

Research on the Construction of Employment Guidance Course in Finance and Economics Institutions under the Background of School-enterprise Cooperation

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Abstract

Employment guidance is a compulsory course for contemporary college students. From the background of school-enterprise cooperation, employment guidance courses in financial and economic colleges should be developed from a comprehensive and practical perspective, and the scope of school-enterprise cooperation should be changed from practical training to practice. Tertiary educational institutions should make every effort to focus on the employment path, carry out curriculum construction including human-job matching, "Internet +", systematization, etc., and to provide comprehensive guidance from the four dimensions, namely, college students' studies, employment, occupation, and entrepreneurship.

Keywords

School-enterprise Cooperation; Finance and Economics Colleges; Employment Guidance; Curriculum Construction.

1. Introduction

Judging from the current employment situation, the employment prospects of colleges on Finance and Economics are relatively clear, and they still have employment advantages that other types of colleges cannot match. Geographical radiation, industry concentration, and employment choices are all beneficial to the employment of graduates of financial and economic colleges: First, each financial and economic college has its own radiation area. Second, the vast majority of employment industries are concentrated in the financial industry. Third, the ratio of employees carrying out further study domestic and abroad is relatively high. However, in the long run, due to the impact of economic conditions (e.g. the stagnation of GDP year-on-year), it is obviously imperative to introduce school—enterprise cooperation and strengthen the construction of employment guidance courses in finance and economics colleges.

2. Pre-employment Preparations and Curriculum Construction

2.1. Evaluation and Analysis of Employment Situation and Curriculum Construction

From the perspective of the employment situation overall, it has a significant positive correlation with GDP, i.e. for every one percentage point increase in GDP, employment increases by 2 million year-on-year. However, in recent years, the excessively extensive economic development model has driven GDP almost stagnant year-on-year. At present, the employment prospects are not optimistic. Especially in 2019, the effective positions will become relatively insufficient. Although the graduates of finance and economics colleges are still widely welcomed by the society, they are still relatively popular majors, whereas employment situation analysis on the macro-scale reveals that even the more popular

disciplines have changed from a "sellers' market" to a "buyers' market", and the employment standards of units have changed from focusing on academic qualifications to emphasizing both qualification and ability. Although the current employment situation has diversified development, on the whole, the employment situation of graduates is still getting more and more grim, especially in recent years, the polarization of employment and demand is becoming more and more obvious. The central and western regions, second- and third-tier cities, and small towns have become hot spots for demand, while large cities and coastal cities in the southeast have become hot spots for job hunting. This increasingly clear polarization has made demand unsaturated and in excessive supply. At the same time, in terms of employment, there is also an increasingly serious polarization. More and more students tend to take the single-plank bridge for postgraduate entrance examinations, while the actual needs of social employment are becoming more and more unmet. It can be seen that in response to the above problems, it has become the general trend to establish career guidance courses in finance and economics colleges.

2.2. Preliminary Planning of Career Paths and Curriculum Construction

College employment guidance, from passive short-term tutoring for college students who are about to leave school, is being consciously extended to more junior and even all current students to help them establish employment awareness as early as possible, and develop into a learning motivation and objectives, and at the same time, the corresponding active curriculum construction also came into being. On the way to set up employment guidance courses in finance and economics colleges, we should first pay attention to the personal career planning and career path choices of the students, and provide them with early planning of career paths. Among the occupations that have obtained the offer and the occupations funded by the state, we should conduct scientific analysis, careful screening, and reasonable choices, objectively examine the possible choices of each career path, select the intersections, conduct in-depth analysis, and discover the possibility of more career paths. In addition, it is necessary to deeply integrate these occupational factors, and objectively match the occupation with temperament, interests, specialties, abilities, etc., and finally clarify the occupational choice of oneself. In short, these career paths can be summed up as four basic types: employment, further education, entrepreneurship, and going abroad. This article mainly discusses the two types of employment and entrepreneurship.

2.3. Employment Preparation and Curriculum Construction

For contemporary college students who are facing career and future choices, they should firstly cultivate a correct outlook on life and world, and secondly, they should cultivate a scientific, correct and objective outlook on career choice, and make career choices and future choices based on personal career planning. Objectively speaking, the future career direction is very important for every individual college student. Therefore, the construction of the employment guidance course should start from the admission, so that the college students can establish the prototype of their job-seeking intention as early as possible. Sound employment guidance is by no means a sloppy job in the traditional perspective, but a functional job integrating education, management, service, and counseling. As an instructor, the financial institutions should formulate a strict career guidance curriculum plan, clarify the specific division of labor, specific procedures, and implementation of the employment guidance curriculum, provide a full range of employment guidance services for college students, and integrate the employment guidance work throughout the student career. The school should carry out the sincere cooperation between the school and the enterprise to the fullest, practically help the college students face the world as a person in the social setting, and use the curriculum to train the college students to correctly evaluate and interact with the society. The courses set should make students introspect themselves and urge them to transform their learning ability into social adaptability,

adaptability, and work ability, so that they could learn to adjust their high expectations independently, avoid pride, continuously improve their psychological endurance, broaden the horizon and look up to the future, and make full use of employment preparatory work.

3. Employment Training and Practical Curriculum Construction for School-enterprise Cooperation

3.1. Construction of Employment Training Courses for School-enterprise Cooperation

The employment prospects are not optimistic. In fact, there is a significant positive correlation with the polarization of talent supply and demand. There is also a polarized contradiction between this actual demand for quality- and ability-based talents and the supply of knowledge-based talents cultivated by colleges and universities, which puts forward a new topic for financial institutions to cultivate new talents. From the perspective of the current employment situation, there is a huge gap of up to 90% in the demand for high-quality talents, and there is also a relative surplus of up to 90% for ordinary talents. This huge contrast between demand and supply rings a bell on financial and economic institutions to focus on the construction of employment training courses for school-enterprise cooperation, and focus on the training of professional knowledge, skills, and ability. In specific training courses, a strict scientific evaluation system for professional grades, qualifications, certifications, and etc. should be designed to encourage students to participate in language, comprehensive, professional qualifications and other certificate assessments and skill appraisals, so that students can constantly improve self-awareness, have a deeper understanding of one's strengths and weaknesses, and take the risk to seize opportunities to meet challenges when employment opportunities occur in the process of school-enterprise cooperation. Simultaneously, simulation is carried out in strict accordance with the social division of labor, employment training is carried out that is indistinguishable from the social environment, and workplace management methods such as strict attendance management are adopted, so that students can fully realize the difference between the roles within school and workplace, and hence can quickly change roles, diminish the role switching process, time, and costs as much as possible, fully adjust the individual's position in the workplace, and quickly improve their workplace adaptability through employment guidance courses. [1].

3.2. The Construction of Entrepreneurial Practice Courses based on School-enterprise Cooperation

The construction of entrepreneurial practice courses in finance and economics colleges and universities should focus on improving the quality and ability of college students as entrepreneurs, and nurture innovative and qualified entrepreneurial talents. Objectively speaking, practical training can only bring students a limited work situation simulation and limited accumulation of basic work skills. In order to become truly qualified entrepreneurial talents, scientific and systematical training should be carried out from practical courses. The construction of practical courses for students in finance and economics colleges should at least cover the psychological construction of life ideals, the emotional construction of entrepreneurial motivation, the ability construction of basic entrepreneurial qualities, the ideological construction of integrity and morality, and the ability construction of social adaptation and coping. The most obvious difference between students in finance and economics colleges and students in other colleges is that finance-related industries can be the first choice for entrepreneurship. Entrepreneurial practitioners in such industries should own a noble character so as not to become active villains in the financial system. Therefore, as an entrepreneur, you must first establish lofty ideals and life patterns, otherwise you will be

unable to withstand the hardships, setbacks, and blows on the road of starting a business; secondly, starting a business requires not only enthusiasm, but also passion, otherwise there will be a lack of driving force to ensure the final success of the entrepreneurial results; thirdly, entrepreneurs in financial institutions must have perseverance, execution ability to overcome all difficulties, and immediate decision-making leadership; in addition, to be a qualified entrepreneur, he or she should also have good business credit, and the valuable quality of honesty and trustworthiness is the cornerstone of success; finally, they should also have the comprehensive ability to adapt to the complex and fast-shifting social environment. [2].

3.3. Employment Evaluation Course Construction for School-enterprise Cooperation

The construction of employment and entrepreneurship training courses in finance and economics colleges based on school-enterprise cooperation can not only broaden the life pattern of some students who are about to start a business, but also expand their life horizons for those students who are about to hunt for a job to work in a large corporation. In this process, it is also necessary to conduct employment evaluation of school-enterprise cooperation in terms of curriculum construction, as a general summary of college students' training and practical results. At the same time, mutual evaluation of objective employment simulations should also be carried out among students in the same class. The establishment of this comprehensive employment evaluation course has a profound impact on college students, enabling them to clearly realize their own deficiencies in some aspects, and at the same time, to clearly recognize the individual's strengths and weaknesses in the workplace, society, and life, so that we can obtain a rare opportunity for adjustment and transformation to learn from each other's strengths and weaknesses, so as not to taste the bitter fruit of irreversible failure after stepping into the society in the future. This kind of remedial employment evaluation course can realize the rehearsal of the career of students in finance and economics colleges with this kind of redemptive promotion. At the same time, corresponding curriculum construction such as targeted professional grade certificate examination should be widely carried out in finance and economics colleges and universities. In view of the main employment direction of students in finance and economics colleges, the construction of corresponding courses such as civil servant examination should also be carried out, so as to provide financial services that the college students make the final preparations for landing in the society. Giving full play to the employment advantages of students in finance and economics colleges-through this evaluation response and endogenous adjustment-the dual competencies of college students in the face of employment and entrepreneurship can be shaped.

4. Systematized Construction of Career Path Guidance Courses

4.1. Curriculum Construction of Employment Paths Matching Personnel and Jobs

The construction of employment training and practical courses in finance and economics colleges based on school-enterprise cooperation aims to strengthen the vocational adaptability of college students; the further construction of employment path guidance courses aims to strengthen the vocational competency of college students. Employment may mean a major change in the direction of college students' life, and may also bring about a radical change in their lives. Employment symbolizes a rebirth of their lives, and the knowledge, skills, abilities and limited employment guidance they have acquired in college may be the stepping stone for them to uphold, and the guidance of the employment path can help them find a career that gives full play to their energy, so as to improve the professional competence of college students. Any talent acquired by college students during school must ultimately be tempered by the

workplace and society. Therefore, from the perspective of employment paths, the advancement of curriculum construction should further realize the matching of college students' personnel and jobs, so as to achieve the satisfaction of both the supply and demand sides of employment. The current so-called "two-way selection" is actually still just a "buyer's market". There is still a lack of smoother communication media between college students and the supply and demand sides of the market. Meanwhile, there is still a lack of correct and objective evaluation by the school. Without scientific and reasonable guidance, both students and employers may have problems in personnel-job matching due to misjudgment. Therefore, in terms of career path guidance, special courses should be designed, and at the same time, more comprehensive assessment and guidance of personnel-job matching should be carried out on a class-by-class basis, from groups to individuals.[3].

4.2. Curriculum Construction of Career Path based on "Internet +"

The fundamental purpose of the construction of career guidance courses is to guide college students to explore themselves, the environment, and the society to the best of their knowledge, so as to better plan their career development paths. Under the premise of the school's official website, mobilize the teachers of the whole school and carry out a comprehensive employment guidance curriculum construction. The curriculum construction should be completely oriented to employment guidance and serve employment as the principle. The employment guidance courses to be set up include practical training course for financial industry, government agencies, and postgraduate entrance examinations. The core of curriculum construction should be created around the guidance of employment paths. In order to expand the scope of education, all these courses should be placed on the official websites of financial institutions in the form of employment reference courseware. Advantages, use the existing Internet resources within the college to open a global remote video recruitment streaming media, so that the students within the college can make full use of the "Internet +" resources to quickly connect with relevant information about their studies and employment. For college students who intend to work in international organizations, colleges and universities should provide convenience to the fullest in terms of teachers, information, channels, exchanges, etc., and as fair competition as possible, so as to secure as many career development opportunities as possible for students in financial institutions.[4].

4.3. Systematic Employment Path Curriculum Construction

The core of strategic guidance in the construction of employment guidance courses in finance and economics colleges is to evaluate the employability and work ability of college students as a kind of ability to secure a vacancy under the premise of employment preparation, training practice, and path training, to help college students find an ideal position that can give full play to the advantages and subjective initiative of college students among the three aspects of ability, employment and position. In other words, the fundamental demand for the construction of career guidance courses is to rapidly forge the survival and development ability for the students of financial institutions to adapt to the new century. Everything involved in the construction of employment guidance courses should be carried out around the individual academic, employment, occupation, and entrepreneurship of college students to form a harmonious employment guidance atmosphere. In the process of in-depth integration of the four dimensions, we should consciously target at the main body of college students and carry out centralized service. In terms of curriculum construction, it is advisable to connect learning, employment, and entrepreneurial guidance to form a systematic curriculum construction that deeply integrates four dimensions and three aspects. While enriching professional connotation and professional skills, set up special employment guidance institutions and teams providing professional employment guidance for college students to do a good job in the final sprint stage. The guidance of employment courses in financial institutions should be like the warm spring

breeze of the season, like a beacon that guides the way forward, dispelling the fog and illuminating the bright future for the students who are about to leave the school. At the same time, the employment guidance courses also teaches students how to calmly deal with unfamiliar society, busy workplace and fierce competition.[5].

5. Conclusion

The construction of employment guidance courses in finance and economics colleges should be employment-oriented, professional-centered, and reliant on practical training and practice, and build practical employment preparation, employment training and practice, and employment path. A systematic career guidance course will, on the basis of sincere cooperation between schools and enterprises, give knowledge and specialization to students with theoretical training; give skills and abilities to students with practical training; give job positions to students with practice. It can be seen that the core value of the construction of career guidance courses is to urge college students to quickly realize the transformation of their identities from students to individuals in society. Through employment guidance courses, college students are urged to quickly change their concepts, meet challenges happily, and comprehensively improve college students' adaptability and competence for employment and entrepreneurship.

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