

# Research on the Impact of Career Guidance Courses on Students' Learning Initiative<sup>1</sup>

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**Abstract:** The establishment of career guidance courses can not only enable students to have a certain understanding of their career directions and goals, but also promote students' learning enthusiasm. Therefore, in recent years, the establishment of career guidance courses has received more and more attention in colleges and universities. Pay attention to. This article puts forward three hypotheses on how to reasonably guide students in career guidance courses: conducting career guidance courses has a positive impact on students' learning initiative; teaching methods have a positive impact on students' learning initiative; and practice opportunities have a positive impact on students' learning initiative. This article briefly discusses how to make students more proactive during their four-year university study career.

**Keywords:** employment courses, students, learning, initiative

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## 1. Introduction

In recent years, the development of career development and employment guidance courses for college students has become more and more common in colleges and universities. With the expansion of the number of college students, the employment situation of college graduates has become increasingly severe. The intervention of employment guidance will help college students to prepare for their careers consciously and independently, and coordinate values with knowledge learning, quality cultivation, and ability improvement. Since career guidance courses are usually theoretical and technical, some teachers may adopt traditional teaching methods, using a single teaching content and standard learning results for assessment, which makes it impossible for students to improve themselves through personalization and differentiation. In this case, students may feel that these courses lack practicality and practicality and fail to meet their actual needs. So, how to arrange career guidance courses more reasonably to make students more motivated in the learning process? This article focuses on the impact of career guidance courses on students' learning initiative from three aspects: career guidance courses, teaching methods of career guidance courses, and practical opportunities. researched.

## 2. Problem Statement

In the current socio-economic environment, college students are faced with problems such as fierce competition for employment, uncertain career development, and insufficient job search skills. In order to help college students better cope with career development and employment challenges, many colleges and universities have launched career development and employment guidance courses. Career guidance courses are designed to help college students improve their employment competitiveness and career development capabilities. However, these courses may face some problems in motivating students.

First, career guidance courses may lack practicality and pertinence, leading students to be skeptical of the practicality of the course. If the course content is too theoretical, out of touch with reality, and cannot be combined with students' actual situations and career goals, students may believe that these courses are not of practical help to their career development, thus reducing their motivation.

Secondly, career guidance courses may lack personalized and differentiated teaching methods and fail to meet students' diverse needs and interests. Every student's career interests, abilities and needs are different, but some courses may be too generic and lack personalized guidance and attention to meet students' individual career development needs. Every student's career goals and development path may be different, but some courses may be too generic and lack personalized guidance and attention. This may result in students feeling that the course lacks attention to their individual needs, thus reducing their motivation to participate in the course. In addition, career guidance courses may lack opportunities for interaction and participation, and students cannot actively participate in the course and receive timely feedback. College students need to have certain practical work experience and skills to better adapt to the workplace environment, but some courses may

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be too theoretical, lack practical opportunities related to actual work, and fail to provide real workplace experience and skill development. If the course setting is too one-dimensional and lacks interaction and communication between students and teachers or other students, students may feel a lack of motivation and interest, reducing their enthusiasm for the course.

In addition, career guidance courses may lack practical opportunities and connections with the career market and fail to stimulate students' practical participation and interest in exploration. If the course lacks practical opportunities related to the actual work environment and cannot provide students with direct contact and experience accumulation in the career market, students may think that the course is out of touch with reality and weaken their motivation.

In summary, problems with career guidance courses on student motivation include the lack of practicality and pertinence of the courses, the lack of personalized and differentiated teaching methods, the lack of interaction and participation opportunities, and the lack of practical opportunities and connections with the job market. Addressing these issues can increase students' motivation for learning and promote their better participation in and benefit from these courses.

### **3. Literature Review**

#### **3.1 Career guidance courses and students' learning initiative**

A career guidance course is a course or training program designed to prepare students for employment and provide career development support. Its goal is to help students acquire necessary career skills, understand the job market and employment opportunities, improve their job search capabilities, and plan for their careers. Kaikai (2023) believes that the career guidance course in colleges and universities is a course offered by ordinary colleges and universities to all students. The course is designed to provide guidance on the problems and existing difficulties faced by recent college graduates in the processes of career planning, job hunting, and employment. Professional guidance to help graduates better achieve high-quality employment. The classroom teaching content of employment guidance classes usually focuses on theoretical knowledge such as employment policies, career planning, and employment laws and regulations, including career exploration and planning, understanding of the job market, job search skills and preparation, career development plans, etc.

Learning initiative refers to students' attitudes and behaviors in actively participating, actively exploring and leading learning in the learning process. Learning initiative is closely related to factors such as students' learning motivation, independent learning ability, and career development potential. Xu Rui (2023) pointed out that as the number of college graduates in China increases year by year, employment difficulty and employment pressure are increasing. Colleges and universities bear the important responsibility of providing employment guidance and services and improving the employment quality of college students. It is of special significance to construct a college student employment training system from the perspective of college employment guidance and services. Research on career guidance courses in the United States shows that career guidance courses can significantly increase students' participation in courses and learning initiative, and improve students' academic performance and professional abilities. However, different studies have also pointed out different issues, such as the impact of career guidance courses on students' learning initiative and the impact of career guidance courses on students' career development.

The career development and employment guidance course for college students aims to enable students to master the basic knowledge and common methods of career planning, establish a correct outlook on career, employment, entrepreneurship and talent development, form career planning capabilities, improve college students' career management capabilities, and apply Vocational practice exploration promotes students' practical investigation of careers, deepens their understanding of themselves, their careers and the environment, and further makes reasonable career plans so that they can be successfully employed in the future. Kaikai (2023) believes that the establishment of employment guidance courses in colleges and universities can guide students to establish correct career planning concepts and career values, help students improve their employment skills, and has important practical significance for promoting students to develop good job search skills and obtain successful employment. Zhang Ning (2021) believes that students' learning initiative has been significantly improved in career guidance courses. He discussed that the use of PBL teaching method in this course not only improves students' learning initiative and enthusiasm, but also improves students' practical abilities. Therefore, this article proposes the following hypotheses:

Hypothesis 1 Carrying out career guidance courses has a positive impact on students' learning initiative.

#### **3.2 Teaching methods and students' learning initiative**

Teaching methods can be defined as specific strategies and techniques used by teachers in the teaching process with the aim of promoting student learning and the transfer of knowledge. It deals with the role and behavior of teachers in the teaching environment and the various methods and tools they use in guiding student

learning. It includes teaching strategies, teaching techniques, student participation methods, personalized teaching, etc. With the development of educational informatization, teachers can use a variety of teaching methods to attract students' attention and stimulate their interest and enthusiasm for learning. However, different teachers may use different teaching methods. Some teachers may use traditional teaching methods, while others may use innovative teaching methods. This needs to be determined according to different teachers and course types.

Li Weijing (2022) believes that colleges and universities should follow the principles of hierarchy, focus and step-by-step, and carry out personalized employment education to students of different grades and characteristics in accordance with the different academic requirements and training tasks of each academic year during college. . Integrate the cultivation of college students' critical thinking ability into the course teaching of employment education in colleges and universities, enhance the depth and interest of the course, and improve the teaching effect. Student participation is the key point that should be grasped in the process of cultivating critical thinking. Teachers guide and encourage students to logically review classroom knowledge, collect and read papers and materials, and think actively. Through group discussions and question-and-answer teaching, students and teachers are promoted to Communicate and dialogue with students, go deeper step by step, explore the essence of the problem, guide students to conduct independent research, and stimulate students' creativity.

Mei Yingying (2019) believes that the introduction of interactive teaching models in college student career guidance classes is conducive to mobilizing students' enthusiasm for learning, improving students' ability to think proactively, and cultivating students' innovative thinking and practical abilities. Classroom design is carried out through pre-class preparation, resume preparation, in-class mock interviews, class sharing and teacher summary, etc., which can enhance the participation, practicality and interest of classroom teaching, stimulate students' initiative in learning, and improve employment. The purpose of guiding the teaching effect. Lou Fanghui, Liu Ningbo, Yang Qing, Yuan Guiying & Jia Yanli. (2023) believe that teachers should make full use of the advantages of the Internet, fully integrate correct employment concepts and Internet thinking, and use learning platforms that students are interested in to improve student course participation. In new teaching methods, teachers can use a variety of methods to help students better understand what they are learning. For example, in the "College Student Career Guidance" course, teachers can use multimedia technology (such as PPT, video, etc.) to present relevant knowledge points to students and ask questions for students to answer. In the process of answering questions, teachers can adjust course content based on students' answers. In this case, teachers can improve students' understanding of knowledge points through explanation and analysis. In addition, in innovative teaching methods, teachers can guide students to actively explore and ask questions during the learning process.

Zhang Yani & Li Xuefang (2023) believe that each student's interests, abilities and career goals are different, but traditional college career guidance often uses a standardized guidance method, ignoring the differences and diversity among individual students and failing to provide Students are provided with individualized guidance and support. The teaching model of career guidance classes needs to be improved. Personalized teaching methods emphasize adjusting teaching content and methods according to students' individual differences and learning needs. It can include different levels of grouping, individual guidance, personalized design of learning tasks, etc. to meet students' different learning styles, interests and abilities. Therefore, this article proposes the following hypotheses:

Hypothesis 2 Teaching methods have a positive impact on students' learning initiative

### **3.3 Practical opportunities and students' learning initiative**

In career guidance, practice is an important way of learning and development, helping students apply the knowledge and skills they have learned to actual career environments. Practice can provide students with exposure to real work scenarios, enhance their career readiness, and help them build professional networks and gain practical work experience. It mainly includes internships, practical projects, community services, simulation exercises, etc.

Li Weijing (2022) believes that practical teaching is a key part of employment education and colleges and universities should attach great importance to it. Clarify the goals of employment education, based on market demand and oriented to students' high-quality employment, to improve students' practical abilities and professional qualities.

Liu Jianmin (2023) pointed out that in the general environment of modern education development, in terms of talent training, colleges and universities not only need to consolidate students' basic theoretical knowledge, but also need to cultivate college students' practical application abilities, which is particularly critical for promoting better employment for college graduates. . Looking at the current status of innovative talent training in colleges and universities, due to constraints in training concepts and existing abilities, teaching work is not effective. It can neither provide students with diverse practical choices nor provide students with the

necessary development opportunities. Practice base. Even if some colleges and universities already have the hardware conditions, they still cannot ensure the scientificity and effectiveness of practical training. Practical teaching activities will inevitably be difficult to achieve the expected results, nor can they effectively improve the innovation and entrepreneurship abilities of college students, and may even cause cognitive impairment of college students. restrictions.

Wang Ziwei & Lou Feng. (2023) believe that immersive experiential activities can promote students' learning initiative. Employment guidance courses in colleges and universities are mostly based on classroom teaching. Employment guidance courses for college students can equip students with basic career theoretical knowledge. However, career education should ultimately promote students' employment behavior. Only by inducing student behavior can we promote the production of results, so adding immersion Experiential activities are crucial. Let students base themselves on their majors and increase indirect career experience by interviewing professionals with work experience in the industry, and understand industry and career information in advance. Through the analysis of future assumptions and plans to realize them, students are consciously guided to sort out their career plans and strengthen their career awareness based on their own characteristics and target industries. For students in the development period and career feedback period, resume design competitions and simulated recruitment competitions are held to improve employment competitiveness under the guidance of students' clear career planning. Zhang Yan & Sun Jingjiang. (2021) tried to explore the application of immersive teaching concepts in the teaching of college students' career development and employment guidance courses, by building scenario-based immersive classrooms, constructing multi-dimensional immersive teaching models, and creating personalized The immersive tutoring and consulting system enables students to realize the importance of career planning and stimulates students' learning initiative under the positive situational experience and guidance.

Zhang Yani & Li Xuefang. (2023) believe that traditional college employment guidance teaching methods often focus too much on the teaching of theoretical knowledge and neglect the cultivation of students' practical abilities. Students participate less in practice, and it is difficult to cultivate students' practical work skills and cope with the actual work environment. Ability. "Experiential" teaching is a teaching model that focuses on students' active participation, active experience, reflection and summary, and knowledge transformation. It emphasizes that students acquire knowledge and skills through their own experiences during the teaching process, including not only specific professional theoretical knowledge, but also the cultivation of practical problem solving, innovative thinking and teamwork abilities. Practical activities play a vital role in career guidance. They provide students with opportunities to get in touch with the professional world, help them transform theoretical knowledge into practical skills, and enhance their professional competitiveness. Through practice, students can better understand career fields, develop their career interests, and make informed decisions about their future careers. Therefore, this article proposes the following hypotheses:

Hypothesis 3 Practical opportunities have a positive impact on students' learning initiative

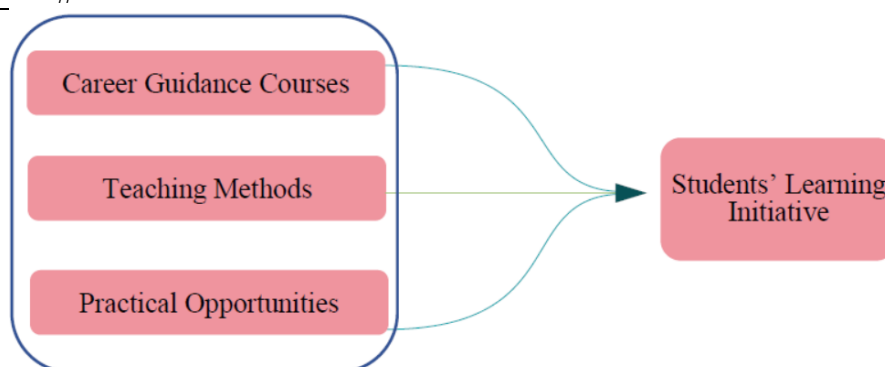
#### **4. Methodology**

This article uses a literature review method to explore the impact of career guidance courses on students' learning initiative through the collection, organization and analysis of relevant research literature. The following are the methodological steps of this article:

The explicit purpose of the study is to explore the impact of career guidance courses on students' learning initiative. Gather research literature related to career guidance courses and learning initiatives using academic databases, journals and conference papers. Keywords include "employment guidance course", "career counseling", "learning motivation", "student engagement", etc. Screen the collected literature, closely combine it with the theme "The Impact of Career Guidance Courses on Students' Learning Initiative", exclude literature that is irrelevant to the research or have unreliable methods, retain the literature that is closely related to the research topic, and review the retained literature. Read and analyze in detail. Understand the research purpose, methods, samples and results of each document.

#### **5. Research Framework**

A research framework refers to the overall structure or conceptual framework that guides research design, conduct, and analysis. It provides a systematic and organized approach to answer research questions, explore relationships between variables, and produce meaningful research results. This study conducts a comprehensive analysis and summary based on the main ideas, research results and conclusions in the collected literature. Identify commonalities and differences in the literature to form a comprehensive understanding of the impact of career guidance courses on students' learning initiative. This paper proposes a research framework in which career guidance courses, teaching methods, and practical opportunities are used as independent variables, and students' learning initiative is used as a dependent variable.



## 6. Implications

The research results show that conducting active career guidance courses can promote students' learning initiative. This has implications for colleges and universities. Schools can stimulate students' learning initiative by optimizing course design, providing practical and practical content, personalized and differentiated teaching methods, and opportunities for interaction and participation. Teachers can focus on students' individual needs and interests and provide personalized guidance and support to help students better engage in learning and develop professional abilities.

Employment guidance courses have a positive impact on students' learning initiative. Carrying out employment guidance courses can help students proactively plan career goals, develop job search skills, conduct career exploration, and enhance students' independent learning abilities and career development self-confidence. This provides students with strong support and guidance for their future career development.

The research results can provide important reference for education policy makers. Policymakers can focus on the promotion and improvement of career guidance courses and provide necessary resource support and policy guidance to promote students' learning initiative and career development. In addition, policymakers can encourage educational institutions to strengthen cooperation with the job market to ensure that career guidance courses match actual needs and improve students' employment competitiveness.

## 7. Recommendations

Based on the research results of the literature review, this article makes the following recommendations: Optimize the design of employment guidance courses to ensure that course content is practical and practical. Courses can include career planning, job search skills training, career exploration and self-promotion to help students develop comprehensive professional capabilities.

Provide personalized guidance and support. Pay attention to students' individual needs and interests and provide personalized guidance and support. Understand students' career goals and interests, develop personalized learning plans and development paths for them, and help them better participate in learning and achieve career goals.

Provide opportunities for interaction and participation. In order to stimulate students' learning initiative, career guidance courses should provide rich opportunities for interaction and participation. For example, practical activities, case discussions, group cooperation projects, etc. can be organized to encourage students to actively participate and gain practical experience and improve their cooperation abilities. Understand the needs and trends of the career market and ensure that career guidance courses match actual needs. Establish partnerships with enterprises, industry organizations and career mentors to provide opportunities for internships, practical training and career mentor guidance, so that students can better understand and adapt to the career market.

These recommendations are intended to optimize career guidance courses and promote students' learning initiative and career development. By adopting personalized guidance methods, providing rich interactive opportunities and strengthening cooperation with the career market, we can help students better plan their career development and enhance their professional competitiveness.

## 8. Future Directions

Further research can deepen the understanding of the effects of career guidance courses and provide more basis for educational practice and policy formulation. Future research can further explore the impact of different types of career guidance courses on students' learning initiative, taking into account differences in individual and contextual factors. In addition, the long-term impact of career guidance courses on students' career development can be further studied and the mechanisms and influencing factors can be explored.

Consider the long-term impact of career guidance courses on student motivation. You can choose to track students' career development within a period of time after the course ends, establish career development files for students, maintain communication with graduates, and learn more about students' career development and growth experiences at different stages. To understand whether students can continue to maintain learning initiative and succeed in career development. This can provide a scientific basis for future employment guidance work.

### **9. Conclusions**

Career guidance course content should be integrated with students' career goals and needs. Students may not benefit from course content if it is not relevant to their career goals and needs. If the course content is unrealistic, students may feel that the course does not match their actual situation, thus reducing their enthusiasm for participating in the course. It is necessary to optimize the teaching content of employment guidance courses. During the teaching process, the course content is set according to the actual situation of college students and based on students' employment needs, interests, abilities and future development directions. At the same time, it is necessary to ensure that the teaching content of employment guidance courses is systematic and scientific, to enhance college students' interest in learning, so that they can fully understand the employment situation and improve their employment competitiveness.

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