

Research on the Impact of College Enrollment System on High School Graduates

Hailong Wang ^a, Lili He ^{b, *}

Jiamusi University, Jiamusi 154002, China.

^awang_hailong2012@163.com, ^{b, *}jmsheeli@163.com

Abstract. Recruitment in large categories is the current professional distribution scheme in many colleges and universities, which has a direct impact on the students taking the college entrance examination. How to fill in the form of college entrance examination high school graduates will play an important guiding role in their choice of majors during the University period, and even play a decisive role. Therefore, when filling in voluntary applications, we should have a certain degree of understanding of university professional settings, the meaning of large categories of enrollment and professional diversion.

Keywords: Large categories of enrollment; College Entrance Examination; Filling in voluntary; Diversion.

1. Introduction

At present, the college entrance examination system in our country is to fill in volunteers after the completion of the college entrance examination. When filling in volunteers, middle schools need systematic training in the selection of specialties. Through this channel, the new situation of college specialty selection can be introduced to students. Every college is different. Some schools do not have large categories of enrollment, while some schools will have a considerable proportion of majors through the form of large categories of enrollment, after general education will be diverted, the specific methods of operation will vary according to the different universities.

2. Advantages of Large-scale Enrollment

2.1 Reduce Blindness in Applying for Examinations

When college entrance examination candidates apply for the examination, they often do not have a deep understanding of the major of the university, which is relatively shallow and can not deeply understand the differences between different majors of similar disciplines. The large-scale enrollment system enables similar majors to be described in a comprehensive language, giving a general direction of research, but the micro-differences do not require students to understand now. Only need to participate in general education after entering school, through the introduction of different professional education and teaching, so that students know what their interests are. Only in this way can we have a reasonable career plan that meets our own wishes. Therefore, large-scale enrollment to a large extent alleviates the confusion and confusion of college entrance examines in the choice of majors, which is conducive to stimulating students' enthusiasm and interest in learning, and avoids the phenomenon that examines are eventually admitted to majors far from their own interests.

2.2 Compliance with Volunteer Intention

After the admission, most of the students will choose their own satisfactory majors, and some of them will not understand and be interested in the majors they are admitted to. Through the buffer of general education in large categories of enrollment and the guidance of University teachers, they will re-arouse the emotion of choosing majors. Let students grasp the right to choose their major according to their grades and performances after 1-2 years. It can also avoid students' relaxation, laziness and boredom from the tense middle school period to the gentle College life. After entering the university, students still use their study status and achievements to obtain the right to choose majors, which will make the nervous mood of the college entrance examination continue in the university, thus making

the learning atmosphere of the University virtuous circle and improving the style of study. At the same time, students should be given more choice space and time so that they can better understand their goals and develop their interests and abilities to the greatest extent, and train and train the talents needed by the society. Moreover, to some extent, the policy has effectively relieved the work intensity and pressure of the government and school admission departments.

2.3 Improving School Efficiency

On the one hand, it can overcome the scattered situation caused by the over-detailed specialty settings in the past, give full play to the command and overall planning role of the faculty in the teaching process, facilitate the rational and effective allocation of teaching resources such as teachers, equipment and so on, and improve the school running efficiency. On the other hand, all departments and colleges set out from the training requirements of "wide caliber and thick foundation", broaden the professional coverage, construct a new subject system and curriculum system, further optimize the training mode of talents, put forward higher requirements for the school running conditions and other aspects, which is conducive to the continuous integration of their own teaching resources, improve the level of running schools, and promote schools. The school further develops to highlight its educational personality and brand.

3. The Drawbacks of Large-Scale Enrollment

3.1 The Final Choice of Profession is not in Keeping With One's own Wishes

Large-scale enrollment in Colleges and universities determines the priority of the right of choice through their academic achievements and performance during their freshman or sophomore years. Each University will have specific and different diversion policies, but all of them are determined by their performance after they enter the University synthetically. The results of the comprehensive assessment depend on the students' diligence, intelligence quotient, personality and other comprehensive factors. If the students are excellent in all aspects, they will have priority in the choice of majors. Students who are generally or poorly performing in all aspects may miss their favorite majors. From this point of view, it seems that this system is not absolutely fair and reasonable. Professional impact on students will be long-term, or even accompanied by a person's life, this will not be unfair.

3.2 No one Shows Any Interest in "Disliked" Major

The "disliked" major is not a professional without value. It plays an important role in all aspects of social construction. However, due to the adjustment of market leverage, these majors may not bring people's recognition of value. No one likes those majors more and more, students are not interested, teachers are not motivated, forming a vicious circle. In the diversion of large-scale enrollment, most students will choose the major with good employment prospects and high salaries in related fields after graduation. However, the inferiority performance of those students with inferiority majors will make the depressed majors more and more unoptimistic. Such serious polarization is the most serious disadvantage of large-scale diversion. It will adjust the teaching staff to adapt to the situation, thus weakening the comprehensive strength of this kind of specialty. This is not conducive to the long-term development of the profession, but will also bring about serious shortage of popular professional teachers and other phenomena.

4. Summary

To sum up, the large-scale enrollment system coexists with the traditional enrollment system in China's colleges and universities. College entrance examination students need to have a certain degree of understanding of this system, so as to help them choose their major reasonably and scientifically, and carry out their own career planning as soon as possible.

Acknowledgements

This work is supported by the Education Department of Heilongjiang province science “13th Five-Year” Plan (No. GJC1316182).and project by the Education and Teaching Plan of Jiamusi University (No.2016JL1027).

References

- [1]. Niu Qingwei, Zhang Qingrong, et al. Research and practice of specialty diversion by category [J]. Petroleum Education.2008.
- [2]. Wang Xiaoli, Tian Wei. Multistage Professional Diversion: Exploration of Innovative Mode of Talent Cultivation in Universities [J]. Journal of Shenyang Normal University. 2009.
- [3]. Zhang Xiaoming, Wang Yanni. Reflections on Deepening the Enrollment of Talents by Category [J]. Journal of Northeast Agricultural University. 2010.
- [4]. Hao Yuzhu. Exploration and Practice of the Model of "Enrollment in Large Categories and Distribution Training" in Colleges and Universities [J]. Guide to Economic Research.2012.
- [5]. Wang Xiaolan, Shen Yaoliang. A Brief Talk on Professional Diversion in Enrollment and Training of Large Classes [J]. Journal of Chifeng University.2011.
- [6]. Zhong Qingping. Thoughts on the Impact of Enrollment on Students'Professional Training [J]. Journal of Southwest Agricultural University.2011.
- [7]. Zhang Xiaofen. The "Freshman Guidance" Model for Enrollment of Large Categories [J]. Journal of Shenyang Normal University. 2012.
- [8]. Zhang Shimin, Cai Yang, et al. [J] Research on Professional Distribution under the Background of Large Class Enrollment [J]. Journal of Hebei University of Economics and Trade.2013.
- [9]. Wang Yiyao. Discussing the Divergence of Enrollment in Colleges and Universities [J]. Journal of Chifeng Universit. 2011.
- [10]. Tang Suqiong. An Analysis of the Advantages and Disadvantages of Implementing Enrollment in Colleges and Universities [J]. China Higher Education Research Institute, 2009.