

The Consideration About Diversified Flows of Employment of Graduates Majoring in Chinese Language and Culture Education

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Abstract. In order to better solve the employment problem of university graduates majoring in Chinese Language and Culture Education, this paper, on the basis of investigating the employment situation of graduates of this major, probes into the diversified flows problem of employment of graduates of this major from the aspects of social demand, output orientation, setting up courses scientifically, satisfying personality, strengthening practice, consolidating abilities, highlighting characteristics and collaborative education.

Keywords: *Chinese language and culture education, graduates, diversified flows, employment problem*

1. Introduction

Chinese language and culture education refers to the education of Chinese language and culture for overseas Chinese whose mother tongue is not Chinese, ethnic Chinese and other foreigners[1]. The Yunnan Chinese Language and Culture College of Yunnan Normal University began to recruit Chinese students in 2015. After recruiting four consecutive sessions of students, the school now implements the policy of recruiting students every other year and adopts the talent training mode of “2+1+1”, so that students can become applied talents of “major+minority languages+English” (Professional training program for Chinese language and culture education (Normal students), 2014 Edition). At present, the employment situation of graduates of this major is not optimistic and difficult to obtain employment. Based on this, this paper intends to analyze the reasons for the employment difficulties of graduates majoring in Chinese Language and Culture Education, and strive to achieve an effective connection between training and demand, and graduation and employment.

2. Employment Situation of Graduates Majoring in Chinese Language and Culture Education

Preliminary statistics on the employment of 91 students majoring in Chinese Language and Culture Education who graduated in 2019 are as follows:

Table 1. Preliminary statistics on the employment of 91 students majoring in Chinese Language and Culture Education who graduated in 2019

	Go abroad to volunteer	Enter a higher school	Elementary and secondary education units/institutions	Enterprises and public institutions	To be employed
Number of people	3	7	24	8	49
Percentage	3.30%	7.69%	26.37%	8.79%	53.85%

Note: Percentage of employment directions = the number of people of all kinds of employment directions ÷ the total number of graduates × 100%.

According to the flow direction of graduates, this paper divides the specific employment directions of graduates into going abroad to volunteer, entering a higher school, elementary and

secondary education units/institutions, enterprises and public institutions, and so on. The total number of students majoring in Chinese Language and Culture Education who graduated in 2019 is 91, the number of people employed is 42 and the number of people waiting for employment is 49.

The initial training goal of Chinese Language and Culture Education specialty is to train people who teach Chinese as a foreign language or a second language abroad[2]. However, in terms of the current employment directions of graduates majoring in Chinese Language and Culture Education, only 3.30% of the total graduates can engage in teaching Chinese as a foreign language or Chinese language and culture education after graduation. In addition, 53.85% of the graduates are still in the state of unemployment. In the question “Do you think the current employment situation of graduates majoring in Chinese Language and Culture Education is optimistic?” in the questionnaire, 85.45% of the graduates express that they are not optimistic and have difficulty in finding jobs. A series of data show that domestic graduates majoring in Chinese Language and Culture Education are facing a very severe employment situation.

3. Attribution of Employment Problems of Graduates Majoring in Chinese Language and Culture Education

3.1 Students' Own Reasons

The first is the lack of students' understanding of the major. They often choose their major passively, resulting in low interest in learning. According to statistics, only 11.2% of the examinees choose the major because of their personal interests, 42% of the graduates follow others' advice, and 30% are transferred to this major. Most of the students choose the major of Chinese Language and Culture Education without their own wishes. Only 11.82% intend to engage in work corresponding to their major to give full play to their professional advantages, 74.54% hold a neutral attitude and hope that the job has some relevance with their major, and another 13.64% plan to give up their major. In addition, 80.91% of the graduates think they can engage in Chinese language and culture teaching and Chinese teaching in elementary and secondary schools in China. It is not hard to see that graduates have problems from the initial voluntary choice, and they do not know enough about their major, so it is inevitable that they are not interested in their major.

The second is the lack of their own professional knowledge and ability. According to the self-evaluation of the respondents, only 16.36% of the graduates have both theoretical and practical knowledge of the major. Nowadays, the demand for talents in the employment market is more concerned with the ability of individuals to solve practical problems. Many students fail to apply their knowledge to practice well during their undergraduate studies. Therefore, it is certain that they will encounter negation or speciality maladjustment when choosing a job.

3.2 Reasons for School Education

The first is that the enrollment planning is not good. The number of students enrolled in the first Chinese Language and Culture Education major exceeded 90 (The first enrollment attracted a large number of examinees). Large class teaching with more than 40 students will reduce the quality of foreign language (minority language) teaching to a certain extent.

The second is that the focus of talent training is not enough. At present, Chinese Language and Culture Education major mainly focuses on the cultivation of talents with Chinese language and culture education and teaching ability for southeast Asian countries, which to some extent reduces the scope of talent cultivation, which inevitably leads to the contradiction between single cultivation and diversified export employment demand.

The third is that part of the curriculum is inadequate. As a normal major, the key is to have the practical ability of education and teaching. Otherwise, the inability to do education and teaching related work has become a major obstacle to employment. Minority language courses are a major feature of talent training, but the market and individual needs of students should also be taken into account when setting up minority language courses. As far as the current employment situation is

concerned, most of the graduates have no intention of going abroad, nor are they engaged in work related to minority languages. This leads us to think about the significance of learning a large number of minority language courses.

3.3 Social Reasons

The first is the large market demand elasticity. The demand for Chinese teachers in the field of Chinese language and culture education is mostly in overseas Chinese schools, and the Chinese Language and Culture Education major started relatively late in China. Compared with the relatively mature Chinese International Education major (Enrollment since 2007), the development of Chinese Language and Culture Education major needs to be improved. Many positions of teachers of Chinese language and culture education have been filled by graduates majoring in Chinese international Education, and it is more difficult for graduates to make breakthroughs in the field of Chinese language and culture teaching.

The second is the lack of professional publicity and policy support. Students know little about the major and lack comprehensive understanding of employment, social publicity efforts are not strong, and employing units have low recognition to this major, which inevitably leads to “cold reception” in employment.

4. Solutions to the Employment Problems of Graduates Majoring in Chinese Language and Culture Education

4.1 Orientation of Talents Training Target Based on Social Demand

For the major of Chinese Language and Culture Education that recruits domestic students, it is necessary to focus on the domestic and foreign social market demand, and consider the orientation of talent training objectives from the actual employment direction of students, so as to consider more types and levels of employment orientation.

It requires us to take output as the orientation, attach great importance to the breadth and cross-integration of professional development of disciplines, reexamine and reorient the talent training mode of Chinese Language and Culture Education major, and avoid problems of narrow knowledge and weak adaptability of professional talents and being out of touch with social needs.

4.2 Enhancing Educational and Teaching Skills and Setting up Courses Scientifically

The major is to train professional talents with Chinese language and culture education and teaching skills and classroom management ability. The curriculum should pay attention to practical problems, and it is imperative to increase the practical courses of teaching skills appropriately.

On the basis of ensuring the basic courses and main courses of Chinese Language and Culture major, universities should explore the new curriculum plan of Chinese language and culture education according to the market demand and students' willingness, and cultivate interdisciplinary talents. For the foreign language curriculum of this major, universities should strengthen the credit system of course selection, arrange minority language courses rationally, and add the professional English courses to the elective courses in addition to the basic English courses to meet the English learning needs of students.

4.3 Perfecting the Course Selection System and Satisfying Individual Needs

Universities have always emphasized the students-oriented value, and the system of professional course selection is very important. In the process of promoting the full credit system, universities should attach importance to the needs of students' self-development and the improvement of their personality, strive to tailor students' development, increase the proportion of elective courses appropriately, and implement the interdisciplinary, cross-grade and cross-college course selection system.

4.4 Clarifying the Requirements to Teaching Practice and Strengthening Practice Management

Most of the graduates think that the biggest factor affecting their employment is their ability to use professional knowledge to solve practical problems. Although internships at home and abroad have been arranged for this major in the junior and senior academic years, 71.82% of the graduates show that internships abroad do not help their employment much. The reason is that only 37.27% of the students who go abroad have classroom teaching practice in local Chinese schools or foreign ordinary elementary and secondary schools. Some students practice in foreign educational institutions, and quite a few students lack sufficient teaching practice experience.

Therefore, it can be seen that according to the actual needs of students, universities should strengthen the management of teaching practice, highlight the cultivation of students' practical ability, rationally arrange the place and time of practice, strictly request and control the students' practice process, and truly implement the purpose and requirements of practice education.

4.5 Highlighting Major Features and Cooperating and Collaborating to Educate

To avoid disconnection between talents training and social demand, universities should also actively promote the reform of teacher education and training mode in the light of the national elementary and secondary school teacher qualification examination, introduce famous teachers from famous elementary and secondary schools both inside and outside the province into the classroom, broaden the selection of teachers, strengthen the cooperation among teachers from universities, middle schools and primary schools, comprehensively improve the quality of talent training and expand employment export.

5. Conclusion

Based on the social demand of the current talent market and the personalized professional development demand of college students, how to realize the effective connection of training and demand and the effective connection of graduation and employment, and cultivate application-oriented, innovative and compound high-quality talents has become a serious problem for college workers. In the face of the difficult employment of graduates majoring in Chinese Language and Culture Education, it is necessary to cultivate high-quality talents with both generality and personality taking output as the orientation and the promotion of discipline construction as the premise, so as to promote diversified export employment of students.

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