

Research on Undergraduates' Employability and Its Development Path

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Abstract: With the popularization of higher education in our country, the number of college students is increasing, and the employment of college students has also become a social problem. College students not only need to learn knowledge, but more importantly, they need to use the knowledge they learn to serve the society. College graduates are an important part of the formation of national technological resources. Therefore, it is very important to cultivate the employability of college students. This article will introduce the current situation of employability cultivation of college students, analyze the influencing factors of employability, and put forward my own opinions on how to develop college students' employability.

1. Introduction

At present, the employment of college students in our country is facing huge challenges. According to relevant data from the Ministry of Education, the number of college graduates nationwide will reach more than 7.27 million in 2014, an increase of more than 200,000 from 2013. In addition to previous graduates, the number of college graduates who need employment is still very large. The severe employment situation of college graduates has prompted us to further calmly think about the current policy of promoting college students' employment, re-examine the quality of higher education, and strive to change the current situation of college students' employment difficulties from the source and fundamentally. Research on how to improve the employability of college students and enhance their competitiveness in employment, so as to improve the efficiency and quality of employment of college students, is of great significance for solving the employment difficulties of college students.

2. The Concept and Composition of the Employability of College Students

Whether it is foreign or domestic, with the popularization of higher education, the difficulty of employment of college students has begun to emerge, and the research on the employability of college students has gradually increased. In the 1950s, British scholars put forward the concept of "employability". my country first introduced this concept in the 1990s and applied it to research on the reemployment of laid-off workers. Despite this, because different scholars have different understandings of employability, scholars at home and abroad have not yet reached a completely consistent conclusion on the connotation of college students' employability. In the 1990s abroad, employability became an important research vocabulary in the fields of policy analysis and human resource management in the European and American labor markets. Different scholars interpreted employability from different perspectives. Until 2004, when the concept of employability was defined, American scholar Fugate and others introduced the concept of social capital. They believe that employability refers to the ability to identify job opportunities and obtain jobs. It consists of three dimensions: career recognition, personal adaptability, and social and human capital. Developed the horizon of employability research. Domestic scholars' research on the employability of college students is due to the reform of the employment system of college students and the large-scale expansion of colleges and universities. In 1997, the employment of college graduates in our country entered the era of "two-way choice and independent job selection". The large-scale expansion of colleges and universities across the country in 1999 exacerbated the emergence of college students' employment difficulties, so the issue of college students' employability began to

enter the field of researchers. Zheng Xiaoming, who first clearly put forward the concept of college students' employability, believes that employability is the ability of college students to realize their ideals of employment, meet social needs, and realize their own value in social life through the learning of knowledge and the improvement of their overall quality while they are in school. Wen Shaobao believes that the employability of college students is a comprehensive ability that is developed on the basis of learning ability and is related to the profession and embedded in the individual's body and mind. Tan Yi believes that the concept of employability of college students cannot be fully explained from the perspective of human capital. The actual labor market is embedded in a certain social relationship. In the acquisition of employment ability of college students, the acquisition of professional positions and career development, Social capital that reflects people's social relationships plays an important role. Therefore, the definition of the concept of college students' employability must include social capital factors.

3. The Current Situation and Influencing Factors of Undergraduates' Employability

Employment guidance has always been a key task of universities. According to observations in recent years, we have found that there are the following five problems in the cultivation of college students' employability. First, ignore the training of professional skills. At present, the training of college students' knowledge and skills in colleges and universities mainly focuses on basic skills, and there is less training of professional skills, which makes students not competent for specific positions after graduation. Second, pay attention to the employment guidance of graduates and neglect the career planning of freshmen. Employment guidance in most colleges and universities is carried out for graduates. There is a lack of career planning for freshmen who have just entered the school. Such ability training is lagging behind. Third, pay attention to the cultivation of students' ability to apply for jobs and ignore the cultivation of vocational ability. Students only know how to find a job but do not know how to improve their vocational ability. Fourth, pay attention to the release of employment information and neglect to train students in targeted employment ability. Fifth, most of them focus on school training, ignoring the cultivation of students' practical ability.

Different schools have different professional education goals, but no matter what kind of education goal is, it is a decisive factor for talent cultivation. The goal of a school's talent training determines the subsequent curriculum design, training system, teaching evaluation standards and a series of contents, and determines what kind of talents the university cultivates. In order to improve the employability of college students, we must first position the training of talents, find out the educational goals, and formulate a capacity training plan from an overall level.

The direction of the major determines the future career direction of students. Therefore, different majors have different requirements for talent training. When setting up majors, schools must consider factors such as the development stage of the industry and the demand for talents in the society, and grasp the size of the professional caliber to avoid convergence. Today's enterprises have relatively high requirements for the comprehensive ability of talents, so the professional caliber of the school cannot be too narrow. Of course, it should not be too wide, and the professionalism of talents should be guaranteed.

The so-called training method is to allow students to acquire knowledge and skills in a certain way. Different schools have different training methods in different countries. British and American countries encourage students to cultivate employability by participating in scientific research projects. The cultivation of employability of Chinese college students is mainly through a combination of classroom education and practice. Practical education is not only corporate practice, but also includes social practice, campus culture construction and other ways. Through practical education, students' knowledge is transformed into abilities, so that they can acquire the qualities and skills needed for future work in practice.

Employment guidance in China is generally aimed at graduates, but in developed countries, career planning guidance is often started when freshmen enter the school. The employability of college students not only includes knowledge and skills, but also includes the sense of responsibility, enterprising spirit, and work attitude cultivated in the long-term study and work, and

these cannot be formed by overnight guidance. Therefore, many colleges and universities use various forms to help students discover their hobbies, look for career directions, and cultivate professional abilities during their freshman year. Since the major choices of Chinese students are often the wishes of their parents, there is a lot of blindness, and career planning guidance is even more important.

4. Development Path to Improve the Employability of College Students

The various national policies on the employment of college students are favorable external conditions to help college students find employment, while the idea of self-employment development of college students is the internal condition for college students to achieve employment. External conditions play a supporting role, while internal conditions are the core factor. Only through the continuous improvement of internal conditions can external conditions play their true role. Therefore, the cultivation of the employability of college students must start with themselves, from the beginning of entering the university, every study in the university is to pave the way for employability. Colleges and universities should also focus on the cultivation of the employability of college students, help students understand employment trends, understand employment policies, and formulate long-term career plans based on their own actual conditions. Sophomores gradually let students participate in social practice. On the one hand, they apply the knowledge learned in the classroom to specific tasks, discover their own deficiencies in time and correct them; on the other hand, improve the level of professional skills related to the profession, combining theory and practice. The method will promote the continuous improvement of college students' employability. In the third and fourth stages, students should be encouraged to choose the employment method that suits them, and make different employment guidance according to different situations to meet the different needs of students' employability. Oriented by market employment needs, cultivating high-quality talents. Colleges and universities train college students to provide useful talents for the development of society. College students must eventually enter society, contribute to social development, and apply what they have learned. The development of higher education must keep pace with the times, keep up with the main theme of the times, and keep up with the pace of social and economic development. Therefore, colleges and universities must promptly reform the talent training model, professional settings and teaching system according to the needs of the society, so that colleges and universities can graduate Born to adapt to the market when employed. Make timely adjustments to the professional structure to meet the needs of the market. The talent training plan oriented by market employment needs is to make the professional setting of colleges and universities meet the needs of society and reflect the changes in market demand, so as to cultivate applicable talents that adapt to social development and meet the needs of the market. Pay attention to the cultivation of practical ability and promote the talent training mode of school-enterprise cooperation. College education should strengthen practical teaching and improve the practical skills of college students on the basis of professional theoretical knowledge education; colleges and universities should also strengthen various cooperation with off-campus enterprises, create employment practice bases for students, build practical platforms, and actively train students. Practical skills to improve the employability of college students. 2.3. Reform the educational assessment method. For colleges and universities, it is necessary to establish an assessment method adapted to the development of students, with employment as the basic orientation, and on the basis of the traditional examination-based assessment standards, to increase the proportion of practical skills assessment. The actual practical skill level is a new directional indicator, focusing on cultivating practical ability, so that the assessment becomes a real tool to promote the growth of students.

The cultivation of the employability of college students is an important task of college education, and it should run through the entire college life. College teachers should provide full-course employment guidance to college students. It should not be attributed to a certain individual or a certain department, but to all college teachers. Shared responsibility. To this end, the school must create a general mobilization of employment guidance atmosphere to help college students carry out

reasonable career planning. Give different forms of guidance to students of different majors and different personalities, and launch employment guidance work in a targeted manner. Employment guidance throughout the entire process refers to the comprehensive training of vocational skills and vocational abilities and employment guidance at different stages of learning, not just guidance on employment skills for graduates. In the freshman year, students can be guided to discover their own interests and make preliminary explorations on the content of interest. In the sophomore stage, since they already have a certain understanding of what they have learned, students can initially determine their career intentions, and they can practice their career intentions through internships during the winter and summer vacations, and make adjustments based on practice. The junior year should determine the professional intention and carry out the targeted training of professional ability. The senior year is to train specific job search skills and provide employment information. This whole process of employment guidance not only allows students to have certain application skills, but also allows them to find a career that suits them and cultivate the vocational skills required by the job.

5. Conclusion

The problem of college students' difficulty in finding employment is not because there is a surplus of college students, nor is it that employers do not need college students, but because college students' employability is low. Therefore, the focus of solving this problem is to improve college students' employability and improve their professional knowledge. Vigorously launching employment training activities, enhancing the ability of college students to deal with problems, and planning for their careers, all of which can effectively help college students solve employment problems. To improve the employability of college students, it is necessary to center on college education, pay attention to the cultivation of students' practical ability in employment, and promote development with ability. Based on the improvement of students' self-employment awareness, help students establish a correct outlook on career choices. While studying professional knowledge, students strive to improve their personal employability so as to adapt to the needs of the society and occupy a favorable position in the fierce social competition.

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