

Research on the Current Situation and Strategy of Employment of Undergraduate Students Majoring In Education

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Abstract

Employment is the foundation of people's livelihood. Under the national policy of promoting the smooth employment of college graduates in an all-round way, the employment situation of undergraduate graduates majoring in education is still not optimistic, which is mainly reflected in the low employment rate caused by low social demand and the situation that the employment position is not consistent with the major. The reason is that the following contradictions have not been properly handled: enrollment scale and market demand, training objectives and requirements of The Times, curriculum and future planning, employability and employment concepts, national policies and practical needs. In order to alleviate the employment problem of the graduates majoring in pedagogy, the following strategies are put forward: limit the enrollment scale and realize the diversion training; Adjust the training objectives and improve the curriculum system; Strengthen practical exercise and implement employment training; Change the employment concept, expand the employment field; We will introduce relevant policies to expand employment channels.

Keywords

Pedagogy, Graduates, Get a job.

1. Introduction

Employment is the foundation of people's livelihood. This year, the Ministry of Education issued the "Notice on the implementation of the 2023 college graduates Spring Action to promote employment", in-depth study and implementation of the Party's 20 major spirit, the implementation of the Party Central Committee and The State Council "stable employment, ensure employment" decision-making and deployment, to promote the smooth employment of college graduates, as soon as possible employment. College graduates are the precious human resources of the country, related to the sustainable development of economy, social stability and progress, and is an important indicator to test the learning results of students and the quality of school training. However, in recent years, the employment situation of college graduates is not optimistic, among which, the education major at the undergraduate level bears the brunt. In this paper, the major of education only refers to the major of education, that is, the major of education under the category of education (0401) (the major code is 040101).

2. Organization of the Text

2.1. Current employment situation of education undergraduates

2.1.1. Low employment rate

According to statistics, compared with other disciplines, the overall employment rate of education graduates is at the bottom level. In the annual report on the employment quality of

graduates, most normal colleges pointed out that the employment direction of education is primary and secondary schools and primary and secondary education institutions. However, with the promulgation of the "double reduction" policy, the discipline training institutions of primary and secondary schools disappear, and the graduates of education lose a large number of employment opportunities; Most of the primary and secondary school teachers are required to be in the same profession, and pedagogy is not among the professions that meet the requirements. Secondary vocational schools do not have education majors and do not need education graduates; Higher vocational education recruitment requirements for master's or doctoral students; Although educational management courses are offered to students majoring in education, administrators of schools at all levels are selected from outstanding teachers of schools, and few graduates of education are recruited. In short, the employment scope of education graduates is relatively narrow, which indirectly reflects the current situation of low employment rate from the low social employment demand.

2.1.2. Your major doesn't match

It is thought that students majoring in pedagogy are the reserve army of teachers, but few scholars or teachers in the employment department of colleges and universities can explain clearly the corresponding positions and responsible work of pedagogy. Similarly, education graduates said that when they applied for primary and secondary school teacher positions, they could only choose to learn other skills or engage in occupations that are not consistent with their major.

2.2. The factors affecting the employment of education undergraduates

2.2.1. The scale of enrollment contradicts market demand

After 1999, the scale of higher education in China has grown rapidly, so has the scale of pedagogy professional education. However, the demand of the labor market does not increase with the increase in the number of graduates. In 1999, the Ministry of Education issued several Opinions on the Adjustment of the Layout structure of Normal Colleges and Universities, which mentioned that "the goal of increasing the level of normal structure". From the city to the countryside, from the coast to the mainland, the transition from the three-level teachers (college normal, college normal, secondary normal) to the second-level teachers (college normal, college normal) "[1], the decrease in the number of secondary teachers indicates that the primary and largest job market for students majoring in education at that time has been basically closed. Master's degree or above is required to teach education in normal universities and junior colleges, and the corresponding professional background is required to enter primary and secondary schools. The positions of education management are more inclined to front-line teachers with teaching experience, and there are few positions for education majors in the recruitment of civil servants and public institutions. The market demand of education graduates is gradually decreasing, but the scale of education undergraduate enrollment is still expanding.

2.2.2. Training objectives deviate from the requirements of The Times

The traditional training goal is to train teachers of common courses or specialized courses for teachers in normal colleges, junior normal schools and secondary normal schools. At present, with the demise of the middle normal school, the demand for undergraduate students majoring in pedagogy has been greatly reduced. The current training objectives are mainly to cultivate teachers and educational management personnel of primary and secondary schools with all-round development of morality, intelligence, physical beauty, educational theoretical literacy and practical ability of education, as well as educational and training personnel of human resources departments of social educational institutions and enterprises and institutions, so as to provide high-quality students for graduate education[2]. In primary and secondary schools,

only teachers with relevant subject backgrounds are admitted to the entrance examination, and graduates of pedagogy are rejected due to lack of professional subject knowledge. Education administration positions are also difficult to climb. Most education administration positions in ordinary primary and secondary schools are promoted by excellent teachers, and school leaders will not entrust teaching work to graduates who have no teaching experience. Subject training in education and training institutions decreases rapidly with the promulgation of the "double reduction" policy. The recruitment of enterprises and public institutions is mainly the education Bureau and other departments, but these departments do not recruit every year, and the number of recruits is stable at less than 5 people. However, in the face of the changes in the demand for talents, the school has not paid enough attention to and made corresponding adjustments.

2.2.3. The curriculum is not in line with future plans

The quality of teaching is the fundamental reason that leads to the difficulty of employment of pedagogy graduates, and the setting of curriculum affects the quality of education. The graduates of pedagogy major in normal colleges believe that the courses offered by this major are not very helpful to their future educational work, because compared with the courses of preschool education and primary education major, pedagogy major is more inclined to imparting theoretical knowledge and cultivating academic research ability, so it neglects the cultivation of practical skills such as writing in calligraphy, teaching plans and teaching. The form of education internship and education practice is relatively small, the form of old, leading to the decline of students' interest in learning; Under the changes of deepening theories and increasing problems, the teaching material system of pedagogy has not been adjusted in time, and broad theoretical preaching is not conducive to students mastering basic knowledge, forming a complete knowledge system, analyzing and solving problems from multiple angles, and making it difficult to guide practice[3]. In addition, the employment guidance course of colleges and universities is in vain, most graduates said that the employment guidance provided by the school is not effective, can not release employment information in a timely manner, the publicity and support for graduates' entrepreneurship is not in place, and the employment guidance for graduates is generally lacking, but students are required to find employment as soon as possible in order to improve the professional employment rate.

2.2.4. Students have insufficient employability and paranoid employment concept

Students majoring in pedagogy often pay attention to theoretical study, but lack of attention to practical experience. Most of the students do not have practical experience, which is also a big factor in the difficult employment of college graduates. However, students themselves lack the awareness of employment planning, lack of understanding of their own career planning, do not have a clear career goal and development direction, and lack of in-depth cognition of their career interests and abilities. On the one hand, students have a low sense of self-efficacy. Due to the lack of practical experience and professional background, many students are easy to have a sense of fear and rejection of work, and have fear in job hunting and employment, thus losing a lot of employment opportunities. On the other hand, students have an obsession to engage in positions related to the education industry, hold a negative attitude towards other industries or positions, ignore their interdisciplinary ability and transferable skills, and lack a broad vision of employment opportunities in other industries. Regional economic development is also an important factor in students' employment choice. Teachers in cities with better economic development are seriously saturated, while teachers in western regions and rural areas still have a large gap. Even if the state proposes various preferential policies to encourage students to go to the grassroots level, economic development is still the primary issue for students to consider, which virtually increases the employment pressure of students.

2.2.5. National policies are out of step with real needs

The secondary normal schools have withdrawn from the historical stage, but the pedagogy which trains teachers for the secondary normal schools still operates according to the original training mode. This not only causes the waste of educational resources, but also causes the employment dilemma that graduates of education majors "cannot teach what they have learned and cannot teach what they want to teach" [4]. In addition, the employment system of college students in China is still not perfect, there is no unified employment information sharing platform for recruiters to release information and graduates to retrieve employment information, graduates can not timely and accurate access to employment information, in solving the employment problem has little effect, the information system must be improved in a timely manner, in order to effectively play its guiding service function.

2.3. Research on strategies to promote the employment of undergraduates majoring in pedagogy

2.3.1. Limit the scale of enrollment and realize split training

University enrollment expansion provides more people with the opportunity to receive higher education, and is an objective requirement to accelerate the development of China's higher education, but not all subjects are suitable for enrollment expansion. In the case of serious imbalance between enrollment and employment, undergraduate students majoring in education can reduce the enrollment scale, or enroll students every other year, adhere to the principle of scarcity or excess, and change the adverse phenomenon that transfer students account for a considerable proportion. For example, the College of Education of Hebei University enrolling students every other year, East China Normal University took the lead in 1999, and Shanxi Normal University stopped enrolling in 2006. In view of the fact that some students in this major are willing to take the postgraduate entrance examination and some choose direct employment, on the basis of learning these general pedagogy knowledge, it is suggested that students in lower grades should be divided into academic and professional types starting from the junior year in combination with the specific reality, so as to realize the shunting training in a real sense. Academic students focus on academic training, which is mainly to cultivate pure theoretical talents and lay the foundation for students to be enrolled in postgraduate studies, while professional students aim to cultivate applied talents and teachers for schools and various educational institutions. For professional students, they should strengthen the cultivation of practical ability [5].

2.3.2. Adjust training objectives and improve curriculum system

As for the goal of education undergraduate talent training, we should deepen the reform and refine the original general training orientation according to the school's level and regional development. For example, the School of Education of East China Normal University, Beijing Normal University and Peking University have become graduate schools. Or downward transformation, focusing on primary and preschool education training, not only to train primary and secondary school teachers, preschool teachers, but also for primary and secondary school teachers further training base for in-service teachers and teaching management personnel to provide in-service training; From the training of subject talents to the training of teachers, to become a university in the normal college, such as Beijing Normal University 4+2 teacher training pilot.

In terms of curriculum, first of all, according to the demand of the job market, the curriculum of education should be reasonably adjusted, and courses related to practical teaching, educational technology and innovative education should be added, so as to cultivate students' professional skills and knowledge and enhance their employment competitiveness. Secondly, high-quality elective courses are offered to increase curriculum flexibility and students' freedom of choice,

so that students can combine their interests and employment needs to choose courses that meet their own development and training plans. Finally, students are placed on internships or practical projects that give students first-hand experience of educational practices in different fields and help them better understand the needs and employment prospects of different fields. These practical activities can establish cooperative relations with schools and social organizations to provide students with extensive and in-depth practical opportunities. In terms of teachers, universities can learn from the experience of graduate students and implement the tutor responsibility system. Tutors and students jointly formulate training programs. Tutors can provide personalized guidance and suggestions according to students' interests, abilities and career goals, and help students choose suitable employment directions.

2.3.3. Strengthen practical training and implement employment training

To improve the employability of college students, it is necessary to improve their practical ability. For those students who are inclined to find employment, practical teaching links should be added to the curriculum, such as educational practice, teaching observation, practical training courses, etc. Through personal participation in educational practice, students can combine the theoretical knowledge they have learned with practical operations to improve their practical ability. Establish partnerships with schools, kindergartens, non-profit organizations and other educational institutions to provide students with practical opportunities. Organize students to participate in practical projects, social service activities, etc., to cultivate their social responsibility and practical operation ability. For students who are inclined to further their studies, students are encouraged to participate in scientific research projects, academic discussions and educational innovation practice. Through participating in scientific research projects, students can develop independent thinking, problem solving and innovation abilities, and improve practical ability; Focus on cultivating students' innovative thinking and creativity, guide them to think about the diversity of educational issues, provide innovative education courses and practical opportunities, encourage students to participate in educational innovation projects, and cultivate their innovative awareness and practical ability in the field of education.

2.3.4. Change the employment concept and expand the employment field

At present, the employment situation of college graduates is grim, students should change their paranoid employment concepts, pay attention to the changes and trends of the job market in time, understand the needs and trends of various industries, and adjust their career planning and job-hunting strategies. Actively participate in career counseling, employment lectures and vocational ability training, understand their own career interests and abilities, and formulate clear career goals and development plans. In terms of employment areas, we have the courage to find employment in the less developed areas in the central and western regions. In the field of employment, we actively understand the employment opportunities in different industries and positions, cultivate interdisciplinary abilities and transferable skills, improve competitiveness in different industries, and break the solidified idea of "iron rice bowl". Students should actively explore new fields of employment. For example, some scholars believe that attention should be paid to the following aspects: Educational technology and online education: With the rapid development of science and technology, the demand for educational technology and online education is growing. Students majoring in education can engage in product research and development of educational technology companies, operation and management of online education platforms, and educational technology consulting, and apply technological means to improve the quality of education and teaching. Vocational training and continuing education: Vocational training and continuing education is an indispensable field of education in modern society. Undergraduates majoring in education can become vocational trainers in enterprises and public institutions, training institutions and social organizations,

and course designers in continuing education institutions, providing training and continuing learning services for adults and professionals.

2.3.5. Introduce relevant policies to broaden employment channels

As for the policies of the state and the government, there are few studies by scholars. In terms of the application for teacher qualification certificate, China's teacher qualification Certificate examination only requires academic qualifications, but no professional requirements. Both normal and non-normal students can apply for teacher qualification Certificate examination, so that students of other majors are at the same starting line with normal students, and the professional advantages of normal students are not obvious, resulting in increased competitive pressure. Therefore, it is necessary to restrict the non-normal students to apply for the teacher qualification certificate, or to distinguish the normal students from the non-normal students in the examination, so as to make the teacher profession more professional. In terms of teacher recruitment examination, most primary and secondary schools require a background in relevant disciplines, which undoubtedly ruined the teacher dream of students majoring in education. Therefore, some scholars proposed to restrict the application of non-teacher majors and non-education majors to provide more opportunities for students majoring in education to engage in the education industry in the future. In the national examination and the recruitment of enterprises and institutions, the requirements should be relaxed, and more recruitment posts should be set up in the education sector; In the aspect of educational administration, the state should establish the professional status of educational administration and formulate the relevant system guarantee.

3. Conclusion

From 2003 to 2023, the employment problem of education major is still not guaranteed, and the previous macro analysis of education major is difficult to achieve significant results. It is necessary to analyze specific problems and study the employment situation of education students, the characteristics of education discipline and the problems existing in the employment of graduates. According to the problem, the author puts forward the direction that the country, schools, students and other subjects can strive for, so that the graduates of education major can have a satisfactory employment direction, and the existence of education major can play its due value.

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