

Exploring the path of improving career adaptability education for college students

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Abstract: For college students, improving their career adaptability can help them quickly complete their identity transformation and develop clear and reasonable career plans after becoming familiar with workplace life, ensuring that college students can smoothly realize their personal value. The improvement of career adaptability requires a long process. College administrators need to deeply analyze the various factors that restrict the improvement of college students' career adaptability, and formulate a series of practical and feasible measures to improve the level of career adaptability education. Through this way, college students can enhance their employment competitiveness, enhance their employment confidence, enabling them to face the upcoming workplace life in a better state and with more sufficient preparation.

Key words: career adaptability; college students; career education

1 Introduction

When facing employment problems, some college students are unable to quickly adapt to changes in their identity and living environment, and fall into employment difficulties. In response to this issue, university administrators and faculty should actively carry out education and teaching work to enhance career adaptability, formulate targeted measures from macro, meso, and micro levels, guide college students to develop good career adaptability, and provide assistance for smooth employment of college students.

2 Introduction to career adaptability

The concept of career adaptability was proposed by scholar Super in 1981, and many scholars have enriched and expanded this theory through long-term research, forming various definitions. Psychologist Savickas pointed out that career adaptability is an individual's level of preparation for future career roles and career development. From a micro perspective, career adaptability has three characteristics: ① promoting individual continuous progress; ② enhancing individual comprehensive abilities; ③ strong interaction between individuals and the social environment. With the gradual deepening of research on career adaptability by many scholars, the importance of career adaptability in the higher education system has gradually emerged. It has now become a core ability to ensure personal success and realize personal value in a rapidly changing society [1].

Scholar Savicas proposed a more structured concept of career adaptability in 2005 through multiple revisions and additions to the concept. It summarizes career adaptability into four main components: career focus, career control, career confidence, and career discovery. Career focus mainly refers to observing the level of an individual's attention towards

his or her future career and whether they maintain an optimistic and positive attitude towards their career. Career control refers to the ability of individuals to strictly formulate pre-set career plans according to their own consciousness, without being influenced by external factors during this process. Career discovery mainly refers to individuals maintaining a strong curiosity in real life and being able to actively interact with the surrounding environment, exploring their career from different dimensions. Career confidence refers to the individual's confidence in his or her ability to handle life difficulties properly when faced with them [2]. The proposal of this concept has made the concept of career adaptability more operational. In higher education, relevant faculty and staff can start from the above four dimensions when providing employment guidance to enhance the career adaptability of college students.

3 The practical significance of improving the career adaptability of college students

3.1 Meeting the future development needs of college students

College students are at a crucial "crossroads" in their lives, which requires various identity transformations, such as transitioning from a "student" to a "workplace person", from a "child" to a "spouse". Faced with the upcoming identity transformation and significant changes in their living environment, many college students feel confused about their future development and lack practical and feasible career plans. College students need to have excellent career adaptability, maintain good career confidence and an optimistic attitude towards life when facing identity changes, and be able to quickly adapt to the new work and living environment, adjust their work status, set clear career goals and future career development plans for themselves after the social role changes. On the basis of the above, they rely on strong career control abilities to execute each stage goal and achieve personal values through this method [3].

3.2 In line with the trend of socio-economic development

With the gradual acceleration of economic globalization, various productive factors are flowing rapidly on an international scale. China's comprehensive national strength continues to strengthen, and people's livelihoods have greatly improved. With the gradual improvement of the material and spiritual living standards of the people, the choices they face are also gradually increasing. For college students, a variety of recruitment positions and employment forms provide them with diverse work channels. Although major universities are actively trying to carry out school-enterprise cooperation to ensure that the teaching system of universities is synchronized with social development, and due to the rapid changes in social and economic development, it is difficult for the high-quality talents cultivated by universities to fully meet the talent needs of enterprises. In this situation, universities should actively carry out career adaptability education. After college students master the basic professional knowledge, schools should focus on cultivating students' career adaptability to make them quickly adapt to their job positions after employment, and provide high-quality comprehensive talents with solid professional foundations, flexible minds, and the ability to adjust their work status in a timely manner according to the actual needs of enterprise development. From a macro perspective, carrying out career adaptability education in universities is an effective measure to solve the contradiction between talent cultivation and social needs from the source, which is in line with the mainstream trend of social development.

4 The defects in career adaptability education for college students

4.1 Teaching philosophy urgently needs to be updated

Universities are the main battlefield for the cultivation of career adaptability among college students. The educational philosophy followed by universities will have a direct impact on the cultivation of career adaptability. When some universities carry out career adaptability training, their teaching philosophy is relatively outdated, and they unilaterally believe that career adaptability education is not very helpful for the employment of college students. Therefore, they mainly focus on professional skills teaching, obtaining vocational skills certificates, and other aspects, resulting in career

adaptability education always being on the edge of the university teaching system. Career adaptability education is a lengthy task, and it is difficult to measure the level of college students' career adaptability with unified indicators. Due to the inability to quantitatively assess career adaptability, there is a lack of planning and evaluation standards for career adaptability teaching. In this context, some universities, in order to improve the efficiency of educational resource utilization, only carry out career adaptability teaching for college students in the first year and employment guidance stage, resulting in a lack of coherence in career adaptability education and the inability to fully realize its true value.

4.2 College students have a mentality of career dependence

When many universities carry out career adaptability education, they introduce Savicas's "four dimensional theory of career adaptability" and conduct surveys to understand the career adaptability of college students. Through investigation, it was found that the distribution of career adaptability among some college students is not balanced in the four dimensions, and their career control ability is relatively low. This indicates that many college students have a significant dependence on their career choices and development. There are many reasons for this phenomenon. On the one hand, some college students have a biased understanding of career adaptability education, adhering to the idea that "the fragrance of wine is not afraid of the depth of the alley", believing that as long as they have excellent professional skills, they can smoothly find employment and solve various problems that arise in the work process. Under the influence of this ideology, some college students are unwilling to humbly learn in their positions, hoping that the entire industry will revolve around their own development without making any changes. When faced with difficulties, they may harbor resentment, which is not conducive to the long-term development of college students.

5 Measures to enhance the career adaptation ability of college students

5.1 Strengthen top-level design

The cultivation of career adaptability takes a long time to develop, which requires deep integration of career adaptability education with professional course education and daily teaching management in universities. To achieve this goal, university managers need to do a good job in top-level design and ensure the long-term and stable development of career adaptability education from the institutional level.

Firstly, it is necessary to continuously strengthen the teaching plan for career adaptability, integrate career adaptability education into the education plans of various majors, and optimize the existing professional course teaching system from four dimensions: career management, career focus, career confidence, and career discovery. In practical work, the "OBE" teaching philosophy can be utilized to make "improving the career adaptability of college students" one of the main goals of education. The teaching content and mode can be optimized to create a career adaptability teaching system that educates students throughout the entire process and for all staff.

Secondly, a specialized management department should be established around career adaptability at the management level, led by managers responsible for college student employment, to create a competent department for career adaptability education. All types of work related to career adaptability education should be placed under the jurisdiction of this department to enhance the pertinence of career adaptability education. At the same time, the department in charge of career adaptability should closely cooperate with the employment guidance department for college students, analyze the true level of career adaptability among college students according to different classifications such as family background, academic stage, and major, plan various factors that can affect career adaptability, develop a career adaptability full process tracking system based on major, use big data technology to achieve dynamic control and centralized management of college students' career adaptability, and develop practical and feasible career adaptability training plans for college students in each major based on the characteristics of each major and the actual needs of social development for talents.

Thirdly, the competent department for career adaptability should provide career guidance and consulting services for fresh graduates. In the new era, college students have active thinking and will generate many new ideas and reflections on employment issues. They also exhibit more diverse characteristics in choosing careers. When college students are seeking employment, they not only consider whether the profession can meet their material needs, but also attach great importance to their spiritual needs, hoping to reflect their social value in their positions. Faced with increasingly complex employment demands, university administrators should regularly organize career adaptability training lectures, invite local enterprise technical backbone, as well as experts and scholars with professional backgrounds to explain career adaptability knowledge to college students. Through this approach, it helps fresh college students clarify their career development goals, and on this basis, cultivates the correct employment mentality of college students, helping them achieve career success.

5.2 Strengthen school-enterprise cooperation

From a typological perspective, career adaptability education for college students is a teaching activity with strong practicality. If career adaptability teaching is only carried out within the campus, it is difficult to ensure its practical effectiveness. In order to effectively solve this problem, university managers and relevant teaching staff responsible for career adaptability education should actively try to cooperate with local enterprises, improve the level of school-enterprise cooperation, introduce social resources into universities through effective school-enterprise cooperation, and build a multi-level communication model of "enterprise-university-university student". On this basis, a new collaborative education platform will be constructed to create a favorable external space for improving the career adaptability of college students. In practical work, there are mainly two ways to improve the level of school-enterprise cooperation.

The enterprise dispatches technical backbone to work part-time in universities, and forms a working group with teachers responsible for employment guidance and career adaptability education in universities to jointly develop school-based courses on career adaptability. At present, the education market is flooded with a large number of teaching courses related to career adaptability. These courses have a wide variety of types, complex names, and uneven quality. Many of the course contents continue to use traditional employment guidance ideas, only focusing on whether college students can smoothly enter the workforce, and ignoring the career planning and personal growth of college students after entering the workforce. Therefore, the school-based curriculum for career adaptability developed based on the school-enterprise cooperation model should be based on the actual needs of enterprise development for talents and the actual teaching situation of universities, and develop targeted course content. Through systematic explanations, college students are made to understand the changing patterns of talent demand of various positions in enterprises.

On the other hand, under the school-enterprise cooperation model, teaching staff should carry out targeted career adaptability education theme activities based on the learning stage of college students. College students at different stages have significant differences in their comprehensive qualities and career adaptability levels. If a "one size fits all" teaching model is adopted, it is difficult to ensure the effectiveness of career adaptability teaching. The tiered teaching model based on different student stages can ensure that college students at different stages can benefit from participating in the career adaptability teaching activities. Through the themed teaching organized by school-enterprise cooperation, college students can have zero distance exposure to real job positions, and thus achieve the "three comprehensive" education goals of full process education, full staff education, and all-round education.

5.3 Help college students establish a correct outlook on career development

During the enrollment stage of college students, the teaching staff responsible for career adaptability education should guide them to realize the important role of career adaptability education. By continuously improving their career

adaptability, they can independently formulate career plans, break away from dependence on teachers and parents, and take responsibility for their own lives. In daily teaching and daily life, teachers should constantly remind college students to improve their career adaptability, actively learn various knowledge points in the career adaptability teaching system, apply specialized theoretical knowledge to practice, so as to guide college students to quickly integrate into university life. Through this way, college students can experience the changes in the external environment and their own adaptation process during their transition from "middle school students" to "college students", and summarize this experience, laying a foundation for the upcoming transformation from "students" to "professionals". The leading role of career adaptability education is brought into play to cultivate the ability of college students to independently analyze and solve problems. Psychological counseling is actively carried out in the teaching process to help college students form a correct career outlook and a positive and objective work attitude, so as to ensure that college students can quickly adapt to workplace life and flexibly cope with various difficulties and changes in the workplace.

6 Conclusion

Career adaptability is a key component of the comprehensive ability of college students. Good career adaptability can help college students quickly adapt to new work environments and work rhythms. After understanding the development prospects of the industry, they can quickly formulate scientific and reasonable career plans, and rely on strong career management and discovery abilities to gradually complete various stage goals set in their career. On this basis, with excellent career confidence, students can avoid unexpected factors and external interference to themselves, and always keep themselves in the correct working state. The cultivation of career adaptability is a cyclical process, so it is necessary to integrate career adaptability cultivation with professional course teaching. University administrators and relevant faculty members need to conduct in-depth analysis on a series of problems arising in the process of career adaptability education, such as the urgent need to update teaching concepts and the existence of dependency psychology among college students. Based on the requirements of career adaptability cultivation, measures should be proposed to help college students establish a correct career development concept, strengthen school-enterprise cooperation, and strengthen top-level design from four dimensions: career focus, career management, career discovery, and career confidence, in order to comprehensively improve the teaching level of career adaptability in universities.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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