Strengthen Educational and Teaching Reform in a Social Demand-oriented Approach

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Abstract

Along with the advent of higher educational popularization, the number of graduates will be on the rise with increasingly salient contradictions between the employment of students and social demands. Therefore, before the popularization stage of higher education, it is of prime importance to properly handle the contradiction between employment of students and social demands. From the perspective of the social demands, this paper offers a detailed study of seeking the correct reform approaches through the analysis of the social demands for talents and educational and teaching reform with a view to alleviating the employment pressure of graduates.

Key Words: Social Demands; Orientation; Educational and Teaching Reform

1. INTRODUCTION

As great progress has been made in educational reform, there is an increasingly closer relationship between social demands as well as education and teaching. The employment rate of college students and employment quality can directly reflect the teaching quality level and economic society’s demands for talents. Therefore, when carrying out the educational and teaching reforms, the institutions of higher learning should take into consideration the market, formulate clear target of talent cultivation and establish scientific teaching system so as to provide further guarantee for the alleviation of students’ employment pressure.

2. Analysis of the Necessity of Social Demands-oriented Educational and Teaching Reform

The difficult employment of students has always been an issue of great concern to the whole society. Currently, under the influence of higher education popularization, there is a growing discontent between the quantity of college students and social demands for talents. As the employment policies are further carried out, in spite of the marketization of the employment of college students, the educational model, however, fails to be marketized due to the stagnation of educational and teaching model. Therefore, as education cannot thoroughly meet the demands for talents cultivation, the college students, whose employment abilities cannot meet the demands for social productivity, are eliminated in the intensified competition. The employment ability refers to the specified and comprehensive ability obtained to meet the social development situation and participate in talent market competition through constant learning and development with much emphasis on the realization of self-development,

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practical ability, career planning, professional application and exploration and innovation. Therefore, it is a correct choice to take social demands as the orientation of educational and teaching reform. At the same time, this method can also be adopted to enhance the comprehensive employment quality of students, enhance their competitiveness and facilitate better employment.

3 Social Demand-oriented Educational and Teaching Reform Strategies

3.1 Enhance Students’ Professional Application Ability

Since reform and opening up, extensive development and progress has been achieved in economic globalization and information globalization. Under such circumstances, the society has increasing demands for professionals. However, under such circumstances, the cultivation of talents has been one of the issues plaguing the institutions of higher learning and educational departments. It forces institutions of higher learning to better adapt to the new situation of social development and reform the educational model.

3.1.1 Change Educational Concept

The traditional educational concept mostly focuses on the teaching of academic and theoretical knowledge without too much attention to the cultivation of students’ comprehensive abilities. Some of the colleges and universities also carry out the discussions of educational concepts through themed forum, symposium and paper collection. Therefore, a flexible method is still absent in the infusion of educational concepts. In light of the change and optimization of educational concepts, institutions of higher learning should be committed to collecting information from the talent market and holding the relevant educational seminars according to the talent demands in the economic society. At the same time, they should also guide the teachers to set up the consciousness of providing services for the society, understanding the target of applied and comprehensive professional teaching, innovating the talent cultivation and management concepts, constantly reflecting on the teaching-related issues on the basis of the outlook on scientific development so as to comprehensively enhance students’ comprehensive ability.

3.1.2 Form Professional Structure with Features and Advantages

In the school-running principles of institutions of higher learning, it is demanding to properly optimize and adjust the discipline and specialty, teaching content according to the national and economic construction and social development; at the same time, the modern management techniques and information technology should also be adopted to transform the traditional specialties. New content should also be injected to the traditional specialties in accordance with the advanced teaching concept and the school-running conditions. Institutions of higher learning should also prioritize the development of applied specialties and hi-tech specialties in line with the social development and changes. At the same time, it is important to proactively explore and establish the interdisciplinary specialties, expand the width of disciplines and specialties, withdraw the similar specialties and set the relevant specialties according to the social demands. For example, due to the less optimistic employment rate of the current-year graduates and employment quality, a school has to re-position its teaching model and method. The scrupulous study and analysis show that the school follows a market
demand-oriented approach to weaken the specialties that are less needed by the society but offer specialties that bring about more social demands, such as e-commerce, food quality and safety. After the optimization, adjustment and rectification of disciplines and specialties, the employment rate of this school increases obviously. Therefore, this method can provide guarantee for the employment of students.

3.1.3 Optimize the Teaching Content and Course System

The course structure is the core of teaching reform and the integral part of teaching content. So as to better meet the demands for talents in the economic society, the teaching content and course system must demonstrate flexibility and selectivity. In recent years, in accordance with economic society’s demands for the overall comprehensive quality (knowledge, ability and quality) of talents, institutions of higher learning revised the personnel training program and highlight the overall optimization of the course system so as to meet the demands for applied talents and encourage teachers to reform the teaching content and course system. In the process of optimization, it is demanding to set up the teaching platform, strengthen the construction of top-quality curriculum, reasonably arrange the course time and enhance class efficiency. Besides, much importance should be attached to the cultivation of students innovation ability and practical ability. Through teaching reform, it is possible to set up a diversified talent cultivation model based on the specialized courses. For example, in the relevant courses of introduction to environmental science, this course has been integrated into the teaching platform of public elementary courses. At the same time, the specialized elementary teaching platform and specialized featured teaching platform are also gradually meeting the forms of economic and social development.

3.2 Enhance Students’ Practical and Innovation Abilities

To meet the social demands for applied and comprehensive talents, institutions of higher learning should enhance students innovation and practical abilities through the establishment of a practice system. In the process of formulating the practical teaching system, the universities and colleges should set a clear practical teaching target and put them into effect in each practical links, such as teaching and learning, teaching experiment, course design, graduation internship, graduation paper design and public service activities. The practical teaching system should has relative independence; what’s more, it should be fixed in the teaching plan of courses and go through the whole teaching process so as to enhance students’ innovation ability and practical ability. As each major has its own property and characteristics, it is suggested to constantly explore and innovate the teaching reform on the basis of the investigation and form the practice system with distinctive teaching characteristics.

3.3 Strengthen Employment Guidance System

Currently, an important influential factor causing the difficult employment of college students includes their obsolete employment concepts and high expectations. Such phenomenon boils down to the students’ values on employment. However, these problems also reflect the implementation and quality of employment guidance course in institutions of higher learning. Therefore, the institutions of higher learning should carry out the career guidance and typical education for students, constantly renew students’ concepts of employment and gradually enhance their planning ability for future career.
3.3.1 Carry out Typical Education

Outstanding graduates should be introduced to the students through typical education. It will be conducive to the renewal of students’ employment concept. Schools should be based on and serve the grass roots and appraise and select the students with excellent performance. Those students should be invited to tell their experience and encourage more students with positive and typical examples, cultivate their life philosophy of hard work and plain living, encourage students to set up their businesses and work at the grassroots level and rural areas.

3.3.2 Establish the Whole-process Employment Guidance System

During college years, offering employment guidance courses to students can enhance their understanding degree of the future society and teach them to face the fierce social competitive pressure. Employment guidance course, as an integral part of college teaching content, is a training that students must take before entering society. Therefore, institutions of higher learning should attach more importance to the employment guidance courses and offer this course throughout the college years of students. In most of the colleges, the employment guidance course only exits in name, or is offered to the senior students. In this sense, it fails to give full expression to the effect of employment guidance course. Therefore, colleges should design a whole-process employment guidance system. For example, a college offers the whole-process employment guidance teaching to the freshmen and put into practice the future career planning of college students into the studies of freshmen. The sophomore students should take part in the grassroots voluntary services or social practice activities to experience the grass-root life. The sense of responsibilities and vocational awareness of junior students should be cultivated; students should be inspired to choose their ideal occupational orientation through their rational understanding of society, symposium and report on good deeds. Senior students should receive their employment ability training and employment policy education. What’s more, on-campus job fair and analysis of employment situation should be carried out to help students set up correct employment values and appropriate expectations. Each institution of higher learning should draw upon such whole-process employment guidance teaching model.

The talent assessment standards vary from each other in enterprises of different properties. These standards are usually set in accordance with skills, knowledge and quality and demonstrated in the employment guidance courses. Therefore, in the process of teaching, institutions of higher learning should strengthen their focus on employment guidance, proactively explore advanced, scientific and reasonable teaching methods and impact the detailed knowledge students need in their employment. In the process of employment guidance teaching, teachers should also apply the multimedia technology, carry out course learning, give full play to the initiative of students, strengthen their interactions with students and enable students to combine their self-learning abilities and the knowledge they have learned. At the same time, school should also improve the employment guidance website platform system, timely collect and integrate the recruitment information released in the society, upload the well-integrated employment information to the employment guidance website platform of the school and timely and effectively handle the students’ feedbacks. Besides, wechat can also be utilized to offer employment guidance to students, give guidance to students and alleviate them of employment psychological pressure.
4. Conclusions

As much progress has been made in educational reform, the difficult employment of students will be properly resolved. To address this issue, the educational departments and teaching institutions have been striving to find out an effective solution, which, however, must be realized on the basis of social demands. The issues should be fundamentally through social demand-oriented educational and teaching reform so as to ensure the coordination between talent cultivation and social demands for talents.

References