

Research on Strategies to Enhance the Employment Competitiveness of Normal University Students

Zhixuan Zhan

Changsha Normal University, Changsha 410100, China.

Abstract: In the context of the expansion of the enrollment scale of normal universities, a large number of students enter the campus, which makes the society face a severe employment situation for normal students. In addition, some normal universities have problems in their own internal teaching system, which makes most normal students unable to engage in their own major after graduation or the industry has no obvious competitive advantage, which greatly aggravates the employment pressure of normal graduates. Based on this, this paper will put forward several strategies to improve the employment competitiveness of normal school students in combination with the current situation of the employment competition of normal school students, hoping to effectively improve the employment competitiveness of normal school students, so that more normal school graduates can learn well and find sincere work.

Keywords: Normal Students; Obtain Employment; Competitive Power; Promotion Strategy

Introduction

With the expansion of college enrollment in China, more and more graduates flock to the society, greatly increasing the employment pressure. The employment pressure of normal university students is particularly prominent due to the restrictions on the direction of running a normal university. In view of this, it is necessary to explore how to effectively enhance the employment competitiveness of normal university students, so as to effectively alleviate the employment contradiction of graduates in this area.

1. The Present Situation of the Employment Competitiveness of Teachers'

Majors

1.1 Advantages

The employment competitive advantages of teachers' major mainly include comprehensive basic quality, strong organizational coordination and adaptability. Teachers colleges and universities focus on teaching systematic knowledge when training normal students, attach great importance to students' physical and mental development, and guide students to establish correct value orientation. In addition, systematic learning and training in pedagogy, psychology and comprehensive skills make students have strong social adaptability and can quickly integrate into society.

2. Disadvantages

The employment competitive advantages of teachers' major mainly include: First, the employment direction is limited. From the perspective of training objectives and social identity, teacher occupation seems to be the first choice of normal students. In addition, the number of normal students increases year by year, which greatly increases the employment pressure of normal students. Employment units such as schools are increasingly demanding for teachers, which makes some graduates can only take jobs in remote areas, and some normal students are engaged in other industries. Second, the practical ability is weak. Teachers colleges pay more attention to the teaching of theoretical knowledge, which makes it impossible to effectively cultivate students' practical skills. Some graduates are at a loss when facing the practical requirements of

employers, and even some employers are unwilling to hire fresh graduates. Third, the core competitiveness is not outstanding. In the process of employment, we should not only show employers their comprehensive quality, but also their core competitiveness. Fourth, the self positioning is not accurate. At present, in the process of talent cultivation in some normal universities, the education and teaching objects of students are primary and secondary school education. In the face of higher and higher requirements for teachers, some normal students are unable to accurately position themselves, blindly yearning for big cities and schools with good conditions of high pay, rather than going to some small and medium-sized cities or remote areas, which has formed the phenomenon of "no success without success" for a long time ^[1].

3. Strategies to enhance the employment competitiveness of normal university graduates

3.1 School level

3.1.1 Optimize the curriculum system and content

In order to enhance the employment competitiveness of normal university graduates, we must be guided by the market demand for talents. Taking the employment guidance course as an example, from the beginning of the freshman year, the school has set up targeted course contents for different grades, and has carried out training on professional awareness, professional outlook, professional ethics, job search skills and other aspects throughout the four years of the university, so that students can clearly position themselves and make reasonable career planning. In addition, with the social needs as the goal, we should properly adjust the curriculum content, optimize the curriculum system and content in time to meet the social needs, enrich the curriculum content, and broaden the professional caliber of graduates.

3.1.2 Attach importance to the cultivation of practical ability and comprehensive skills

Strengthen teaching probation and practice, appropriately adjust the proportion of practical teaching, and attach importance to the cultivation of students' practical ability and comprehensive skills. The school actively establishes the relationship between probation and practice in some local primary and secondary schools to guide students out of the school and improve their ability to combine theoretical knowledge with practice. In addition, attach importance to comprehensive skill training. The school can appropriately hold some teachers' comprehensive skills competitions, such as trial lecture, speech, three strokes and one sentence, and hand copying, to enable teachers to firmly master teachers' skills and promote the improvement of students' comprehensive abilities.

3.1.3 Strengthen the construction of teaching practice base

At present, normal colleges and universities often continue the college based education and teaching model, which makes the education theory and practice out of touch. The main performance is that the teaching practice period is short, and students lack practical teaching experience; College teaching workers lack practical experience and theoretical knowledge can not meet the needs of society; Emphasis on "academic qualification", ignoring the improvement of professional quality and reflection on teaching ability. In view of the above situation, some colleges and universities actively develop practical teaching bases and other ways, which can help students successfully realize the role transformation, and further realize that theorists should start from practice and theoretical research should be carried out specifically in combination with the educational situation. In addition, in-service teachers should also actively participate in the teaching experimental base and communicate with teachers of their own subjects and teachers of various subjects, which will greatly enhance their reflective ability and professional practice ability. This mode of teacher education and training can not only accelerate the process of teacher education integration, but also improve teachers' practical ability ^[2].

3.1.4 Establishment of employment network

Looking at the development trend of China's labor market, some regions are saturated with teachers, while some regions are short of teachers. In view of the above situation, it is necessary for the university to build an employment bridge for college graduates, ease the contradiction between normal universities and employers in talent output and appointment, strengthen the horizontal combination of the two, and build a good development platform for students. The employment department of colleges and universities can try to understand the needs of the society for normal university graduates by sending letters to the employment units, so as to provide the latest employment guidance information for students on campus. In addition, the spiritual outlook, academic achievements, hobbies, etc. of normal school students will be posted on the Internet for employers to consult and introduce graduates to them. Through this two-way choice, normal university students can make full use of talents, maximize talent advantages, and ease the employment pressure caused by asymmetric supply.

3.2 Student level

3.2.1 Accurate positioning and early planning for professional and career development

In order to improve their employment competitiveness, normal university graduates should first clearly recognize their professional advantages and disadvantages, so that they can highlight their professional advantages and highlight their core competitiveness in the process of employment. In addition, you should clearly understand your interests, hobbies, personality, etc., do a good job of self positioning, remember not to be idealistic and blind, and make career planning as soon as possible in combination with social needs.

3.2.2 Change employment concept and adjust employment expectation

Normal school graduates should correctly understand the current employment situation, understand China's employment policy, change employment concepts, and adjust employment expectations. If the family economy allows, normal students can choose remote areas with large demand for talents and difficult conditions, which can not only hone their professional skills, but also improve their employment competitiveness.

3.2.3 Strengthen professional learning and lay a solid foundation

During the period of school, students should learn each course carefully, master theoretical knowledge, adjust the knowledge structure, and find the connection between their major and their own values, interests, and skills. Take the English major as an example. After graduation, most students choose to work as English language teachers, or enter schools or training institutions. These require students to have a solid grasp of teaching methods, psychology, pedagogy and other theoretical knowledge, followed by learning English related professional courses.

3.2.4 Actively participate in practical activities to improve comprehensive quality

During the period of school, normal students should not only master professional knowledge, but also actively participate in practical activities. For example, in the freshman year, given that the learning of professional knowledge is relatively simple, they can increase the time for activities such as volunteer service, work study program, and so on. Through these activities, they can develop their coordination, verbal expression, interpersonal communication and other abilities. In the sophomore year, in combination with the learning of professional knowledge, we should participate in more activities related to our major, such as trial teaching, lecture presentation, and voluntary teaching, so as to further clarify our career orientation and optimize our self-improvement in practice.

4. Conclusion

To sum up, the improvement of the competitiveness of normal school students is not a matter for one party. It requires the joint efforts and coordination of all parties. It requires the society, schools and graduates to correctly analyze the current employment situation, take positive and effective measures, optimize the existing talent training model of normal school students, and improve the employment competitiveness of graduates in this direction.

References

- [1] Chen XQ, Su YC. Analysis on the Core Competence of Normal University Students' Employment [J]. Journal of Chengdu Normal University, 2019, 35 (01): 7-11.
- [2] Chen L, Xu MM. Research on Strategies for Improving the Employment Competitiveness of Normal Students in Local Colleges and Universities [J]. New Campus (early ten days), 2018 (07): 7-8.