

Received: January 24, 2018

Revision received: June 13, 2018

Accepted: June 17, 2018

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DOI 10.12738/estp.2018.6.206 • December 2018 • 18(6) • 3059-3065

Research Article

Education Reform of Chinese Language & Literature Major under Employment Orientation

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Abstract

Along with the development of society, the manpower demand in society has transformed from knowledge-based talents to applied talents in Chinese Language & Literature (CLL) major. Now the current CLL instruction methodology emphasizes knowledge transference and theories but underestimates hands-on skills and practices, the single teaching model is not conducive to the cultivation of applied talents. To address these concerns, this paper discusses the education reform of CLL under the employment orientation. To cater to social needs, it is proposed to reform the instruction model, stress professional practice teaching, innovate teaching methods, and improve the teachers' overall quality. The results show that the CLL education reform based on social needs and employment orientation takes aim at more precise cultivation, and is more conducive to nurturing applied talents that adapt to social development and student employment market.

Keywords

Employment Orientation • CLL Major • Education Reform

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As a traditional discipline in China, the CLL major has a long history of development with relatively mature instruction concept and talent cultivation model. It has churned out huge numbers of specialized talents for the society. However, the dramatic development of society requires more and more applied talents (Kenny, Nankervis, Kidd & Connell, 2012). Now the universities have expanded education scales to foster progressively increasing graduates year by year. For example, in 2016, the number of graduates of universities nationwide was 7.65 million; while 7.95 million in 2017, and 8.2 million in 2018, see Fig. 1 for details. In the face of these terrible figures, however, there is a strange phenomenon that so many graduates fall short of the demand for jobs. In this context, students are faced with tough employment situation, but employers lack right talents. The reason lies in that the objective of talents cultivated in universities slips out of social needs (Phillips, Kenny, Smith & Esterman, 2012). For this purpose, the professional instruction model of universities requires to be reformed in due time. For the CLL major, we have always focused on cultivating specialized talents, but never carried out education reforms in favor of the social demands. In teaching process, there are problems, for example, teachers focus more on knowledge transference but not hands-on skills, and theory but not practice, the teaching method is single, which are not conducive to the cultivation of applied talents required by society (Mitola, Rinto & Pattni, 2018). In view of this, this paper discusses the education reform of CLL major under the employment orientation, hoping to provide valuable reference for the reform of CLL education, drive the development of CLL major, and foster the talents required for the society.

Table 1

<i>The number of college graduates in the past three years</i>	
Year	Number of college graduates
2016	765 million
2017	795 million
2018	820million

Challenges in the teaching process of CLL major in universities

Instruction model focuses more on knowledge transference but hands-on skills

Since the CLL belongs to a self-owned major in China, it is more susceptible to the traditional model in the instruction process. Hence, as always, the CLL major has adopted the traditional knowledge infusion instruction model, that is, the teacher teaches and the student listens to, as shown in Fig. 1. The traditional instruction model is characterized by teacher-led classroom style, teachers' knowledge transference, and students' passively accepting knowledge. There is no any dominant role of students. From the atmosphere of classroom instruction, it is dull and inactive, and the students show negative enthusiasm and interests in learning (Courtney, Edwards, Smith & Finlayson, 2002). This instruction mod produces such an effect that teachers impart knowledge, students passively accept knowledge. In the teaching process, the inspiration of students' interests, the training of student thinking and integrative competence are all ignored.

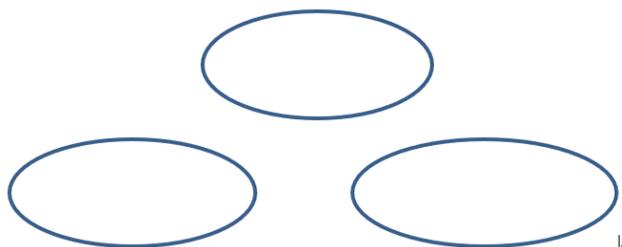


Figure 1. The Characteristics of Traditional Teaching Mode.

Instruction model focuses more on theory but practice, and merely limits to the classroom

The CLL major has set up a number of literary theory relevant courses with quite theoretical knowledge. Therefore, teachers are more devoted to the lecture on relevant knowledge in teaching materials, but less expansion of teaching content (Scottclayton & Minaya, 2014). By far, what are the defect things in the CLL education come here as follows: the CLL knowledge system has not been integrated into the overall demand of social development; the teaching content in this discipline is not fully extended, which will inevitably result in the nasty fact that students have to learn the knowledge that will be limited only to the theoretical textbooks in the classroom, lack of exercise in practice, but both have predictable consequences that what students learn and apply cannot be well joined up (Liang & Chen, 2016). Such instruction model is indeed not conducive to the cultivation of comprehensive talents.

Instruction model is traditional and single

It has been a long time since the CLL major was set up in China. There are a wealth of teaching experience and teaching methodologies in the process of discipline development. However, with the continuously deepening of the education reform in universities, higher requirements are set for the teaching means and methodologies. However, the education in CLL major has always been following the existing instruction models without substantial innovations and breakthroughs. It is difficult for such old model to adapt to the demands for education reform and social development. In particular, with the continuous development of educational information technology, traditional instruction model looks more monotonous and obsolete, it has fallen short of what's needed for education reform and development, making against the cultivation of talents with comprehensive quality.

What necessary the deepening the education reform of CLL major is under the employment guidance

From the perspective of the development trend of higher education

Higher education has accessed to the popularization model, and its direct consequence is that the number of graduates from universities has increased year by year, but it is not more optimistic about their employment. A

great challenge is faced with both CLL major and graduates from other majors in universities. In particular, in a traditional discipline such as CLL, in view of the natures of this major, the current demand for graduates in the society has become saturated (Singh, Gupta & Srivastava, 2016). Therefore, for universities, in the face of such a tough employment situation, we should change the thinking and model of talent cultivation, take employment as the orientation, based on social demands, to carry out an education reform for this major. Under the background of popularization of higher education, we should keep pace with the trend of talent cultivation.

From the perspective of employment requirement

On the one hand, the progressively increasing number of graduates is a direct factor that results in the tough employment situation. On the other hand, with the rapid development of the social economy, the challenges of the industrial structure have changed the standards and requirements for talents; many new jobs have emerged, which provide rare opportunities for college students. However unfortunately, the graduates nurtured in universities fall short of what's needed in the posts to a certain extent, it is difficult to match the knowledge structure and comprehensive literacy of the graduates to what the employers require. The society has set higher and higher comprehensive quality and skills for graduates. For graduates in CLL major, they must not only have literacy, aesthetic standard and language communication skills, but also have strong humanistic quality and comprehensive competence (Meehanandrews, 2009). Currently, the marketing, news, media, advertising and publishing industries in the society have a high demand for talents in the CLL major. In this case, it is crucial for universities to design the CLL education reform based on social job requirements, thereby cultivating right talents with comprehensive quality and skills.

Employment-oriented education reform strategy for CLL major

Reform instruction model and optimize curriculum provision

We should make clear that the CLL major should aim at cultivating the applied talents required by the society, based on which to reform and optimize the curriculum system, since the curriculum is the carrier for implementing the instruction, and the key to achieving the cultivation of applied talents. Universities actively contemplate the problems and defects existing in the current curriculum, and follow the advantages and characteristics of the original curriculum, based on which the curriculum provisions will be optimized to close to social demands and enhance the practicality of the curriculum (Ladyshewsky, 1996). For example, secretary and editor, the two posts require students to have strong writing skills, based on these types of information, universities should intensify the training for their writing skills and knowhows, and focus on what the positions require to truly achieve a close integration between the CLL education and future career requirements. This will enable students to use what they truly learn, enhance students' integrative competence and position adaptability, and also meet the demands of the society for talents. Currently, with the rise of the Internet, the demand for network editors gets strong. The continuous development of various types of We-media also requires a lot of media workers. Therefore, universities should continue to adjust and optimize the CLL curriculum provisions in pace with industry demand and dynamics, including professional theory basics which can ensure students to

have solid theoretical knowledge, and also practical skills that can cultivate applied talents with strong hands-on skills and comprehensive competence (Pistoletti & Nicolas, 2017).

Stress professional practice and highlight comprehensive competence training

In the CLL major, if universities want to cultivate applied talents with comprehensive quality and competence, they must discard the current traditional model that only emphasizes theory and underestimate the practice. The simple theory instruction in the classroom can only enable students to master certain theoretical knowledge, but not achieve the objective of improving comprehensive quality of students since the culture of comprehensive quality is inseparable from practical exercise. Therefore, there is a need to organically integrate in-class and extra-curriculum instruction contents. On the one hand, in the classroom, teachers should ensure the advanced nature of teaching content, and that the teaching content can adapt to the employment requirements. In addition to this, it is necessary to carry out practical pedagogy. On the other hand, the practical pedagogy efficiently links theoretical and practical knowledge together, in order to train students to apply what they have learned, thus helping students to quickly complete a transition to job positions. Extracurricular activities are an effective extension and complement to the classroom content. Specifically, the first is that universities should carry out plenty of social practice activities and encourage students to participate in these actively, for example, set up the school journals, the writing associations, the department journals, the WeChat public accounts and the like to provide opportunities and platforms for students to practice themselves. Second, universities should intensify the construction of practice bases. If universities want to cultivate applied talents as required for the jobs, then they set the education model to close to the actual needs of the society, actively strengthen the cooperation with enterprises and employers, expand the types of employers, enrich the choice of students' internships, thus provide more opportunities for students to practice themselves, encourage students to actively practice in the employers during the university, offer opportunities for students' novice internships, thereby to improve students' practical skills.

Enrich teaching means and innovative instruction models

Instruction model has a direct impact on the teaching quality and the effect. In order to achieve a good teaching effect, teachers need to constantly enrich teaching means and innovate the instruction models. The traditional knowledge infusion model seems relatively simple, and it is difficult to achieve a good teaching effect. Therefore, in response to this situation, teachers should continue to make an innovation on the basis of inherent teaching model and means, especially for CLL major where there is poor classroom instruction performance, students' subjectivity is not strong, and their interests are not high, targeted instruction models should be adopted, for example, the situational language teaching, the case teaching methodology, and the inspiration-oriented teaching can fully develop the subjective status of the students, give students space to think and create something, mobilize the students' initiative and improve the teaching effect. In addition, as the current multimedia technologies have sprung up, teachers should be good at using these technologies to enrich teaching means, enhance the fun and attractiveness of classroom, and intrigue students' interests in learning. Multimedia technologies can effectively help animate classroom atmosphere and mobilize students' enthusiasm.

Continuously improve the overall quality of teachers

Teachers are the main organizers and implementers of pedagogical activities. Therefore, the teachers' philosophy, expertise level, professionalism and comprehensive skills will have a positive and far-reaching influence on students. Thus, they are key to cultivating applied talents. For teachers, the first thing is to update their idea as the forerunner of action. Only with advanced instruction concepts can they make an implementation in pedagogical activities. On the one hand, teachers should thoroughly understand the demands of the society for talents, carry out the survey, and constantly innovate their own teaching models on the basis of constantly updating their own education concepts, improve their own teaching level, brave to break the constraints and limitations of traditional education models, and churn out CLL professionals who well adapt to the social development. Second, teachers should actively get familiarity with the development trend of the industry, and timely confer it, together with the frontiers of professional studies to students. as applicable to the industry development situation, they should challenge their teaching objectives and content in due time, so that the students they foster have stronger expertise, and will be able to adapt to the social development. Finally, universities should provide teachers with a variety of opportunities for training and exchanges in social practices, for example, encourage teachers to put on field practice in the employers and deepen the first-line practice experience, which are very helpful for teachers to accurately grasp the job requirements, thus making teaching reflection to update teaching methods and content.

Conclusion

Nowadays, China has witnessed a rapid development in the economy. The adjustment of the industrial structure has also changed the standards for talent requirements. The primary mission undertaken by universities is to train the right talents for the society. In this context, higher education should enforce a deep education and instruction reform in the case of continuous enrolment expansion, closely complying with requirements of the society to train the talents required by the society, and address the structural employment problems such as the misfit between graduates and employers. Today, what the society needs are applied talents. in CLL major, the talents trained by the traditional education model and teaching methods have fallen short of what's needed in the current society, resulting in the embarrassing situation that the employers are in dire need of talents but the graduates cannot find suitable positions. Therefore, the CLL major must carry out a teaching reform, that is, constantly reform the instruction model, optimize the curriculum modules and cultivation system construction; continuously innovate the instruction models and enrich teaching methods; focus on the organic combination of in-class and extra-curricular contents, regard practical teaching programs; constantly improve comprehensive quality and competence of teachers to foster ideal talents for the society while promoting the development of the CLL major itself.

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