Research on the Employment and Social Demands-oriented Educational and Teaching Reform

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Abstract

As the social employment situation is getting grueling, the issue of the difficult employment of students has become increasingly salient. It is of prime importance to resolve these issues through educational and teaching reform under such urgent situation. Therefore, educational institutions and departments should re-position the teaching model according to employment and social demands to explore a feasible educational and teaching model and provide an effective approach to the increasing employment rate of graduates. From the perspective of employment and social demands, this paper offers a study of the educational and teaching model in colleges and universities on this basis and proposes relevant suggestions for the employment of college students with a view to provide concrete help for the alleviation of college students’ employment pressure.

Key Words: Employment of College Students; Social Demands; Educational and Teaching Reform

1. INTRODUCTION

As more progress has been made in educational reform, great changes have taken place in the resolution of the employment of college students. In the process of exploration, tremendous efforts have been made to find the best solutions. Under the socialist market economic system, the balance between supply and demands has always been hailed as the best development state. However, due to the effect of various factors, such balance state is very difficult to be sustained. It is the same case with educational reform. The college students who are about to graduate from colleges, in particular, should realize that only those with skills and knowledge needed by the social market will be accepted by the market. Those who cannot meet the market demands will be eliminated. Therefore, educational reform should also be conformed to the market development rules and oriented to employment and social demands so as to establish improved educational system and enhance the consistency of what the students have learned and social demands.

2. Employment and Social Demands-oriented Educational and Teaching Reform Forms

In light of the current employment situation, the difficult employment of college students has always been an issue of great concern to the whole society. Many students are plagued by the increasing unemployment rate upon their graduation and suffering from the troubles of
employment pressure. Therefore, the unresolved employment has been one of the nail-biting and difficult issues facing the governmental departments and educational departments. Therefore, the departments concerned should think about how to enhance students’ employment, provide guarantee for the students’ future and formulate the educational and teaching system that conforms to the employment situation.

(1) The Focus of Educational Reform

Higher education, as one of the important driving forces for national system development, plays a vital role in social development and provides intelligent and talent support for the society, which is of prime importance to the sustainable development of society. The degree and type of higher education, to some extent, are determined by the social development demands and form interaction with the social and economic talent market. Under such circumstances, there is a consistency between the social talent structure and the talent structure of higher education. At the meantime, the reaction trend of economic and social development to the talent demands and structure is reflected through the market, such as the abilities, quality and knowledge structure of various types of talents. These structures serve as the market standard for the assessment of talents. The reform of teaching objectives, teaching content, course system and teaching methods is closely interrelated to the changes in market economy’s demands for talents. Therefore, during the educational and teaching reform, great attention should be paid to the economic society’s demands for talents so as to carry out the employment and social demands-oriented educational and teaching reform.

(2) The Combination of Educational Services

Higher education, to some extent, is hailed as the service for the economic and social development, whose essence is demonstrated through scientific research, talent cultivation, cultural inheritance and innovation and social services. Among these four service functions, talent cultivation is the most fundamental function. The talent cultivation can provide students with better employment opportunities, promote their employment or reemployment, enhance employment quality and offer services to economic social talents. Besides, institutions of higher learning can also directly provide services for the society through scientific research, research achievements and social counseling. On this basis, these services can fulfill the objective of talent cultivation, enhance talent quality and increase the employment rate and quality of students. The fundamental functions of institutions of higher learning boil down to talent cultivation. It is known that there is a constraint in providing the economic society with services simply though scientific research and social services; however, it is an effective strategy to provide services through talent cultivation. However, the employment rate and quality of graduates from institutions of higher learning can directly reflect the quality and proficiency of talents. Therefore, employment and social demands are important factors that must be taken into consideration when the higher education offers services to the social economy.

(3) Balance between Personal Demands and Social Demands

The development of market economy, with objective determinism, determines the social demands for talents. However, the personal demands are determined by the development intention of individuals, which is possessed of subjective decisiveness. For this reason, there is
an incomplete consistency between social demands for talents and personal demands. The higher educational and teaching reform has to make difficult choices in such dilemma. However, these two demands, with paramount necessity, can be realized through employment. Therefore, a balance should be stricken in these two aspects. Therefore, institutions of higher learning should gain a timely mastery of the employment information in the market and the dynamics in the market demands and timely adjust the discipline structure and talent cultivation model according to the employment situation so as to strike a balance between social demands and personal demands.

3. Employment and Social Demand-oriented Educational and Teaching Reform Strategy

In light of the association between talent demands and higher education in the economic society, the implementation of employment and social demand-oriented educational and teaching reform strategy is a feasible and effective way to promote the employment of students and increase employment quality.

(1) Set the Target of Talent Cultivation

Under the system of socialist market economy, the resource allocation is determined by the market. Under such economic background, the educational and teaching reform should prioritize the employment and the cultivation of talents. As the values of talents are demonstrated in the society, the teaching objective and level as well as the school-running quality and level should be demonstrated and expanded in accordance with the students’ employment and employment quality. In face of the new situation and conditions of social development, institutions of higher learning must break through the limitations of traditional teaching thoughts, get rid of the stale and bring forth the fresh and make general reforms. For example, the relevant data reveals that the number of undergraduate students who decide to pursue postgraduate studies is displaying a descending trend. Most of the students choose to work directly. Therefore, the employment competition pressure of current year’s graduates is becoming grueling. To alleviate employment pressure, the institutions of higher learning should master and follow the market rules and educational and teaching rules, constantly improve the deficiencies and unreasonable factors in the educational model and structure when cultivating talents so as to guarantee that the educational and teaching model can meet the employment and social demands.

The economic and social development necessitates knowledge-type talents and technical talents. In the times of constantly scientific and technological innovation particularly, such type of talents receives heated extolling. Therefore, the institutions of higher learning should combine their own advantages with social demands to set their target of talent cultivation. For example, the schools under the direct administration of the Ministry of Education and relevant governmental departments should conduct scientific research. Therefore, schools of this type should be dedicated to cultivating the academic talents. The local institutions of higher learning should intensify their efforts to cultivate the applied talents. Vocational colleges, however, are suggested to cultivate skilled or high skilled talents. The colleges and universities cultivating elite talents should change their concept of nurturing traditional academic talents; instead, they should be targeted at cultivating applied talents with economic activity ability and social productivity.
(2) Strengthen Governmental Guidance and Support

Educational departments should timely master the policy reform orientation of higher education and strengthen the employment and social demand-oriented approach when formulating the educational policies, guide each college and university to clearly understand their development goals and trend, accurately position their own development, form their own characteristics, reputation and influence in teaching method or teaching structure, help them develop into the top-ranking universities in the universities of the same type and level so as to break down the stereotyped characteristics of institutions of higher learning and establish a multi-tiered and diversified educational pattern.

At the same time, the governmental departments should proactively reform the management system, organizational structure and operating system of institutions of higher learning. Currently, the reform of educational system is still lagged behind from the employment system reform. The employment of graduates has been marketized while the educational system marketization is not mature. Therefore, there is a salient gap between them. Due to the lack of sufficient autonomous right, the major setup and recruitment setup is disconnected with the market demand, thus resulting in the insufficient initiative and enthusiasm of carrying out the reform and adjustment in most of the institutions of higher learning. As a result, the disciplines and specialties are only limited to their own schools but cannot meet the market demands for talents, thus giving rise to the salient contradictions in the talent structure in institutions of higher learning. Therefore, under such circumstances, the educational departments should grant certain autonomy of enrollment and major-setup right to the institutions of higher learning and provide them with favorable conditions for the balance between talent cultivation and social demands.

(3) Optimize and Adjust the Discipline and Specialty Structure

In the school-running process of institutions of higher learning, it is important to follow the rules of the development of higher education, take into consideration the demands of social demands and national economic construction and timely adjust and comprehensively optimize the structure of discipline and specialty. After the expanded recruitment, due to the obvious improvement of teaching faculty and teaching equipment, there is an obvious increase in the enrollment of traditional specialty. However, with respect to the economic social demands for talents, the development of emerging specialties seems to be sluggish. Therefore, the institutions of higher learning should combine with the traditional disciplines and specialties to cultivate new growth engine of specialties and formulate independent plans according to the industrial development and regional economic demands for new specialties. At the same time, it is also crucial to timely optimize and adjust the structure of discipline and specialties so as to win the social recognition and support.

(4) Optimize Course Structure and Teaching Content

Course structure serves as an integral part of teaching content and the core of teaching reform. The course structure and teaching content must demonstrate flexibility and selectivity so as to better suit the economic and social demands for talents. Different from foreign countries, the course structure and teaching content in China still exist at a backward level. In America and Britain, for example, there are a large number of graduates but the employment
situation is not as severe as in China. The reasons are attributable to the different economic development level and industrial structure. The course structure and teaching content should be timely adjusted according to the market demands so as to go with the social and economic development. However, the course structure and teaching content in Chinese colleges and universities are mainly characterized by academic studies, which cannot meet the market demands for skilled and applied talents. Therefore, institutions of higher learning should develop and construct applied and comprehensive courses according to the talent cultivation target, timely optimize the course structure and teaching content and provide a better prospect for the employment of students.

4. Conclusions

As the curtain of higher education popularization has opened up, the population receiving higher education has further expanded. Therefore, the employment and social demand-oriented educational and teaching reform is effective in alleviating the employment pressure. Only the proper solution can provide forcible guarantee for the popularization of higher education and enhancement of employment quality.

References: