

Research on the Path of Employment-oriented Education in Colleges and Universities Based on the Docking of Supply and Demand

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Abstract: Employment is related to the current social stability and national economic development. Studying the path of employment-oriented education in colleges and universities is of great significance for improving students' employment rate and employment quality. This article expounds on the existing problems in the process of cultivating talents through the docking of supply and demand in colleges and universities at the present stage. Based on these problems, combined with the actual situation, this paper puts forward strategies for cultivating talents through the docking of supply and demand, such as establishing an employment-oriented talent cultivation system, cultivating students' correct professional values, deepening school-enterprise cooperation, and constructing an employment-oriented education feedback mechanism. The aim is to improve the docking mechanism of supply and demand, strive to match people with jobs, make use of people's strengths, and give full play to people's talents, so as to improve the quality and stability of employment.

Keywords: Docking of Supply and Demand; Employment; Education.

1. Introduction

According to statistics, the scale of graduates from ordinary colleges and universities across the country is expected to reach more than 12 million in 2025. The competition in the job market is fierce, and the employment situation for college students is becoming increasingly severe. On May 27, 2024, General Secretary Xi Jinping delivered an important speech while presiding over the 14th collective study session of the Political Bureau of the Central Committee. Xi Jinping pointed out that it is necessary to accelerate the shaping of a modern human resources pool with excellent quality, abundant total quantity, optimized structure, and reasonable distribution, and solve the structural employment contradiction of the mismatch between the supply and demand of human resources. Adapt to the new round of scientific and technological revolution and industrial transformation, scientifically study and judge the development trend of human resources, comprehensively do a good job in education, training, and employment, dynamically adjust the layout of majors and resource structures in higher education, vigorously develop vocational education, and improve the lifelong vocational skills training system. Improve the docking mechanism of supply and demand, strive to match people with jobs, make use of people's strengths, and give full play to people's talents, and improve the quality and stability of employment [1]. However, there are some disadvantages in the current employment education in colleges and universities, resulting in college students not meeting the recruitment requirements of employers after graduation and having difficulty in finding jobs.

2. The Significance of Employment-oriented Education through the Docking of Supply and Demand

In order to thoroughly implement the decisions and

arrangements of the Central Committee of the Communist Party of China and the State Council on "stabilizing employment" and "ensuring employment", the Department of College Students of the Ministry of Education has decided to implement the project of employment-oriented education through the docking of supply and demand. Employers and colleges and universities, through cooperation in talent cultivation, employment internships, and other aspects, promote the organic linkage between employment and cultivation, and the effective docking of the supply and demand of talents. They help employers cultivate and recruit more practical, compound, and in-demand talents, and promote more sufficient and higher-quality employment of college graduates [2]. The project of employment-oriented education through the docking of supply and demand implemented by the Department of College Students of the Ministry of Education aims to enable employers to connect with colleges and universities, deeply participate in talent cultivation, organically link employment with talent cultivation, effectively match the output of talents from colleges and universities with the needs of enterprises, achieve a win-win situation for colleges and universities and enterprises, and ensure the high-quality and full employment of college graduates.

3. Existing Problems in the Employment-oriented Education Work in Colleges and Universities

3.1. Lack of Targeted Employment Guidance

At present, the employment guidance work in many colleges and universities remains on the surface. Often, only an employment guidance course is offered in a certain semester of students' college years, and the employment guidance is basically over after the course ends. This formal employment guidance does not run through the entire college career of students and cannot meet the guidance needs of

students at different stages at all. Moreover, the employment course adopts a "one-size-fits-all" teaching mode for all students, without conducting different career planning and employment guidance according to students' majors, hobbies, specialties, etc., so the guidance effect is not good.

In addition, the employment department has loose connections with the professional teaching department and the school-enterprise cooperation management department. The content arrangement of the employment course is taught mechanically, divorced from the major and the enterprise, and deviated from the actual situation, unable to provide effective employment guidance for students.

3.2. The Employment Subjects Have Not Formed a Correct Professional Value

Many students do not have a clear positioning of their own careers during their college years. Therefore, they have no goals during the employment process and are unsure of what kind of career or position they want to engage in. Moreover, during the employment process, there is a mentality of "always thinking the grass is greener on the other side". They blindly pursue high-income or easy jobs, lack self-awareness, and often miss many opportunities.

There is also a part of graduates who do not know much about the current employment situation. Once they step into the society to seek employment, facing the fierce competition and difficulties encountered in the job search process, they will feel frustrated and anxious, and their enthusiasm for employment will be greatly weakened.

3.3. Insufficient Depth of School-Enterprise Cooperation

There is still a gap between the current talent cultivation system and the actual talent needs of enterprises, resulting in a mismatch between the supply and demand of talents. The main reason is that during the talent cultivation process, enterprises do not deeply participate in the revision of talent cultivation plans, the development and construction of courses, and the formulation of practical teaching content. The knowledge learned by students in school deviates from the needs of specific positions in enterprises.

In addition, the integration of schools and enterprises is merely formal. Enterprises cannot provide a large number of internship opportunities for students, resulting in students' insufficient practical operation ability after entering the workplace, the disconnection between the knowledge they have learned and practical operations, and the inability to achieve the goal of applying what they have learned. Students lack the ability to solve practical problems. Graduates recruited by enterprises need to go through a long pre-job training period, which leads to enterprises being reluctant to recruit job seekers without work experience. Therefore, college students have weak employment competitiveness.

3.4. Inadequate Tracking of Employment Guidance

The employment guidance in many colleges and universities mainly relies on employment guidance courses. After the courses end, the employment guidance also basically ends, lacking tracking guidance during the employment process. The main reason for this situation is that the teaching staff for employment guidance is generally weak, unable to track the problems encountered by students during the employment process and their employment situations, and

also unable to dock with employers in a timely manner to obtain feedback from employers. Therefore, the employment department cannot summarize and reflect on the effectiveness of employment-oriented education according to the actual employment situations of students and the feedback and suggestions from enterprises, and cannot adjust the employment guidance strategies and plans in a timely manner.

4. Strategies for Achieving Employment-oriented Education through the Docking of Supply and Demand

4.1. Creating an Employment-oriented Talent Cultivation System

First of all, it is necessary to deeply visit enterprises and the market, conduct interviews or questionnaires with industry managers, front-line technical operators, corporate HRs, etc. Understand the requirements of the industry for talents' professional skills, professional qualities, and comprehensive qualities. Analyze and summarize the survey data. Based on the actual employment needs of enterprises, revise the talent cultivation plan, adjust the opening of professional courses, and improve the teaching syllabus from a long-term development perspective, effectively solving the contradiction between the talent cultivation in colleges and universities and the talent needs of employers.

In addition, all staff should participate in employment-oriented education, monitor employment-oriented education throughout the whole process, and do a good job in employment-oriented education in all aspects. To achieve the above three points, it is necessary to integrate employment-oriented education into the curriculum teaching and practice of each grade and stage, that is, integrate employment-oriented education into basic courses, professional courses, psychological courses, innovation and entrepreneurship courses, professional practice courses, etc. During the entire college study period of students, all teaching staff should participate in the employment-oriented education system. At the same time, teaching assistants such as class teachers and counselors should also participate in tracking and guiding students' career planning competitions, job fairs, and employment situation surveys of graduates after graduation. Employment-oriented education no longer relies solely on the teachers of the employment department. Employment-oriented education runs through from the time students enter the school to their graduation, and even the employment tracking after graduation. In this way, employment-oriented education is integrated into all aspects of talent cultivation, and a truly employment-oriented talent cultivation system is realized.

4.2. Cultivating Students' Correct Professional Values

Guiding students to establish correct professional values is conducive to students' correct understanding of themselves, understanding of their own advantages, and more accurate positioning of their career directions. Cultivating students' correct professional values is not something that can be achieved overnight and requires a gradual process.

In the first stage, when students first enter college, they can understand themselves continuously and discover their own potential and interests through club activities, volunteer

services, etc. Regularly carry out the study of typical cases of employment-oriented education, and invite excellent graduates of this major or outstanding talents in the industry to participate in the theme education activities of employment-oriented education. Use their personal experiences to provide inspiring education for students, stimulate students' learning motivation, and lay a foundation for students to understand industry dynamics and career planning.

In the second stage, in the middle stage of the college years, organize students to participate in career planning or professional subject competition activities. Through participating in these activities, students can further understand and master the professional qualities and professional skills related to their majors, and improve their innovation and creativity during the activities, thus improving their overall qualities.

In the third stage, that is, in the last academic year of college, guide students to continuously improve their job application resumes, and provide students with online and offline combined career planning consultation services. For some students with employment difficulties, provide one-on-one assistance, and invite psychological teachers to join the career planning consultation service group to help students solve some psychological barriers encountered during the employment process and help students make more suitable career choices. Organize mock interviews, invite enterprise experts to participate in the activities, comment on students' performances in the activities, and provide guidance for students. Regularly hold enterprise recruitment promotion meetings, and recommend students to intern and work in units with close school-enterprise cooperation.

4.3. Deepening School-Enterprise Cooperation

The main subjects involved in employment-oriented education are colleges and universities, students, and employers. Colleges and universities cultivate students, and employers recruit students for internships and employment. Therefore, deepening school-enterprise cooperation and solving the contradiction of the mismatch between the supply and demand of human resources are the main problems to be solved in the current school-enterprise cooperation. The advantage of colleges and universities in talent cultivation lies in the construction and teaching of professional knowledge systems. The advantage of enterprises in talent cultivation lies in improving talents' practical operation, problem-solving, and innovation and creativity abilities. Schools and enterprises have different advantages in the talent cultivation system, and their collaborative cooperation in talent cultivation has a complementary and mutually promoting effect. The deepening of school-enterprise cooperation in talent cultivation can be achieved from the following aspects.

First of all, the first step in truly realizing school-enterprise collaborative talent cultivation is for schools and enterprises to jointly design talent cultivation measures. The formulation of talent cultivation plans, the construction of teaching materials, the setting of curriculum content, etc., should be

jointly determined by colleges and universities and enterprises through discussions. Make the teaching content and teaching process consistent with the production of enterprises, and achieve a zero-distance connection between talent cultivation and the needs of enterprises.

Secondly, compared with colleges and universities, enterprises have more advanced equipment, which can make up for the shortage of training equipment in schools and provide students with a real working environment connected to the market. Therefore, enterprises should spare no effort to provide internship and employment positions for students. Schools provide some technical support for enterprises, and let backbone teachers participate in the research and development of new technologies in enterprises. Both schools and enterprises use their own advantages to provide assistance for the development of the other party, strengthen in-depth cooperation between the two sides, increase the intensity of school-enterprise cooperation in talent cultivation, provide students with more practical and employment opportunities, and strengthen school-enterprise collaborative employment-oriented education.

Finally, improve the construction of the teaching staff. Enterprises provide training and learning opportunities for teachers, enabling teachers to step out of the "ivory tower" and go deep into the front line of enterprises, understand the operation and management of enterprises and new technologies in the industry, and improve their overall teaching level. At the same time, introduce experienced technicians and managers from enterprises, spread corporate culture and corporate values, provide personalized career development suggestions and guidance, and teach skills and experience. Construct a dual-tutor system of schools and enterprises, give full play to the advantages of in-school and out-of-school instructors, and provide assistance for students' career development.

4.4. Constructing an Employment-oriented Education Feedback Mechanism

Talent cultivation should respect the needs of the market. Colleges and universities establish a professional construction leading group to track and collect employment-oriented education-related information feedback from employers, all sectors of society, students, and parents of students, and analyze, sort out, and summarize the information. Based on this, make professional adjustments, revise the talent cultivation plan, and adjust the setting of professional courses according to the job positions set by enterprises, and connect the teaching process with the production process. The specific feedback mechanism model of employment-oriented education is shown in Figure 1. Through continuous feedback of information, gradually adjust all aspects of employment-oriented education, realize the organic combination of employment and cultivation, and solve the problem of the mismatch between the supply and demand of talents.

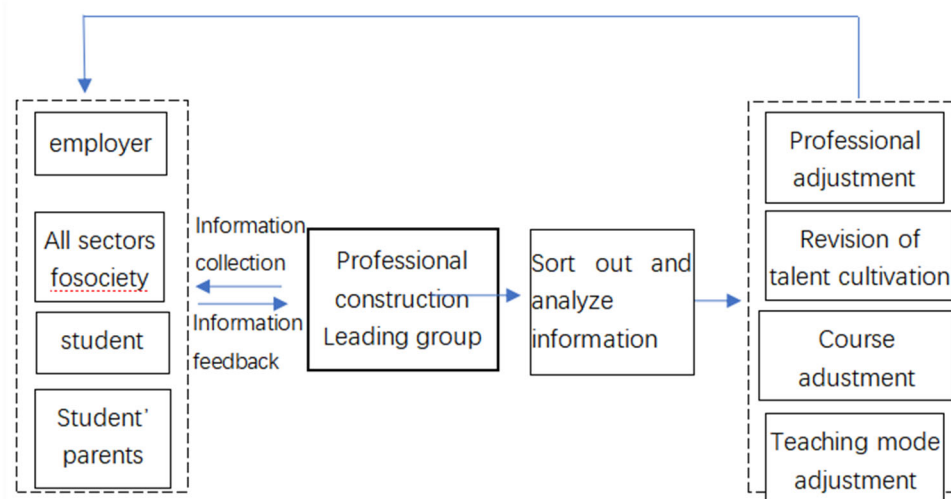


Figure 1. The Model of the Employment-oriented Education Feedback Mechanism

5. Conclusion

Facing the current severe employment situation, under the guidance of the policy of cultivating talents through the docking of supply and demand, colleges and universities should continuously adjust and revise the talent cultivation plan according to market needs, so that the cultivated talents can meet the employment needs of enterprises and achieve high-quality and full employment. This article first expounds on the significance of cultivating talents through the docking of supply and demand. Secondly, it expounds on the existing problems in the process of cultivating talents through the docking of supply and demand in colleges and universities at the present stage, such as the lack of pertinence in employment-oriented education, the failure of the employment subjects to form correct professional values, the insufficient depth of school-enterprise cooperation, and the inadequate tracking of students' employment by colleges and universities. Finally, in response to the existing problems in employment-oriented education, several countermeasures are proposed, mainly including establishing an employment-oriented talent cultivation system, cultivating students' correct professional values, deepening school-enterprise cooperation, and constructing an employment-oriented education feedback mechanism, etc.

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