then have a understanding of their own strengths and weaknesses, and developing a more rational career goals and plans for themselves in the future.

4. TEACHING EVALUATION AND ASSESSMENT OF STUDENTS OF EXPERIENTIAL COLLEGE STUDENTS' CAREER PLANNING COURSE

Teaching evaluation of experiential college students' career planning course should use evaluation methods of combination of the initial evaluation-process evaluation-end evaluation and do a good job in teaching evaluation period. Initial evaluation is carried out before the implementation of classroom. It can use survey, individual interview, symposium or education form of psychological measurement, etc. Content should include the student's understanding of self, goal definition, understanding degree of the professional, interest, the choice of professional knowledge for the future and so on. Evaluation of the proceeds of the initial data can be as a reference for curriculum design.

Process evaluation is to collect information timely about teaching activities in the process of curriculum, to understand the student feedback on the teaching content, to record the classroom atmosphere and students response, and adjust the teaching to adapt the demand of students. If in the process of classroom students who do not know anything are found about their major, teachers will arrange professional presentations, actively organize the students to do career interviews, and carry out professional experience.

End evaluation is to evaluate the effect of course at the end of the course, to redo the starting of questionnaires or scales, and then compare the results, at the same time, do students' individual interview and student satisfaction survey and so on. As for more doubts of students, we can clarify and guide in the form of lectures or individual counseling.

Assessment is a major means of classroom teaching quality and students' learning effect. At present, the education appraisal is given priority to theory test. It is difficult to comprehensively and objectively reflect the quality of classroom teaching and students' learning. And

It is also difficult to make the students consolidate what they have learned. In order to construct the evaluation mechanism of experiential teaching and pay attention to improve students' learning and practical application ability, college students' career planning should adopt an open way of evaluation. The assessment is divided into three parts: the first one is grades (20%), which is mainly based on attendance and class participation and performance; the second one is teaching practice (40%), which is mainly in the classroom and extracurricular practice activities and deliverable quality for assessment basis; Third, career planning design (40%), which requires students to design and write personal career book according to learned theoretical knowledge, methods, and comprehensive application skills, and realize put knowledge to use.

CONCLUSION

The ultimate goal of career planning education course is inspired by college students' career planning awareness, foster career planning of students. Career exploration activities allow students' activities, experience, observation, perception be fully developed, allowing students to dedicate themselves in career issues facing thinking and acting among. Activity is the student's nature, but also individuals with major carriers themselves career exploration, career exploration activities can stimulate students' enthusiasm and motivation to participate in career planning education in career exploration activities, students personally can feel, explore, experience, discover, share and take the initiative of learning, the ability to form self-career planning. Experiential teaching career planning should fully respect the student's self-discovery and exploration, so that students' emotion, cognition and the ability to synchronize can make developments, achieving the integration between career awareness and ultimately career awareness, and a unified between career action and career planning capabilities.

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