

Research on "zero distance" employment and realization path of applied undergraduate graduates

Yan Cheng¹ and Jun Fang^{2,*}

¹School of International Education, Jiangxi Science and Technology Normal University, Nanchang, China

²School of Materials and Mechatronics, Jiangxi Science and Technology Normal University, Nanchang, China

*Corresponding author: fangjun020j13@163.com

Abstract: "Zero distance" employment is a new educational idea and direction, which is put forward by social progress and rapid development of enterprises for the training of applied technology and skilled talents. In this work, the concept and major characteristics of "zero distance" employment are interpreted, the research progress of "zero distance" employment is summarized and the realization path of "zero distance" employment is presented including determining the goal of training vocational ability of the post, using the integrated teaching method of "teaching, learning and doing" and implementing order-type training for deepening university-enterprise cooperation. The research results are expected to provide reference for the "zero distance" employment talent training of applied undergraduate education graduates.

Keywords: Applied undergraduate, "Zero distance" employment, Realization path.

1. Introduction

Applied undergraduate refers to application of technology for school orientation, and cultivates talents with applied technology and skills for its mission, which is distinguished from the academic undergraduate. "Zero distance" employment means that the graduates can operate or work directly without internship or training. Meanwhile, it is also a new educational thought and direction proposed by social progress and rapid development of enterprises for the training of application-oriented technical talents. It is an urgent need for application-oriented undergraduate colleges to keep up with social needs, and actively integrate into national, local and enterprise development. It is a key issue that needs to be studied and solved urgently for the reform and development of application-oriented undergraduate education to organically combine "zero-distance" employment with application-oriented undergraduate education, promote the teaching reform of application-oriented undergraduate education, and realize the "zero distance" employment for application-oriented undergraduate education graduates.

2. Definition and main characteristics of "zero distance" employment

"Distance" refers to the length between two objects, while "zero distance" refers to mutual contact between two objects. Namely, the length is equal to zero. The concept of "zero distance" employment mainly refers to the vocational ability of application-oriented undergraduate students when they graduate, especially for the ability of professional practice. Namely, the "zero distance" employment means that the graduate can start to operate or work directly in the professional positions without internship or training, which they want to engage in in the future. In recent years, with the sustainable growth of the number of college graduates, the number of graduates in 2022 is expected to reach 10.76 million, which make the job market oversupply. In this situation, enterprises have more opportunities to choose when recruiting graduates in the human resources market. For example, they pay special attention to the practical skills of graduates and hope that the graduates, who are recruited, can immediately start operating or working directly without going through internship or on-the-job training. Namely, graduates who meet the requirements of "zero-distance" employment.

The main characteristics of "zero-distance" employment include pertinence, operability, practicality, subjectivity and comprehensiveness [1]. Based on the above characteristics, in the training process of "zero-distance" employment talents for application-oriented undergraduate graduates, students are encouraged to take the initiative to participate in practice, acquire operational skills, strengthen practical skills, feel the professional atmosphere, learn to communicate with others, learn to be grateful, learn to be a good person, and realize the goal of all-round development for morality, intelligence, physical fitness, beauty and labor.

3. Research status of "zero distance" employment

The research on "zero distance" employment mainly focuses on higher vocational education, while that of applied undergraduate education is rarely reported. Starting from the characteristics of talent training in higher vocational education, Liu Taigang studied the main characteristics, realization path and guarantee system of "zero distance" employment, discussed the construction of practical teaching system [1]. Taking the communication major as an example, "zero distance" employment talent training was investigated and practiced, the talent training program was formulated, the realization path was put forward and the guarantee system was constructed, as well as good social effect was achieved by practicing in literature [2,3]. Su Deli et al. [4] presented the reasonable construction of the "order-type" training mode, the establishment of a "double-qualified" teacher team, and the realization of "zero distance" employment of graduates. From the analysis of the current situation of accounting courses of higher vocational college, Xu Zheng et al. [5] adjusted the teaching content, strengthened practical teaching, established "double-qualified" teacher and constructed "zero distance" employment training mode for accounting major. In view of the problems of teaching and talent training for accounting major, Zou Zhenhua[6] constructed an employment-oriented curriculum system, applied a work process oriented teaching method, explored and practiced the talent training mode of "zero distance" employment. Qiu Lingling et al. [7] analyzed the current situation and problems in the teaching of Guanglianda software courses, and reformed and explored the teaching materials, teaching staff, practice base, teaching system and assessment methods to achieve the goal of "zero distance" employment. In view of the importance of practical skills in the cultivation of talents for preschool education major, Wei Jing analyzed the post responsibilities and the current situation of talent training for preschool education major, and explored the realization path of "zero distance" employment from five aspects [8]. Fang Jun et al. [9] analyzed the problems existing in the teaching of CAD/CAM technology courses, reformed the teaching content, methods, means and assessment method, so as to improve students' professional skills and practical ability, realize that students can produce after graduation, and achieve the purpose of "zero distance" employment. To sum up, a relatively comprehensive study on "zero distance" employment has been carried out in higher vocational education, and its research ideas, methods and contents can provide references for investigating "zero distance" employment and realization path of applied undergraduate graduates.

4. Realization path of "zero distance" employment

4.1. Clearness post vocational ability training goal

Post vocational skill is the ability training goal that needs to be determined firstly in the talent training of "zero distance" employment. Firstly, when setting teaching objectives, schools should not only pay attention to the cultivation of students' professional practical skills, but also strengthen students' ideological and moral qualities, so that they can learn how to be a man, know how to be grateful, cultivate social adaptability and communication ability to achieve all-round development of human beings. Secondly, practical ability is the core of "zero distance" employment talent training. By increasing the proportion of practical class hours in the total class hours, the cultivation of students' practical ability can be strengthened, which can improve the practical operation ability on the basis

of mastering theoretical knowledge. Finally, the perfect vocational skills appraisal measures are established to examine and appraise students. Colleges or universities should actively encourage students to conduct vocational qualification authentication and obtain corresponding vocational qualification certificates, which is the most direct, important and powerful evidence to reflect students' practical skills. For some special majors, schools can formulate corresponding skill standards to assess and evaluate students according to the requirements of industries and enterprises.

4.2. Using "teaching, learning, doing" integrated teaching method

In order to realize "zero distance" employment for applied undergraduate education graduates, it is necessary to emphasize the cultivation of students' basic professional skills. Adopting an integrated teaching method, namely, the integrated teaching method of "teaching, learning and doing" is adopted to improve professional skill level of students. In Teaching process, the theoretical knowledge is just enough, and the practice teaching is strengthened to highlight combination of learning and doing, unity of learning and doing. In the process of practical teaching, such as comprehensive, developmental experiments, etc., teachers should give priority to assistance and guidance. Design, operation, calculation, analysis and improvement are all completed by students independently to improve their operational skills. At the same time, the practice teaching process not only highlights the cultivation of students' basic skills, but also strengthens the students' application ability, innovation and entrepreneurial ability.

4.3. Deepening school-enterprise cooperation to promote order-type training

Order-type training is to determine training objectives and programs, formulate teaching plans, and carry out oriented training according to the requirements of enterprises. In order to realize the goal of "zero distance" employment for graduates of application-oriented undergraduate education, the training of students' post vocational skills and the cultivation of practical skills must depend on the participation of enterprises, while the order-type talent training is the most effective, the most economical and the most convenient way. To develop order-type training, the enterprises should have the demand for relevant professionals, which is determined by the essential characteristics of order-type training. Therefore, the school should fully mobilize the enthusiasm of enterprises, industries and other employers, deepen the school-enterprise cooperation mechanism, establish stable school-enterprise cooperation relationship, and set up related majors oriented to the needs of enterprises and industries. Order-type talent training can not only fully stimulate students' enthusiasm for learning, which makes students actively learn, and adapt to the needs of enterprises, but also can save costs, expand the field of education, meet the needs of enterprises and industries to select and make good use of talents, and realize the "triple-win" among schools, enterprises or industries and students.

5. Summary

"Zero distance" is a new educational idea and direction for the training of applied technical talents proposed by social progress and rapid development of enterprises. It is an urgent need for application-oriented undergraduate colleges to keep up with social needs and actively integrate into national, local and enterprise development. Therefore, the talent cultivation, realization path and security system of the "zero distance" employment for application-oriented undergraduate graduates are explored. A group of the application-oriented technical and skilled talents, who can meet social needs and get social recognition and high evaluation, are cultivated, which has a certain reference for application-oriented undergraduate education personnel training. Meanwhile, it is conducive to promote the all-round development of application-oriented undergraduate education graduates.

Acknowledgements

The authors would like to thank the Project of Humanities and Social Sciences Scientific Research Plan of Jiangxi Science and Technology Normal University (No. 2020XJYB004), Project of Education Science Planning of Jiangxi Province (22YB128) for the support given to this research.

References

- [1] Liu Taigang. Strengthening students' practical ability training and realizing graduates' zero distance employment [J]. China Higher Education, 2003, (10): 62-64.
- [2] Weng Xingwang, Jiang Qingquan. Research on the talent training of "zero distance" employment for communication majors [J]. Journal of Education and Career, 2008, (20): 88-89.
- [3] Weng Xingwang. Study on security system for achieving "zero distance" employment of higher vocational education [J]. Contemporary Education Forum, 2007, (8): 128-129.
- [4] Su Deli, Li Xia. Reasonable construction of order training mode and establishment talents of "zero distance" employment [J]. Journal of Liaoning Institute of Education Administration, 2010, 27 (6): 9-10.
- [5] Xu Cheng, Zou Zhenhua, Huang Shunhua. Research on the training mode of "zero distance" employment of accounting major for higher vocational [J]. China Adult Education, 2010, (8): 188-189.
- [6] Zou Zhenhua. Study and practice on training mode of "zero distance" employment for accounting major [J]. Friends of Accounting, 2011, (6): 103-105.
- [7] Qiu Lingling, Li yuesheng. Teaching Reform of glodon software course based on "zero distance employment" [J]. Career Horizon, 2015, 11 (4): 56-58.
- [8] Wei Jing. Study and practice on "zero distance" employment for preschool education major [J]. Science and Technology Information, 2018, (1): 141-142.
- [9] Fang Jun, Cheng Yan, Min Xuguang, et al. Research on the application of zero distance employment in teaching reform of CAD/CAM course of higher vocational colleges [J]. Examination Weekly, 2017, (65): 19 + 55.