

Research on the Approach to Improving the Employability of College Students

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Abstract—Whether a college student can find a job successfully or not has much to do with the stability and happiness of society and family. It is also an important cause for college educators. This paper analyzes the meaning of the employability of college student, and analyzes their shortcomings from three aspects: professional ability, practical ability and awareness of planning. It also further explains the causes leading to such shortcomings and puts forward practical suggestions to improve their employability.

Keywords—employability; improvement; suggestion

I. INTRODUCTION

The number of 2019 college graduates will reach 8.34 million, a new peak in the past 10 years. In addition, China is currently in the stage of economic restructuring. All have brought great employment pressure to college and university. To this end, educators in college and university must study the employability deeply, and actively make targeted plan according to the existing ability of college students, so as to truly promote the employment quality of college students.

II. THE MEANING OF THE EMPLOYABILITY OF COLLEGE STUDENTS

Employability refers to the ability to acquire and maintain job; the basic ability and quality to obtain and maintain one's first job, and to perform the job successively; and the ability to acquire employment opportunities, to make self-regulation, as well as to get promotion. The employability that a college student must possess includes not only professional knowledge and skills of the field, but also the universal requirements for all work in real world. In terms of the employability of college students, communication and interpersonal skills are essential basic skills which were reflected in interpersonal and teamwork skills. Interpersonal skill refers to the ability to establish extensive relationships with the surrounding environment, absorb and transform external information, and properly handle the relationship between the superiors and subordinates. Teamwork ability refers to the team-based ability to achieve maximum efficiency of the team through mutually-beneficial and concerted efforts and with a team spirit. Therefore, communication ability is one of the employabilities that every company emphasizes during the job interview. It is also the ability that each college student should master during employment.

The ability to adapt to employment is an indirect manifestation of a person's overall quality. At the same time, college students should also have good self-development skills, including complete personal career planning and job search skills. A good career planning can be the driving force for growth and promotion in the work, through which to get the favor of the interviewer and even the leaders of the company. The skills of job hunting can also help graduates to fully demonstrate themselves during the interview and gain the access to the company or even the opportunity to enter real society. There is no exaggeration to say that it is a stepping stone for college students to seek employment. Finally, the employability of college students also requires self-learning and self-development, that is, the awareness and behavior to continuously improve one's own professional ability.

III. THE CURRENT SHORTAGE OF COLLEGE STUDENTS' EMPLOYABILITY

A. Insufficient Professional Ability

Professional ability is an important factor affecting the employment of college graduates. During the school, students should be proficient in the basic theories and contents covered in their majors, and be good at practical application, so as to give full play to their own advantages during internship. However, as far as the current situation is concerned, many colleges and universities have a situation of focusing on professional instead of foundation. The division of many majors is still unreasonable. The connection between teaching content and practical applications is too low, failing to meet the demands of market. As a result, students' theoretical foundation is not solid and their skills are not mature enough. Moreover, many colleges and universities have adopted the fundamental idea of market-oriented education, and their professional courses are out of line with market demand. Students learn knowledge that is not practical. Therefore, there cannot be perfect integration between theory and reality.

B. Weak Practical Ability

The practical ability here refers to student's operability, as well as their capability to analyze and solve problems. Today's society prefers comprehensive talents. In the process of recruitment, candidates are required to have the ability of time arrangement and coordination with the hope that those

graduates can quickly engage in normal work and improve the effect of the company. However, most graduates in China today are the only child in their family. They are mostly spoiled by their parents. They tend to have strong personalities, poor independence and practical ability, and cannot meet the needs of the society.

C. Weak Awareness of Career Planning

Career planning is directly related to the future development of students. However, at present, many college students in China do not have a medium- and long-term career development plan during their studies, and they lack sufficient understanding of the employment environment, policies and forms of society. There are also many students who don't have a correct self-cognition. They have a sense of success and relaxation in school, and cannot understand themselves correctly. As a result, they can only rush to find job blindly with no clear planning for future development after graduation.

IV. THE REASONS FOR THE DIFFICULTY IN IMPROVING THE EMPLOYMENT PRACTICAL ABILITY OF COLLEGE STUDENTS

A. The Talent Training Mode of Colleges and Universities Does Not Match Social Needs for Talent

As talent base for social development, colleges and universities often lack a precise orientation of running school. For example, in the liberal arts colleges and universities, there are large amount of academic research teachers with little necessary and relevant practice experience. Most of them are academic professional teachers, lacking the necessary, practical and relevant professional work experience. Some colleges and universities blindly pursue the reputation of local first-class and state first-class, focusing on scientific research instead of talent training. In particular, there is a lack of awareness guidance to improve the professional practice ability of college students in the reform of education and teaching such as talent training mode, major setup, and construction of teaching content system.

B. The Absence of Market Guidance in Teaching Model, and the Failure of Building a Sustainable Application-oriented Talent and Knowledge System

The traditional teaching mode of colleges and universities focuses on cultivating students' long-term and in-depth theoretical study, emphasizing the shaping of students' knowledge systems. The lack of market-oriented knowledge system construction will weaken the extensibility and sustainability of employment practice. First of all, from the perspective of the cultivation process of professional courses, the current college education is mainly based on professional theory teaching, lacking market guidance. Practical teaching guidance is an extension of practice on the basis of professional theory courses, rather than the extension of professional ability that enterprises under market guidance need. This greatly affects the effective cultivation of college students' employment practice skills and the construction of

a sustainable knowledge system. Secondly, there is a lack of evaluation system for the effects of practical teaching. Most colleges and universities have professional laboratory construction and practice base construction. It adopts two methods of intramural training and off-campus training to cultivate college students' employment practical ability, and finally submits a practical report as a summary. This directly leads to the lack of real evaluation from enterprise in the process of transforming the professional knowledge through the training platform, and the loss of the practical significance of the training mode and the optimization of the teaching system, so that the application-oriented talents it cultivated will lack sustainability when they enter the society.

C. The Failure of Achieving Interdisciplinary Integration Between Employment Guidance Education and Professional Education in Colleges and Universities

The college employment guidance course aims to fill the gap in college students' knowledge on employment. The curriculum of employment guidance education in some colleges and universities is not systematic, their guidance on the future employment direction, and improvement of employment practice ability of professional students has been ineffective. The employment guidance curriculum system lacks professional orientation. The curriculum setting in colleges and universities is to impart professional theoretical knowledge to students, lacking the orientation of invisible skills and knowledge through employment. This will result in a disconnection of knowledge between the employment guidance curriculum system and the professional curriculum system. The professional curriculum lacks professional orientation, the employment curriculum lacks professional guidance and precision, and there is no structural connection between the curriculum and curriculum design. When students are taught in a professional curriculum system, they lack structured thinking and cannot effectively connect the content between courses.

V. SUGGESTIONS ON IMPROVING THE EMPLOYABILITY OF COLLEGE STUDENTS

A. Making Innovation in Employment Guidance Education, and Building a Community of Shared Destiny Between Students and Colleges and Universities

Colleges and universities should strengthen the reform and innovation of the employment guidance model. The task of colleges and universities is not only to enable students to acquire knowledge, but also to ensure the smooth development of students' careers, which is in the common interests of students and schools. Building a community of shared destiny between students and colleges and universities can urge schools to value the improvement of students' employability, and further deepen and refine their employment guidance. At the same time, classified contents and methods of employment guidance should be implemented for students at different stages to help them cultivate career cognition, make career choice and career planning, providing students with perfect employment services.

B. College Students Must Break the Shackles of Traditional Employment Ideas

With the continuous development of society, the traditional employment ideas fail to keep up with the changes of the times. More and more emerging professions have attracted the attention of large amount of employed people. They serve as both representatives of emerging productive forces and a collection of resources, representing a new career direction. College students should improve their employment skills through such emerging industry, consolidate their practical foundations, highlight their reasonable advantages in the human resources market, and find a correct positioning for potential development.

C. The Government Should Integrate Resources and Broaden the Channels for Employment of College Students

The employment of college students is not only a matter of school and students, but also a major event related to the national economy and the people's livelihood. Every college student is an epitome of a family. Therefore, the government should actively integrate resources and broaden the channels for employment of college students. First, make full use of school resources to develop one-on-one career planning, and provide ideas for college students' employment. Second, carry out the construction of the base, provide free practice bases for college students, and improve the hands-on ability of college students. Third, establish a public welfare post for college students, and provide a buffer period for college students who have not yet found a direction after graduation, and lay a psychological foundation for better exerting their professional potential. Fourth, provide entrepreneurial college students with interest-free loans and financial support in the context of "start-ups and innovation", enhance students' creation, awareness of start-up and ability to make innovation and start-up.

D. Clarifying the Training Objectives

It's possible to improve the employability of college students through the use of management by objective theory. First of all, it is necessary to establish a development goal that is in line with one's own actual situation. The employability of college graduates is not a simple concept. If the employability of college students is improved, then the improvement of their own value will be easier. Therefore, the school should pay more attention to such aspect. Secondly, college students should examine their own development goals, give their targets a precise positioning, and cultivate the most basic practical, innovative, interpersonal, and communication skills so that their goals can be more in line with the needs of the times. At the same time, the adjustment of target is a long-term and dynamic process, and it should never be too rigid.

E. Improving the Employment Guidance Course

Solid employment knowledge can bring theoretical support to the improvement of college students' employability, strengthen the theoretical foundation of college students, and provide theoretical help for the

cultivation of practical ability. The school should consider the practicality, scientificity and enforceability of the course in the teaching process. In addition, the curriculum should be combined with the actual needs of the society, and should be appropriately adjusted according to changes in market. After consolidating the theoretical knowledge, it is necessary to shift the focus to the cultivation of practical ability, communicate with students more and arrange more social practice opportunities for students.

F. Increasing Capital Investment

Colleges and universities should increase capital investment in employment guidance and employment capacity improvement, and better their strength in this area to ensure the improvement of college students' employability. Colleges and universities can strengthen communication with the financial department, strive for more financial support from the financial department, improve the hardware facilities of the school, improve the learning environment for college students, and improve the shortage of teachers in employment guidance. At the same time, it is necessary to increase the input of teachers' resources, improve the welfare of teachers, and fully mobilize the enthusiasm of teachers in employment guidance.

G. Strengthening Cooperation Between School and Enterprise

The improvement of college students' employability is in fact to meet the needs of enterprises for talents. Only when the needs of the enterprise are met can the employer be recognized, so that their value can be recognized and appreciated by the enterprise. In order to improve the employability of college students, schools can cooperate with enterprises that voluntarily cultivate college students who have no practical experience, arrange students to enter business internships, improve students' resilience, and combine theory and practice. Enterprises can also obtain a group of talents through such cooperation. It has been proved by practice that students who have internship experience can better adapt to society, adapt to work and adapt to the new environment after graduation. Therefore, school-enterprise cooperation can better improve the employability of college students.

VI. CONCLUSION

Improving the employability of college students is related to the stability of the country, society and every family. Colleges and universities must play an active role. At the same time, the government and society must also make great efforts to ensure the smooth completion of the work.

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