

Research and Practice on Constructing a New Mechanism for Deeply Integrating Three-Comprehensive Education—Focusing on Improving the Teaching Quality of Employment Courses

Chunyan Zhu^{1,a,*}

¹Yibin University, Yibin, Sichuan, 644000, China

^a489423651@qq.com

*Corresponding author

Abstract: *The article explores new mechanisms for schools to integrate internal and external factors to improve the teaching quality of employment courses. Through multi-subject collaborative education, multi-platform joint participation, and multi-system comprehensive coverage, we will improve the teaching quality of on-campus employment courses in many aspects; Outside school, encourage family members to fully participate in student employment courses, provide correct guidance on family employment, obtain social practice evaluations in a timely manner, and establish an evaluation mechanism.*

Keywords: *Three Comprehensive Education; New mechanisms; Employment courses*

1. Introduction

In 2023, there were approximately 11.58 million college graduates. According to statistics from third-party social organizations, as of mid-April 2023, among the recent graduates with job-seeking plans, 50.4% had secured job offers. This marks a 3.7% increase compared to 2022. However, there is still a significant decrease compared to the 62.8% recorded in 2021. In summary, the employment difficulties for college graduates have been steadily increasing in recent years, and the outlook is becoming increasingly pessimistic.

Solving the employment challenges of college graduates requires universities to wholeheartedly dedicate themselves to nurturing skilled professionals. College students need to approach their employment prospects with a realistic mindset, taking into account their own qualifications and societal demands, and avoiding setting unrealistic expectations. Universities should creatively incorporate the Three-Comprehensive Education concept into their employment course teaching practices. By creating a holistic employment course that nurtures students at every stage and integrates the efforts of the university, society, and families, the quality of employment course teaching can be improved. This approach will assist in enhancing the overall quality of employment courses and guide students to approach their careers with a practical mindset.

2. Theoretical Research on Three-Comprehensive Education

The Three-Comprehensive Education concept essentially calls for the establishment of a multi-level educational system that integrates educational administrative departments, the university as a whole, academic management departments, and all the various colleges at different levels. In order for this multi-level system to function effectively, it must operate in a collaborative manner, with key mechanisms for guidance, coordination, and mutual cooperation. The lack of a smooth and effective coordination and guidance mechanism can weaken and even disrupt the collaborative education concept at various levels.

The Three-Comprehensive education concept emphasizes the participation of multiple stakeholders. The multi-stakeholder participation system should also operate collaboratively, with shared objectives, resources, and information systems, and, most importantly, robust collaborative, integration, and support mechanisms. Otherwise, different stakeholders may be confined to their own sub-goals and responsibilities, making it difficult to create a collective effort in education. This could even lead to

division and barriers within the "Three-Comprehensive" education system.

Ultimately, the implementation of the Three-Comprehensive education concept relies on teachers. This requires effective training and continuous improvement of teachers' "educational awareness" and "educational capabilities," as well as motivating teachers to have a strong sense of educational responsibility. Conversely, the lack of effective training and incentive mechanisms may hinder the expected outcomes in practice.

All-Encompassing Education, Full-Process Education, and Comprehensive Education are the core components of Three-Comprehensive Education, and the establishment of a deeply integrated new mechanism for Three-Comprehensive Education must fully grasp these three essential components. The subject of education is the prerequisite and foundation for educational practices, and it permeates the entire process of education. Taking the subject of education as a starting point, it is essential to refine educational responsibilities, enhance the understanding of education, and deepen multi-subject collaborative education. In the new mechanism of Three-Comprehensive Education, all subjects should participate in the educational process^[1]. Education is no longer solely the responsibility of educational institutions; instead, students, parents, and the entire society should collectively engage in the educational process.

Full-Process Education demands the continuity of educational activities over time. Educational principles should be integrated into every stage, ensuring a seamless educational experience without temporal gaps. From classroom instruction to post-classroom activities, from academic learning to daily life, no stage should be neglected.

Comprehensive Education emphasizes the comprehensive and effective utilization of educational resources. Educational resources must be effectively utilized in all aspects. The educational functions of curriculum, research, practice, culture, online resources, psychology, management, services, financial support, and organization should be fully leveraged to achieve comprehensive educational objectives.

3. Challenges in Enhancing the Quality of Employment Courses

3.1 Conservative and Outdated Employment Perceptions Among Most Students

According to statistics from the China Information Daily, when considering their employment intentions, 67.6% of graduating students prefer jobs within the public sector, 14.0% opt for employment in private enterprises, and 9.3% choose to work in foreign-owned enterprises. This indicates that the majority of students aspire to secure stable positions in government departments or become educators. They seek jobs with perceived stability, while simultaneously offering substantial room for growth. They tend to adopt a wait-and-see attitude towards high-demand, high-growth potential occupations. During their initial job search, students have high expectations regarding the location of employment, job responsibilities, salary packages, and working conditions, often setting their sights on securing positions within the highly stable civil service system.

Under the influence of these incorrect employment perceptions, some university graduates remain unemployed rather than accepting positions in remote areas or roles unrelated to their academic majors. Others may not rush to seek internships or employment opportunities after graduation, instead opting to return home or rent accommodation near their alma mater. They engage in part-time work or rely on parental support, dedicating 1 to 2 years, or even longer, to intensive exam preparation. Some graduates, who are unable to secure their ideal jobs, may become disheartened and choose to return home to depend on their parents, no longer willing to pursue employment opportunities. Furthermore, certain students may succumb to the influence and intervention of their parents, who tend to value secure, stable employment for their children. Consequently, some parents impose specific employment requirements on their college-bound offspring. These conservative employment perceptions lead many students to compete fiercely for highly stable positions, causing the majority of their peers who fail to secure such positions to miss out on opportunities in private or foreign enterprises, resulting in lower employment rates and reduced employment quality.

3.2 Ineffectiveness of Employment Course Guidance

Firstly, most of the employment courses offered by universities primarily focus on career planning and employment guidance. Since university students have yet to enter the workforce, they struggle to connect the theoretical aspects of career planning with the practical realities of the job market.

Consequently, some students underestimate the importance of employment courses, considering themselves inexperienced in the professional world, which results in low classroom engagement and effectiveness.

Secondly, career courses at universities are predominantly taught by academic advisors or staff from career centers. These instructors often balance teaching with various other responsibilities, and some may have limited experience in diverse professional fields, leading to a lack of in-depth understanding of current employment trends^[2]. Their teaching methods often revolve around theoretical knowledge, offering limited engagement opportunities for students.

Lastly, most universities conduct employment guidance courses in large lecture settings, with general content applicable to various majors. The instructors primarily provide an overview of the job market, employment policies, and general job-seeking skills. Unfortunately, there is a lack of personalized analysis based on students' majors, interests, values, knowledge structure, and capabilities. This deficiency results in suboptimal career guidance.

3.3 Insufficient Interaction Between Employment Courses and Society

The connection between students' choice of major during high school and their future employment prospects is a pivotal one. However, there is currently no established mechanism for communication between high schools and universities regarding major selection. High school students may not have a comprehensive understanding of the content of various majors or the employment prospects associated with each major, yet they are required to make significant decisions.

In terms of practical experience, universities and practical institutions often lack a tight-knit relationship, lacking a standardized communication mechanism. This makes it challenging to gain timely and accurate insights into students' real-world experiences and provide them with appropriate guidance. Furthermore, the majority of teaching staff rarely engage in regular visits to various practical institutions for research purposes, resulting in a limited understanding of relevant professional fields in the broader society.

4. Practical Pathways to Enhancing the Quality of Employment Courses within the Three-Comprehensive Education New Mechanism

The practical pathways of the new mechanism revolve around the collaboration of three main stakeholders: educational institutions, families, and society. These three entities work in synergy to advance the principles of All-Encompassing Education, Full-Process Education, and Comprehensive Education.

4.1 Within Educational Institutions: Emphasizing Multi-Stakeholder Collaborative Education, Multi-Platform Participation, and Multi-System Comprehensive Coverage.

Multi-Stakeholder Collaborative Education: Multiple stakeholders, including top leadership, administrative staff, educational support personnel, subject instructors, academic advisors, and student leaders, actively participate in the education process. While each plays a distinct role, they maintain regular communication through forums and discussions. This collaborative effort, anchored by academic advisors, promotes coordination among subject instructors. In the classroom, instructors align theoretical knowledge with practical professional contexts to guide students in forming realistic employment perspectives.

Multi-Platform Participation: Education institutions, primarily facilitated by employment guidance centers, connect various platforms such as innovation and entrepreneurship practice bases, psychological counseling centers, student organizations, parent-school communication platforms, and feedback platforms for community engagement. These platforms regularly host professional practice and career guidance activities, including employment-related training. By combining theoretical guidance, hands-on experience, and psychological support, students' employability and mental well-being are enhanced^[3]. Special attention should be given to addressing students' employment-related stress and psychological health within the psychological counseling centers.

Multi-System Comprehensive Coverage: With employment-focused education at its core, educational institutions incorporate auxiliary educational systems such as financial support and service-based education into their curricula. Employment-focused education is integrated with other educational

systems, including online education, service education, and financial support, among others. Concurrently, a comprehensive curriculum system is developed, encompassing courses in political ideology, general competencies, philosophy, social sciences, and specialized subjects. These courses highlight the integration of explicit and implicit education, facilitating a transformative shift from "ideological and political courses" as the primary avenue for education to a multidimensional approach termed "curricular ideological and political education."

4.2 At the Societal Level: Leveraging Government Support, Maximizing Resource Integration, and Establishing Feedback Mechanisms with Educational Institutions.

With government support and encouragement, it is crucial to establish more diverse learning and practice platforms in collaboration with various organizations such as communities, government departments, businesses, and non-profit organizations. This includes promoting student participation in volunteer activities like rural community service, social work, and legal education. By merging social educational resources with institutional innovation and practice platforms, the educational advantages within the societal context can be harnessed.

Additionally, strengthening university-enterprise cooperation to create entrepreneurial internship bases, utilizing urban and rural communities to build social practice centers, and expanding extracurricular activities through connections with patriotic education venues are important steps. These efforts are aimed at broadening the scope of resource provision, and employing various forms of cooperation to facilitate the exchange of information, technical expertise, and teaching resources.

During the implementation of these initiatives, it is essential to break down and refine the overarching educational objectives based on stages, positions, and specific circumstances. This allows for the development of scientifically sound and sustainable work plans for various educational entities. Under the guidance of these objectives, latent educational potential can be discovered and transformed, leading to increased motivation and ideological guidance for their work.

Simultaneously, establish a feedback and evaluation mechanism for extracurricular educational organizations at each school. The school should promptly receive feedback on students' performance in social practice and provide timely employment guidance. Currently, student practical experience requires obtaining internship certificates from practice organizations and maintaining practical journals. However, there is a lack of direct communication between practical guidance teachers and practice organizations to accurately reflect each student's practical situation. Establish a school-society liaison mechanism, where practical guidance teachers can regularly contact student practice organizations, gather information about students' practical experiences, and maintain close communication with these organizations. This facilitates practice organizations in focusing on the development of students' values, employment perspectives, and their psychological well-being during practical experiences.

4.3 At the Family Level: Establishing a Family-School Collaborative Education Mechanism, Promoting Family Values Education, and Updating Family Education Concepts.

Concerning employment-related matters, many parents are adamant about securing their children positions within the public sector, even advocating for reexamination the following year if necessary. Such extreme employment views impact students' career perspectives. To counter this, schools should engage in ongoing communication with parents, establishing a long-term liaison mechanism. This enables the timely correction of any erroneous family education beliefs that students may encounter. Ideally, family members should hold accurate educational beliefs. To facilitate communication between schools and families, monthly online forums can be organized, where parents receive updated information on employment trends, current job market conditions, and participate in career planning courses alongside their children. This approach ensures that parents stay informed and assists in resolving any conflicts between students and their parents regarding employment views. Ultimately, family education should guide students toward sound employment perspectives.

5. Unraveling the Challenges of Enhancing the Quality of Employment Courses within the Three-Comprehensive Education New Mechanism

5.1 Updating the Employment Perspectives of College Students and Parents.

University graduates should approach employment with a practical mindset, considering their own

qualifications in the context of societal demands, thereby avoiding the pitfall of over-ambition or settling for positions beneath their potential. It is essential that the curricula in employment courses and career counseling effectively communicate the requirements set forth by the job market for recent graduates. This guidance should instill a strong sense of alignment with and adherence to the core values of socialism among students. Both educational institutions and practical organizations, along with families, play a crucial role in continually shaping students' perspectives on employment. They should aid in fostering innovative thinking and creativity, encouraging students to embrace challenges and adapt to change, proactively address competition and risk, and perpetually explore new areas, avenues, and models. Furthermore, cultivating entrepreneurial awareness and capabilities is essential. Students should engage actively in various entrepreneurial training programs, business competitions, and business incubators. Leveraging resources such as entrepreneurial policies and platforms is key, as they inspire and enable students to pursue their entrepreneurial aspirations^[4].

Families and college students should keep pace with the times, liberate their thinking, and update their perspectives. Parents should respect their children's autonomy, returning the decision-making power for career choices to them, and allow them to make judgments and choices independently. College students should consciously transform their employment perspectives, commit to lifelong learning, actively follow "new professions" and emerging employment trends, update their employment cognition, broaden their career horizons, strive to align their interests with their professions, and continuously advance their career development and self-improvement.

5.2 Enhancing the Effectiveness of Employment Course Guidance

In employment courses, simulated workplace scenarios should be introduced more frequently to enhance students' understanding of the professional world. The importance of early career planning should be emphasized to change students' psychological inclination to consider work as a distant future event. Moreover, attention should be given to the training of instructors for these courses. Currently, employment courses in universities are often overlooked, with academic advisors or administrative staff serving as part-time instructors. A specialized teaching force for employment course guidance should be selected. These instructors should regularly engage in social practice, gain insights into relevant professional employment conditions and career development, and be actively involved in the curriculum.

Furthermore, teaching should be tailored to students' characteristics, majors, strengths, and future aspirations by organizing multiple classes accordingly. This approach should move away from large-scale, generalized teaching methods and increase the relevance and effectiveness of employment course guidance.

5.3 Strengthening the Connection Between Employment Courses and Society

The employment prospects and situations for various majors should be published on the school's official website before students make their college major choices. This would allow students to have a basic understanding of their future career prospects before enrolling, enabling them to form career plans at an earlier stage. Additionally, instructors of employment courses should maintain regular contact with students' practical organizations and periodically visit different institutions to study, investigate, and interact. This approach enables a comprehensive understanding of the relevant career conditions within different majors.

6. Conclusion

By implementing the Three-Comprehensive Education theory within the educational institutions, families, and society, spanning all stages of students' academic and personal development, a deeply integrated new mechanism has been established. This mechanism addresses the need to update the employment perspectives of college students and parents, enhance the effectiveness of employment course guidance, and strengthen the connection between employment courses and society. By weaving the Three-Comprehensive Education theory into employment courses, considering educational institutions, society, and families as horizontal dimensions, and breaking the constraints of traditional education, the system has been fortified. This integration fosters seamless communication and cooperation among educational institutions, society, and families, creating a new, multi-stakeholder, multi-method, and multi-platform collaborative mechanism for education.

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