Thoughts on Improving the Quality of French Graduates’ Employment Skills Training to Fulfill the Needs of E-business

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Abstract. With the coming of the Internet era, e-business is replacing the traditional business. Overseas contact is constantly strengthened. The need for minority languages graduates, especially French ones, is increasing. E-business has become French graduates’ choice after graduation. Nowadays, there are many problems in the college French graduates’ education, including not qualified employment lectures and deficient major skills training. The reasons root in its inflexible education system, not enough emphasis from universities, obscure teachers’ role and unconsciousness of students themselves, etc. Because of its importance, it is strongly recommended that employment instruction lectures should be taught by those professionals with relevant working experience, employment units should strengthen their coordination with schools, teachers pay more attention to the textbook selection and consciously strengthen their relevant training skills. But there are still difficulties in the implement of the above mentioned steps. It is an arduous task and the road is long.

Introduction

Nowadays, TAOBAO and JINGDONG are replacing the traditional shopping ways; the new WE-media have become the new reading style to replace paper books and newspapers. The silver-age of e-business has come. There is more cross-border cooperation and more need for foreign languages talents. China-France business exchanges are developing in depth and breadth. There exists some problems in present French major graduates education. A lot of French graduates cannot acclimate to job quickly.

Analyzes and arguments

Types of Graduates’ Education

Firstly, students will practice their foundation training abilities with all their strength in the first three years in college. Once they begin the fourth year practice in the fieldwork, they feel free to choose to take the lectures on employment. The advantages are so obvious that this model can speed up the training procedures. Students can have a more flexible learning style. But many students have no basics in learning a new foreign language, the question is that a month without language practice will get it rusty, not to mention that a year in fieldwork will certainly be too long. Some internship is out of line with the students’ future job. Students idle away four years in their university and choose their favorite job with idealism. They can have a mature mental orientation in the job market, but with a less professional major skills.

Secondly, universities will set up one to two major courses in the fourth year of students’ university life. It is up to students’ own choice to choose the employment lectures. But schools lack the relevant skills training. The professional courses in the fourth year are only more difficult in context and longer in length in comparison with the ones of the third year. In this way can make the students memorize the French and have classes everyday. They will get a balance in learning and practicing. But, it still lacks the employment training. The professional courses teachers are just content to fulfill their duties and have less ideas about employment training. Students will need a longer period to get used to their future jobs.
Thirdly, students in their fourth year will have optional core curriculum courses besides one compulsory professional course. Lectures will be organized in the form of club or students union. There will be fellow students contact forums and counselor guided instruction. This way is very common in 985 universities and it helps to perfect the education in universities. It also takes into account the students’ adaptive phase. The question is that the lecturers don’t possess the excellent professional skills, which means there will be plain effects.

**Problems in the Education of Graduates**

First, professional class hours and teaching content are not enough. Languages learning is a step-by-step lasting procedures. Once it is started, it cannot be stopped for life, which is the basic law of languages learning. If the professional class hours are not sufficient, the learning will certainly be interrupted and the adaptive period will be prolonged. If the teaching content is not enough, there will be less help to the French graduates. French graduates will face a very important test in their life, that is the test of French Band Eight at the beginning of the new term in March. Mostly, the professional courses will make not too much changes to adapt to it. The test mainly rests on the students own autonomic learning. But the French test band 8 is the certificate for students’ language ability in French major, which has a self-evident meaning in students’ competitiveness for looking for a job in the future.

Second, employment instruction is conducted by the non-major councilors or teachers with no industry experiences. Many universities choose excellent graduates as students councilors and they have great mobility. Many councilors are not professional by training. Maybe they don’t know the French graduates employment situation and needs and can only offer general introduction from psychological and information side. Most of the French language teachers are graduates with master degree or doctor degree, who graduated from school and stepped into school directly. Only very few teachers have the experience of working in foreign companies. As a result, while most teachers are good at teaching with abundant teaching experience, they lack the ability of talent orientation that companies need, which is the shortcoming of teachers’ limited experiences.

Third, teachers cannot get rid of their teaching identity in the professional courses or the core curriculum courses and they can only offer the old knowledge, who lack the specific employment skills consciously. Teachers don’t want to interrupt the formal teaching schedules and choose to overlook teaching the employment experience. As the relevant employment lectures lack the pertinence, students show not too much enthusiasm. With less emphasis, students enter the university with ignorance and leave the university dimly.

At last, even there is skills training in universities, such as interpretation and translation training, it cannot solve the problem that textbooks are too old and training hours are not enough. Students just deal with the classes without emphasis. Only a few intelligent and rational students can urge themselves on to study hard, finish training with better effect and get accustomed to work quickly.

**Reasons for failure**

First, universities’ position should be guided by the country’s education policies and education should be the central task. But nowadays universities have been influenced by the tradition and have a rigid and outdated ideology. The present job market has already cast off the traditional allocation model and adopt the open selection and competition. It is a two-way choice for the talented people and the employers. Although there is a fine tuning, it still lacks the powerful measures. From funds, policy to developing schedules are all not sufficient to strengthen the graduates’ skills training and employment instruction.

Second, the reason lies on the teaching stuff. Most French major teachers lack the working experience in the relevant industries and class teaching is mainly about campus education. Teachers cannot provide information on employment and have less autonomy in choosing textbooks. The present available advanced French textbooks are short of those ones to fit the characters of graduates. There is less autonomy in curriculum, too. Teachers have to teach according to the routine.

Third, students have their own problems. Students who choose French as their major own the
romantic feelings more or less, which leads to the students’ psychology of being naive and ignorant. They graduate soon before they can make a reasonable plan for their future development. Most students in the third year of university time will sigh with feelings that time flies. Survey directed to seniors show that students possess expectation and fear to their future jobs. Many students are less confident about their spoken French and English level. They will hesitate before a high demand and high salary job. They dare not express explicitly their advantages and demands. The relevant information they received in class is relatively too amateur, which cannot help them construct reasonable career regulation and future development plan.

Forth, there is reasons in our country’s education policy and social problems. Nowadays, our country are in need of the expert organizations with different majors’ background knowledge to instruct students to get used to the demands of employers. This kind of organizations are common in Europe. As a result, there is less coordination and communication between companies and universities. There is also the lack of the finance and policy support to help build up these organizations.

It can be seen that in the present severe employment situation, it is very important for the university teachers to think about how to strengthen the profession training and improve self qualities as employment instruction trainers, which is the true reflection of quality education, can improve graduates’ competitiveness greatly and shorten the time to apply what students learned at school. Universities need to provide the ready-made qualified graduates that the rising e-business needed.

Solution

Firstly, professional organizations to instruct graduates to transit from students to qualified translators or professional people working in foreign companies. Most of French graduates will choose to be translators and teachers and a few graduates acquire new skills with French as their working language. There is a great gap for graduates to apply what they learned in school into their jobs. The professional organizations should be led by people with relevant working experience, such as interpreters and business people with experience in business world. The organizations should develop in large scale and cooperate with universities actively. Short time training should be provided for the graduates and help graduates step into their new social roles and exploit their advantages to the full.

Secondly, universities need to pay more attention and go into overdrive. If there is no appropriate relevant organizations, universities need to adjust their policies and set up necessary skills courses for the senior students of French major. Universities also need to hire people with working experiences in foreign companies to lecture. To be specific, three measures need to be adjusted: textbooks should be relevant with the present France situation, be in line with the international affairs and promote big advances in students’ interpretation and translation; the set up of the curriculum should guarantee senior students have courses to participate and improve their abilities; the lecturers of the employment lectures should be the professional people with relevant working experience instead of students councilors or French teachers.

Thirdly, teachers who are responsible for the courses of the senior students need to change their roles, enhance themselves and learn the necessary skills. They should teach students how to find a job, employment prospect and reality of French graduates and matters needing attention after employment. At the same time, teachers should learn more about the needs of companies with their own utilization of resources. Teachers need to try their best to emphasize on students’ ability development instead of repeat what the textbook says. For example, teachers should design a curriculum with the students as the main body of the class. Interaction between students can enhance students’ class organization ability and their spoken French. News interpretation training can also be introduced into class and students will be more confident about their spoken French.

Fourthly, companies need to strengthen their cooperation with the universities. They can use regular lectures to attract fresh and qualified graduates on a public and transparent platform, which clearly defines their own needs and demands for graduates, for example, clearly state their demands
of language level certificate (band four or band eight?) and demands on students’ spoken English level (good or excellent). Is it a requirement for students to take management courses as elective courses? All of these will get students prepared for the balance between learning and career plan with the credit system as the background. The companies, who accept the graduates as interns, need to give interns a good chance to practice in the field work instead of being the char boy or girl.

Conclusions

Although the relevant advice and suggestions have been put forward, it is still difficult to apply them because of the traditional thoughts, education policy, major’s differences and the problems in investment and output. The most difficult lies in funds investment and the flexible major adjustments. It still faces the arduous task and solutions need to be promoted to the public.

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Reference


