

The Training of Female College Students' Employment Ability in the New Era

Bin Li ^{1 2}, Yanying Fei ¹

¹ Dalian University of Technology, Dalian, Liaoning, China 116024;

² Dalian Medical University, Dalian, Liaoning, China 116044

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Abstract: Improving the employment ability of female college students is an important way to solve the structural contradiction of employment and promote them to obtain more sufficient and high-quality employment. This paper sorts out the obvious problems of female college students' employment ability. Besides, it analyzes the causes of the problems existing in their employment ability from the perspective of college education, and discusses the countermeasures to improve this ability in colleges and universities.

As China's economic and social development enters a new era, higher education has entered the stage of development from "elitism" to "popularization". With the "hardest employment year" being refreshed year by year, the structural contradictions in employment continue to heat up. The employment ability of female college students plays an important role in their full and high-quality employment.

1. The Significance of Strengthening the Training of Female College Students' Employment Ability in the New Era

1.1 Helping to Promote Economic Construction and Social Harmony and Stability

The employment difficulty of female college students is a social problem. In recent years, more than half of the young people employed in colleges and universities are female. This requires an in-depth study on how to improve their employment ability in a targeted way, so as to give full play to the positive function of their employment ability on economic construction and social development.

1.2 Helping to Deepen the Reform and Development of Colleges and Universities

The new era has put forward the question for this era to the reform and development of colleges and universities. To a large degree, the employment ability of female college students is the vane of the quality of talent training in these schools. Thus, it is particularly urgent to explore the training of their employment ability, so as to improve their core employment competitiveness and enhance the sustainable development of colleges and universities from the perspective of gender differences.

1.3 Helping to Improve Themselves and Get Full Employment

According to the physical and mental characteristics of female college students, colleges and universities should train their employment ability with gender differences, which is the need of the development in the new era. To improve the employment knowledge, ability and quality of female college students can promote them to improve themselves, develop themselves and surpass themselves, and achieve fuller and high-quality employment.

2. Prominent Problems in the Employment Ability of Female College Students in China

2.1 Weak Professional Quality of Female College Students

Colleges and universities are the leaders in training female college students in specialization, competence and quality. According to a survey on the employment ability of college students in

Jiangsu, among all the factors affecting the employment ability, the weak professional quality of college students is the most prominent, which is unable to meet the employment needs of enterprises[1]. This will inevitably lead to a gap between the output of talents and the needs of employers. Survey data tell us that colleges and universities pay attention to the breadth of professional knowledge in the process of talent training, but ignore the depth. They even ignore the degree of transformation of professional knowledge in employment practice, which eventually leads to the gap between output and demand.

2.2 Insufficient Employment Practice Ability of Female College Students

In recent years, colleges and universities have actively explored the promotion of female college students' employment practice ability, but the effect is not obvious. Their lack of employment practice ability are mainly reflected in general, professional[2] and development practice ability. They are keen on the "certificate craze". Although this improves their examination skills, it also reflects the weakness and lack of professional practice skills and development practice skills. Only when the professional knowledge is combined with the concrete practice can the female college students' ability of finding, analyzing and solving problems be improved.

2.3 Insufficient Innovation Ability of Female College Students

Under the influence of traditional family education, school education and social concepts, female college students are accustomed to passively accept knowledge, lack of innovation consciousness, and lack the courage to transform what they have learned into relevant achievements. Relevant statistics show that the proportion of college students actually starting a business is only 2.4%[3], which are concentrated on the service industry with lower threshold. What is prevalent in the new era is the border-less career model. Female college students are no longer passive but active job seekers.

2.4 Weak Awareness of Career Planning of Female College Students

Vocational planning education in colleges and universities started late in China, and there is little this kind of education for female college students. This has caused most of them to limit their career prospects to short-term plans rather than long-term plans. Female college students' awareness of career planning is very weak. This mainly includes the lack of career planning concepts and goals; the disconnection between the idealization of career planning content and reality; the simplification and non-system of career planning methods; poor execution of career planning, etc. These problems not only hinder the process of cultivating their career planning awareness, but also slow down the pace of improving their employment ability, which is not helpful to their comprehensive development.

3. Analysis of the Causes of Problems in the Employment Ability of Female College Students in China

3.1 The Simplification of Talent Training Goals in Colleges and Universities

Colleges and universities take "training socialist builders and successors with comprehensive development of morality, intelligence, physical education, beauty and labor"[4] as their fundamental task. The builders and successors needed by socialism are heterogeneous. At present, in most ordinary undergraduate schools, their talent training orientations are blurring, the goals are unclear, the characteristics are not obvious, and they tend to be homogenized. Colleges and universities should first establish a special talent training awareness (training innovative talents, scientific research talents and applied talents). In addition, the goals of talent training should be diversified and three-dimensional, and the promotion of female college students' employment ability should be effectively integrated into schools' talent training goals.

3.2 The Disconnection between Majors, Curriculum Settings and Market Demand

The major setting of colleges and universities reflects the characteristics of running schools,

and the curriculum setting determines the training mode of professionals[5]. At present, the majors and curriculum settings of most colleges and universities are closed and lack of openness and inclusiveness. These schools should be guided by the actual process of social and economic development, set up enrollment majors scientifically, and adjust the curriculum and structure in time based on the needs of industries. During the curriculum setting, we should actively adopt the opinions and suggestions of leading figures in industries, and add auxiliary courses in time. In the proportion of courses, we should increase the proportion of class hours of practice courses to improve the opportunities for female college students to operate. This can enhance their ability to solve specific problems, and thus improve their employment ability.

3.3 The Lack of Practice Platform Caused by the Lack of Platform Construction

In a sense, the training of female college students' employment ability is an experiential or practical training system. In the form of one-way face-to-face teaching, lectures, etc., it is difficult to improve the employment ability. First of all, colleges and universities do not adopt the teaching methods suitable for the improvement of female college students' employment ability, carry out differentiated education, and fail to achieve the integration of learning and doing. Secondly, these schools fail to make good use of strength. They fail to make full use of enterprise resources to provide female college students with employment and entrepreneurship simulation. Thirdly, schools fail to use the training platform on campus to increase the employment experience and entrepreneurial situation for female college students.

3.4 The Formalization of Employment Guidance and Services

Since the 1990s, colleges and universities in China have set up employment guidance centers or vocational guidance institutions for college students. They have already offered relevant courses and established campus cultural activities related to the improvement of female college students' employment ability, but they are not systematic. This is mainly reflected in the following aspects. The career planning education has not been formed throughout the period from enrollment to graduation; There is a lack of individualized career guidance and consultation; There is a lack of overall linkage of campus cultural activities; There is a lack of a system for evaluating and guiding the professional development of students.

4. The Path Choice of the Training of Female College Students' Employment Ability in the New Era

4.1 Changing the Concept of Employment Ability Training of Female College Students

4.1.1 Establishing the Training Concept of Social Gender Awareness

On the one hand, college teachers should actively learn social gender theory and develop social gender awareness. On the other hand, they should be good at guiding students to think about the current employment situation of females and males, treat gender discrimination objectively, encourage and motivate female college students to be aggressive and brave to change the current situation.

4.1.2 Establishing the "Female-oriented" Training Concept

In the process of education and training, colleges and universities should fully respect the individuality and independence of female college students as the subjects of employment. Schools should fully integrate the gender-based education and the training of employment ability, so as to achieve a comprehensive understanding. This can give full play to their characteristics and advantages and further improve the effectiveness of colleges and universities in training their employment ability.

4.1.3 Establishing the "Three All-round" Training Concept

The so-called "three all-round" training concept is to achieve full-member, full-time, all-round

training and education in the process of training female college students' employment ability. It is necessary to integrate the concept of employment ability training into their entire college life, from educators, managers to service providers; from new students to graduation; from knowledge, ability to quality. In addition, it is also necessary to train at any time and everywhere, so as to realize the training of their employment ability without dead angles.

4.2 Improving the Matching Degree of Female College Students' Majors, Curriculum and Employment Market

4.2.1 Being Oriented by Market Demand

The talents trained by colleges and universities should serve the local economic construction and social development. In terms of majors and curriculum, colleges and universities should not rest on their laurels. They should take social needs as the vane, the demand of market and industry as the guide, and keep pace with the times. Only in this way can schools train qualified builders and successors suitable for economic and social development.

4.2.2 Being Consistent with the Orientation of Schools

The curriculum structure and content setting of each major in colleges and universities should fully consider schools' orientation. It is necessary to pay attention to the gender and diversity needs of female college students for education and highlight the training of their lifelong learning ability. Beside, schools should actively build a curriculum system that matches the level of economic and social development in the new era and is oriented by the industry's demand for female college students' employment ability.

4.3 Expanding the Practice Platform of Training Female College Students' Employment Ability

4.3.1 Building an On-campus Employment Practice Platform

The first is to hold business plan competition regularly. Through the establishment of entrepreneurial teams, the formulation of entrepreneurial plans, entrepreneurial project exhibition and challenge, female college students can experience the actual combat and improve their ability to analyze and solve problems. Meanwhile, high-quality business plans can be settled in the schools' business incubator base, which will provide them with space, funding and technical guidance. The second is to establish the employment federation of female college students. In view of the gender characteristics of female college students, it is necessary to carry out individual or team experiential training to improve their employment competitiveness. The last is to establish the alumni and partner council. Colleges and universities should fully explore alumni resources, invite female alumni who have made outstanding achievements in job hunting, entrepreneurship and career planning to return to schools and share their growth stories, so as to guide female college students in the direction of struggle.

4.3.2 Expanding the Off-campus Employment Practice Platform

The first is to organize female college students to visit and practice in enterprises. Through the field experience, we can get an intuitive understanding of the working environment, work content and work-flow of enterprises, so that female college students can further clarify their professional cognition. The second is to establish practice bases in enterprises simulate the employment and entrepreneurship for female college students. The third is to establish business practice parks or business incubation bases. For the entrepreneurial projects of female college students with high operational feasibility, the way of "supporting on the horse, sending a journey" is adopted to help them incubate entrepreneurial ideas and improve the quality of entrepreneurship.

4.4 Improving the Employment Service System of Female College Students

4.4.1 Training Operation Management System[6]

The employment guidance and career planning for female college students is a long-term and systematic project. Colleges and universities should implement the operation system of two-level management, conduct employment guidance and career planning for them, and truly implement the whole-member, whole-process and all-round employment guidance and career planning training system. In this way, the major, study, employment, career selection and occupation of female college students can be effectively integrated.

4.4.2 Optimizing the Structure of Teaching Staff

The first is to build a full-time and part-time education team. We should arouse the enthusiasm of teachers who are committed to female education or gender studies and expand the teaching staff. Meanwhile, we should conduct regular training and further study, and actively introduce successful female entrepreneurs or successful people as part-time teachers. The second is to build an education and training team with a high sense of service. They are highly aware of their attitudes, methods and quality in order to protect the successful employment of female college students. The last is to build an education team with strong psychological quality. They must be optimistic, benevolent, and fearless in their work and life. They use their personal charm to infect and guide female college students to work actively and go forward.

4.4.3 Improving the Career Planning System

Colleges and universities should actively construct a systematic career planning system for female college students. This is embodied in the following aspects. In the stage of career guidance, we should form an education system of career guidance from enrollment to graduation; In terms of career guidance function, we should pay attention to gender guidance and individualized counseling; In terms of the relevance of career guidance, we should coordinate all kinds of activities on campus, and effectively link them up; In terms of the effect of career guidance, we should actively develop a series of activities related to the evaluation and guidance of students' career development ability.

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