

Research on the Reform of Employment-oriented Curriculum in Higher Education

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Abstract—With the rapid development of society and economy, higher education in China has shown a high momentum. The types, levels and specifications of running schools of various colleges and universities in China are very distinctive and unique, and their talent training modes are also more diversified. The employment-oriented cultivation of application-oriented talents not only meets the requirements of The Times, but also meets the needs of higher education personnel training mode. The implementation of the employment-oriented idea in higher education talent training means the observation of the future social role of vocational posts and educational subjects in the process of education decision-making and implementation. The core of this training mode lies in the adaptation to practical needs, the innovation and design of development rules, the design and improvement of learning structure and curriculum system, the guidance, implementation and guarantee of relevant systems. Explore the secondary channels of extracurricular activities to cultivate students' employability; Explore the third channel of off-campus internship to fully shape students' professional quality and professional skills.

Keywords—colleges and universities; Talent training mode; Employment—oriented

I. THE IMPORTANCE OF EMPLOYMENT-ORIENTED TEACHING REFORM

A. *Employment-oriented teaching reform can improve students' professional understanding.*

Employment-oriented education can not only meet the needs of economic construction and social development, but also meet the fundamental needs of the people. Investment in education can help increase productivity and increase economic efficiency for the country. For individuals, employment-oriented teaching can deepen students', understanding of the profession and become more aware of the professional future employment direction. It is the basis for obtaining ideal positions. Many colleges and universities have started career planning courses for freshmen. The course can be started from the perspective of employment, improve students', understanding of the majors they have studied, and start from their own development and interests. Planning is more conducive to students looking for their own ideals, fighting for ideals, rather than looking for confusion in college and wasting a good time.

B. *Employment-oriented teaching mode can achieve the balance of talent supply and demand.*

With the development of China's modernization and urbanization process, the market plays a very important role in the allocation of human resources, which makes the talents cultivated by colleges and universities have a good market prospect. Judging from the demand of the labor market, the relationship between the quantity and quality of labor in the market and the relationship between the supply and demand of labor will have a huge impact on economic development. In the allocation of human resources in the market, after the students who have been trained in the university enter the labor market, they can realize the allocation and integration of resources, and then truly exert the economic functions of the education and cultivate the economic development. The talents needed. In such a cycle, the employment-oriented teaching model can start from the needs of society, promote the balance of supply and demand of talents in the society, and promote the better development of the economy.

II. THERE ARE SOME MISTAKES IN THE EMPLOYMENT-ORIENTED TEACHING IN COLLEGES AND UNIVERSITIES

A. *The confusion of the cultivation of applied talents in colleges and universities.*

With the advent of the era of popular education, although the university has repositioned the specifications of talent training to cope with the changes in market demand, this change has no substantive effect. It is undeniable that the colleges and universities have a very vague understanding of the long-term mechanism of talent cultivation. There have been some problems in the implementation of China's higher education system, for example, the disconnection between secondary education and university education. The exam-oriented education makes the middle school students bury their heads hard, but it is relatively blank in the overall development of moral, intellectual, and artistic work. Most middle school students will feel confused after entering the university. On the one hand, colleges and universities can not reasonably grasp the law of the operation of the education market. The government promotes mass education from the top down. Colleges and universities have a process from passive acceptance to active adaptation. However, because mass education is not driven by the laws of the education market, the university guarantees There is no survival of the fittest under the sexual system, which has lost the competitive power to some extent. On the other hand, colleges lack the enthusiasm to grasp the market trends, only occasionally cater to the short-term market demand, blindly follow the curriculum, resulting in the waste of educational resources and personnel training. The employment-oriented starting point is to promote student employment, but the results are often counterproductive. In today's

rapid development, the adjustment of ideas often cannot keep up with the rhythm of the times. As far as the cultivation of applied talents in colleges and universities is concerned, it pays attention to cultivating students' practical skills but neglects to fundamentally change students' thinking. It is not enough for the talent training standards of colleges and universities to stay at the skill level. This is impossible to grasp the market opportunity and will only be unable to do so under the market wave. Today's market environment requires colleges and universities to establish a reasonable talent training position, timely change students' career choice and employment concept, and establish a sound application talent system.

B. Unclear operation of applied talents in universities.

Because the colleges and universities do not have a clear understanding of the cultivation of applied talents, it directly affects the specific operation of talent cultivation, which leads to the inability to coordinate the relationship between the market and universities. Under the background of the era of mass education, the talents cultivated by colleges and universities cannot meet the needs of the market, resulting in a certain waste of talents and resources. Examination-oriented education brings problems to the application of talents in colleges and universities. We cannot blame all the causes on colleges and universities. However, at a certain level, colleges and universities have not invested enough energy and funds in the training and guidance of applied talents. It is far from enough for colleges and universities to invest in the "reprocessing" of "test-oriented education products". Different stages, different professional platforms and capital investment are necessary. In addition, although higher education tends to be market-oriented, under the government's institutional guarantee, colleges lack competitive power. Colleges and universities continue to expand enrollment, blindly pursue a variety of majors, blindly expand the scale of the school, but they have neglected their own characteristics, and there is a serious misunderstanding of the market rules. Excessive image construction will only make colleges and universities neglect the construction of their own connotations. What the society needs is different types of outstanding talents cultivated under different training modes, rather than uncharacteristic large unified talents. IN addition, the specific implementation of the talent training program in colleges and universities is too formal. The application-based talent training model should be universally recognized and able to make a real impact on the students' mind and body. When the application-oriented talent training model only stays at the institutional level, when all the forms are in the form, the actual effect of the application-oriented talent training in colleges and universities is not satisfactory.

III. THE EMPLOYMENT-ORIENTED TEACHING REFORM STRATEGY OF COLLEGES AND UNIVERSITIES

The cultivation of talents in colleges and universities serves the development of society. Its purpose is to cultivate talents that are useful to the country and society so that they can better contribute to society. Employment-oriented training of applied talents in colleges and universities is to promote student employment and achieve balanced development in all walks of life. This talent training model must focus on the target requirements of knowledge ability, practice level, innovation ability and comprehensive quality, build a relatively independent and internal unified application-oriented talent training system, and cultivate talents with solid foundation, high ability and good quality. Colleges and universities must break the traditional teaching model, integrate teaching resources, focus on ability training, and realize the organic combination of knowledge and ability.

A. The stratification of the talent training model.

For a higher education system, the popularization of higher education and the diversification of higher education are a pair of inevitable twin brothers in the development of higher education. The university's talent training model can meet the continuous development of academics, the satisfaction of diverse social needs and the great development of individuals. If the macro-position of a university is determined to be a teaching university and a higher vocational college, then teaching and professionalism are its main characteristics, and its talent training model must consider the direct needs of the labor market. Such a university must constantly be based on the needs of talents and the requirements of the professional sector. Its training talents are applied and technical talents, and it is the talents urgently needed by the current society. If a university positions itself at the research type level, it mainly considers the pursuit of academics in talent cultivation. At the same time, social needs must also be considered. However, such universities should not take social needs as the main direction, nor should they spend too much energy on career majors. Such universities are usually "academic-oriented." "Like Tsinghua University, it belongs to this type. Research universities are more academic and basic because of their talent training model. Most of the undergraduate students they train will enter the postgraduate stage, so it is usually not necessary to consider the employment problems of undergraduate graduates. If a university positions itself in a teaching research or research teaching university, it will usually face a dilemma in determining the talent training model. On the one hand, we do not want to abandon the professions with high economic benefits, good market efficiency and high employment rate; on the other hand, we want to improve the academic level and improve the grade of the school. Such schools are often the most stressful schools for graduates. The talent training model of such schools should be an organic combination of "social orientation" and "academic orientation".

B. Improvement of professional curriculum.

The current college majors and curriculums can be divided into three categories: wide professional, narrow direction, "general education + professional education" and "multiple combination general education + multi-mode major". IN response to changing social needs, the "multiple combination of general education + multi-model majors" will have incomparable advantages. "Multiple combination general education" is to form an organic integration of general education and specialized education in the specific curriculum, and form a pattern of two kinds of education: you and me. The "multi-mode major" is to

miniaturize the field of majors and has a special advantage in responding to changes in the needs of the social profession. The miniaturization of the curriculum has greatly increased the flexibility of adjustments in the face of social changes. Each change requires only adjustments to some of the micro-curricular courses, rather than the original professional model. Moreover, the number of majors can be greatly increased, thus making the majors diversified. This kind of diversification is obviously more important for the employment of students than the singular major.

C. Deepening the theory of employment education.

The goals to be achieved in employment education at the stage of "popular employment" can be divided into three levels. First, the initial goal of college employment education is to help students achieve employment, that is, to make students as professional as possible, so as not to be unemployed after graduation, we call it knot employment. Second: The medium-level goal of college employment education is to help students find a career with a high degree of matching, which can be called harmonious employment. It only means that the student has a work unit, which only means the end of the employment event that the student must face when he graduates. If the goal of employment education only stays at this level and is only satisfied with this, then the future professional status and professional development level of college students are really "not yet unpredictable." Third: The most advanced goal of college employment education is to cultivate the consciousness, concept and ability of college students to choose their own career development, in order to illustrate their long-term development, which can be called developmental employment. The old saying "giving people to fish instead of giving people to fish" is the best explanation for this goal. The cultivation of college students' long-term ability should be the highest goal of college employment education. This means that college employment education should not only help students to find jobs with relatively high matching, but also improve their professional self-regulation. Therefore, the following three feasible suggestions are proposed:

D. Emphasis on practical teaching.

The level of practical ability is one of the important indicators to measure whether it is a new type of talent. Practical ability affects the employment opportunities and employment quality of college students. Therefore, colleges and universities should pay attention to the rational allocation of curriculum time and content arrangement when formulating college personnel training programs, strengthen the training of students' practical ability in the curriculum, stimulate students' more initiative, and let students have more free time to invest. In the study, for example, it is possible to appropriately reduce the content of theoretical teaching, increase the number of practical teaching sessions, provide more practical mobile phone sessions, and better convert theoretical knowledge into skills. In addition, colleges and universities should take the initiative to strengthen social ties, advocate research and discussion-based teaching, and cultivate innovative thinking and innovative ability in the process.

E. Enrich teaching content.

The curriculum system is an indispensable part of the training program and an important condition for the training of professionals in colleges and universities. The general time of colleges and universities in China is set relatively long, which is not suitable for the rapid development of social economy. Of course, there are also various problems in the curriculum setting of colleges and universities. For example, the curriculum is relatively lagging, and the instructors cannot follow the pace of the times to adjust the teaching content and methods accordingly. If the setting of college curriculum cannot be optimized and adjusted in time, it will delay the cultivation of talents and is not conducive to the personal development of students. The employment-oriented talent training mode of colleges and universities should be adjusted and optimized according to the development requirements of the disciplines and the common development of students in the curriculum setting, transforming the educational concept, enriching the teaching content, and innovating teaching methods.

F. Improve employability.

If we want to expand the overall quality of students, we must effectively improve the ability level and quality of students. Therefore, colleges and universities need to expand the quality of scientific norms as the comprehensive development of students, pay attention to humanities education, and shape students' sound personality. On the one hand, improve the overall quality of students, cultivate students' sense of innovation and ability, and require students to participate in certain extracurricular practice activities; on the other hand, carry out flexible and diverse quality development activities in schools, cultivate students' initiative in learning, and encourage students to improve. At the same time of professional ability, improve comprehensive ability, and improve students' social ability and unity in cooperation.

IV. CONCLUSION

Higher education is oriented to cultivating professional talents, so it is necessary to keep up with the pace of The Times, conform to the development trend of the society, and innovate teaching ideas and teaching methods. The traditional education mode restricts the establishment of the talent training mode in colleges and universities. We must make bold innovations to break away from these restraints, clarify the current training objectives and talent positioning of colleges and universities, completely change the traditional education mode and the education system, construct a complete employment-oriented teaching system, train high-quality, high-level and high-capacity application-oriented talents, and make full preparations for the future role in society. The employment-oriented application-oriented talent training mode in China's colleges and universities will definitely cater to the evolution of The Times and reflect its own advantages, so as to achieve substantial development. Professional

knowledge, strong practical ability, high comprehensive quality, and a strong technology application, promotion, conversion ability of talent.

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