

Research on Promoting College Students' Employment with School-Enterprise Cooperative Education

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Abstract: In the new era, the enrollment of college students has expanded, and the traditional education structure and knowledge system have greatly improved compared with the past. Although the state attaches special importance to school construction and talent training, the employment situation for college students remains grim. At present, problems such as difficult employment for college students, outdated employment concepts, and poor psychological quality of employment have frequently arisen, and they have now been widely concerned by the society. In response to this situation, enterprises and schools should work together to create a high-quality employment system for students with school-enterprise cooperation to maximize the self-worth of college students, and then promote long-term social development and progress on this basis.

1. Introduction

Under the trend of expanding student enrollment in colleges and universities, the number of college students has increased year after year, coupled with changes in employment policies, the problem of college graduates' difficulty in finding employment has grown from a personal problem and a school problem to a social problem. At present, the employment situation of college students is not optimistic. The situation of oversupply of talents is particularly obvious. As a result, many people are unemployed without employment. Improving the employment competitiveness of college students and changing the embarrassing situation of difficult employment and student employment in the past is an urgent task.

2. Elaboration on the Current Employment Problem of College Students

With the advent of the era of economic globalization, the speed of urban-rural integration is accelerating. Based on the background of national policy support, social enterprise assistance, and college students' independence, the domestic employment prospects are bright, but the overall employment situation is not optimistic, and the employment risk and employment pressure of college students have doubled. The total number of college graduates has increased year after year, and employment pressure has never been greater. In the education and teaching work of colleges and universities, there is a general emphasis on the transfer of theoretical knowledge and examination-oriented education management. Students' practical ability and comprehensive literacy as well as education at the level of career planning involve little, making it difficult for companies to recruit suitable talents. During the industrial structure layout stage, the former extensive and single management model was shifted to a composite and intensive management position. The choice of college students' specialty and specialty cultivation and the establishment of values were not commensurate with the existing domestic industrial structure and employment system. The employment rate continues to decline.

2.1 The Total Number of College Students is Too Large

At the beginning of the founding of New China, the total number of domestic college students was only 210,000. After the reform and opening up, especially after the establishment of a market-priced economic system, the number of college students has increased sharply year after year, changing from the previous concept of elite education to the concept of mass education. The

number of graduates from 2010 to 2017 increased year-on-year according to a year-on-year growth rate of 2% -5%, and the cumulative number of graduates in the past 7 years reached 57.06 million. In 2018, the number of college graduates in the country exceeded 8 million for the first time. According to the statistics of the Ministry of Education, the number of graduates of ordinary colleges and universities in 2019 is expected to reach 8.34 million, creating a new high in the number of graduates in the past 10 years. The employment situation is tense and severe. .

2.2 The Education Model is Inconsistent with the Employment Needs of Enterprises

In the special stage of economic transformation and system transition, colleges and universities are the main positions for talent cultivation, but looking at the current situation, they have not shown their due effect. The problem of college students' difficulty in finding jobs and employment positions are not in line with expectations, which has a lot to do with the educational philosophy and cultivation methods of colleges and universities. It should be understood that the current number of college students has increased year after year, and the number of college students has continued to increase. The quality and abilities of college students are different, and their interests are different. Based on the university management system under test-oriented education, students focus their energy and time on improving performance. Mechanical education dominates the classroom and students. Students learn in such an atmosphere, and they will not feel relaxed or free. . Colleges and universities care too much about the transfer of theoretical knowledge, and their practical ability and psychological literacy training have been put aside. Today's market competition is intensifying. Employers in enterprises not only take professional knowledge as the assessment standard, but also take employment experience, professional ethics, practical ability, etc. as assessment indicators, but colleges and universities have seriously ignored these factors when conducting talent education. The concept of talent cultivation in universities is “disconnected” with the needs of enterprises, which not only leads to a shortage of workers in enterprises, but also makes it difficult for students to find jobs.

2.3 The Imbalance of Industrial Structure and College Students' Employment Preferences

Following the principles of sustainable development and the establishment of a resource-saving and environment-friendly society, the optimization and upgrading of the industrial structure is regarded as a priority, and the country's primary industry, secondary industry, and tertiary industry are continuously promoted to flourish and balanced in accordance with social needs. The proportion of development of various industries is the inevitable trend of future social development. Because the reform of the university management system and the efficient education system is slow, and it has not kept pace with industrial innovation, there are major loopholes in school professional settings and career planning, which makes students' employment choices particularly difficult. Due to the different levels of regional economic development in China, the dual structure of urban and rural areas is very obvious. After graduation, most college students will choose to work in cities such as Beijing, Shanghai, and Guangzhou, which will cause a shortage of talents in underdeveloped areas. Many college students insist on staying in big cities because of their psychological needs, economic development, and life planning. It is precisely because most people have regional prejudice for job hunting. Compared with human resources in developed and underdeveloped regions, the former is surplus, while the latter is insufficient, and regional economic development is affected.

3. Some Reasons That Affect the Employment of College Students

3.1 Social Support System Needs to Be Optimized

The number of college graduates has increased year after year, the employment problem has become a major problem, and it has now risen to the level of social problems. In order to promote graduate employment and entrepreneurship, relevant departments have issued related policies and guidelines. Although college students have more choices, the final results are still not satisfactory.

First, a number of policies promulgated by the state failed to reach university students. Some students did not yearn for grassroots work. Some students knew little about entrepreneurship and did not know the latest national policies and regulations.

Second, the lack of publicity is the main problem. Many students do not have a deep understanding of the concept of employment and fail to fully grasp the job requirements, which leads to difficulties in employment.

Third, the national government needs to be adjusted and optimized. The current policies have not fully adapted to the employment needs of college students and the needs of corporate employment.

3.2 Poor Results of Employment Guidance in Colleges

In the daily teaching work of colleges and universities, assuming that the employment guidance for students can be strengthened, the existing employment situation of students will be optimized. At the same time as the rapid development of the socialist market economy, the employment situation is also very grim. Many universities have realized that there are many problems in their own education and have begun to provide employment guidance and education to the majority of college and university students. In place:

First of all, some schools use the teaching mode to guide students' employment, which will reduce students' interest in learning, and the practicality of this employment guidance mode is seriously insufficient and the quality of teaching is not high.

Secondly, the infrastructure has not been updated, and many schools are not at all concerned with the guidance of students' employment, so the resources invested in them are very small.

Finally, the employment guidance method is single. Rich and varied employment guidance can achieve more effective teaching results, which is contrary to what is expected. Nowadays, there are always several types of employment guidance in colleges and universities, and students will not actively participate. Therefore, it is difficult for employment guidance to achieve the expected results.

3.3 The Own Reasons of Students

College students' own problems are the core reasons that make them difficult to find employment:

First of all, I did not understand employment correctly, blindly positioned employment goals, and many students had too high expectations when choosing employment, blindly confident, overestimated their own strengths, but in the end they were not qualified for the job, and regretted returning.

Secondly, the employment attitude is not correct. Many college students think that their academic qualifications are higher than those of other people, and they should find a good job. This high-level wrong employment concept also makes it difficult for college students to find employment.

In addition, employment resources are scarce. Most of the employment resources of college students come from job fairs and graduate employment information networks. These are difficult to meet the future employment needs of college students, so that it is difficult to find employment. Assuming that you can use your contacts to expand your employment path, you can better handle the employment problem.

Finally, employment planning is unreasonable. While college students are in school, most people are unfamiliar with "employment planning", and some have not even heard the term. College students lack a rational understanding of ontological career planning, and they must be busy and confused when choosing employment.

4. Analysis of the Significance of School-Enterprise Cooperation in Promoting the Employment of College Students

4.1 School-Enterprise Cooperation Can Enhance the Employment Competitiveness of College Students

College education is not only to teach professional theoretical knowledge, but also to cultivate students' practical ability. The education of college students generally neglects the cultivation of students' practical ability. School-enterprise cooperation can make up for these shortcomings and deficiencies, and also provide high-quality practical guidance. In the course of practice, students can transform the knowledge learned at school into practical ability within the enterprise, and will further deepen students' understanding of theoretical knowledge. Therefore, carrying out school-enterprise cooperative education is of great benefit to improving students' employment competitiveness.

4.2 School-Enterprise Cooperation Can Build a Diversified Employment Platform for Students

After the school-enterprise cooperation, the company and the school are linked together to provide students with communication, cooperation and resource sharing. The school-enterprise cooperation mechanism is used to educate students so that students can go deeper into the enterprise and experience the corporate culture, corporate rules and regulations, and the true strength of the enterprise at a close distance. In the process of school-enterprise cooperative education, enterprises will master the basic information of students, including their abilities and knowledge, and be a human being. The school and the company will help each other and win-win cooperation. Nasr attracts outstanding talents to enter the enterprise, and it will also ruminate the school, improving the effectiveness of practical education in colleges and universities.

4.3 School-Enterprise Cooperation Will Help Students Establish a Correct Employment Values

Every year, a large number of college students rush to the market to compete for jobs in China, with the aim of optimizing the employment environment in depth. Related departments have issued policies to encourage college students to work at grassroots and non-public enterprises. Many graduates do not have a thorough understanding of work when they graduate, so it is inevitable that they hesitate and follow blindly. Some college students do not even know what they can and should do after graduation. The operation of the school-enterprise cooperative education mode allows the majority of college students to be "knowledgeable" about the nature of work, job requirements, and job prospects, and also has the right to choose when they are employed. Students have experienced practical exercises in the enterprise, and students will gradually form a formalized employment concept, understand their abilities, and have a hard time, choosing a job that suits them.

4.4 School-Enterprise Cooperation Will Enable Students to Adapt to the Work Rhythm Faster

When students leave the school and enter the society, they will inevitably feel a little uncomfortable when they first start employment. In serious cases, they will also lose confidence, work hard and even lose their jobs. School-enterprise cooperative teaching, students have gradually become familiar with work in university life, practical skills have also been exercised during this period, in the future when working in employment positions will not be unfamiliar with the working environment. There is also a general preference for comprehensive and practical talents when hiring talents in enterprises. Many students have reached a consensus with the enterprise side during internships, thus solving their own employment problems.

5. Analysis of Problems in School-Enterprise Cooperative Education

5.1 The Wrong Understanding of School-Enterprise Cooperative Education

Colleges and universities are the main responsible parties in the operation of the school-enterprise cooperative education model. School educational ideas and educational concepts will have a direct impact on the effect of school-enterprise cooperation. Many colleges and universities have incomplete understanding of school-enterprise cooperation education, and there are misunderstandings. They mistakenly believe that school-enterprise cooperation needs to focus and settle on project research and openness, and treat theoretical indoctrination as the focus when educating students. No contact has been reached with the enterprise. Even if there is practical teaching infiltration, it is mostly superficial and fails to combine theory and practice.

5.2 School-Enterprise Cooperation “Walked the Scene”

Some universities regard school-enterprise cooperation as a “second classroom”. In this kind of classroom education, it is carried out purely in a social practice mode, and in most cases, it is just a simple matter of entering the enterprise and walking across the field. In daily teaching activities, almost Will not be involved. It should be noted that enterprises are an important part of school-enterprise cooperation. Accepting students for internships will not be of practical help to work tasks, even if some enterprises will lead students to understand the company's production processes and corporate culture, as well as regulations, However, during the period, it has not been combined with the students' professional theory and work practice, so school-enterprise cooperation has always been difficult to achieve results.

6. Analysis on the Proposals for Promoting College Students' Employment with School-Enterprise Cooperative Education

6.1 Promote College Education Reform with School-Enterprise Cooperation

In the entire process of promoting the reform of colleges and universities, schools must work together with enterprises, especially at the professional setting level. It must be practical from a practical perspective and combined with the actual situation of market economy development. Master, at the same time, industry experts and scholars are invited to discuss the school's major construction plans, and then based on this, develop a visionary admissions plan, carry out scientific and effective professional settings, to avoid future employment difficulties. On the school side, leaders in charge of teaching business need to go deep into the enterprise to conduct field surveys, understand the latest technology today, and then improve teaching materials, optimize teaching content, and achieve a perfect connection with enterprise technology. The correct approach is to create an order-based school-enterprise cooperation education mechanism, especially for those enterprises with high professional and technical requirements. After signing the letter of intent for employment, students can practice as soon as possible. Pre-training, at which point students' employment problems can be effectively resolved.

6.2 Strengthening Students' Practical Ability through School-Enterprise Cooperation

Build a practice platform with a school-enterprise cooperative education model to provide students with a practice site and practice opportunities:

First, schools and enterprises should be closely linked, establish a double-creation base in the enterprise, and focus on setting up appropriate internship positions for students, so that college students can practice more during the holidays, continuously accumulate work experience, and better integrate into the future. The foundation of society.

Second, to promote the development process of “industry-industry-research”, a “industry-industry-research” training base must be established in the school to provide venues and technologies, and a group of outstanding students should be settled in the base to conduct experiments, so as to provide students with opportunities for practice on campus , So that students

can practice in the school to test the theory and enrich the theory, to integrate theory and practice.

Third, the use of vacations to start employment tracking for graduates and collect evaluation feedback on employers, so that college students can be familiar with the prospects of their professions and future employment directions, and will further help students do well. With life planning and mastering fresh materials, schools can adjust existing education methods in accordance with social needs, and achieve highly efficient school-enterprise cooperation.

6.3 Helping Students Develop a Formal Employment Value through School-Enterprise Cooperation

The concept of employment is very important for one to participate in work. It is particularly important to guide college students to establish a correct concept of employment.

First, from the beginning of freshmen to graduation, the school must infiltrate career guidance throughout the entire teaching process. Colleges and universities should hire well-known corporate alumni and human resource management models to provide guidance to students' careers and allow college students to understand the current employment situation in society. And enterprise employment needs, and thus plan their own career growth path.

Second, the school must create a platform for students and enterprises to communicate, so that the college student group can grasp the employment needs of the enterprise, and at the same time, they can also understand the employment intention of the students, so that they can recommend graduation recommendations to college students to find a satisfaction work.

7. Conclusion

In summary, based on the analysis of the current employment situation, the school-enterprise cooperative education model plays a very important role in promoting the employment of college students and can achieve a win-win situation among students, enterprises and schools. In order to maintain the quality and efficiency of school-enterprise cooperative education, it needs to be combined with corporate and university resources based on market needs to promote the advancement of university education reform and to gradually strengthen the employability of college students, laying a solid foundation for their future work and life and glowing on the heat and realizing self-worth.

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