

The Influence of Cultivating the "Four Abilities" on the Employment and Entrepreneurship Level of College Students

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Abstract: This article defines the basic concept and connotation of the "four abilities" of college students, analyzes the problems existing in the cultivation and practice of the "four abilities" of college students, proposes the basic ideas and training approaches to strengthen the "four abilities" of college students, and summarizes our methods and practical achievements in strengthening the cultivation of the "four abilities" of college students. At the same time, it also analyzed the urgency and necessity of cultivating talents with innovative spirit and entrepreneurial ability in China in the future period, as well as the influencing factors of cultivating and improving the "four abilities" of college students, and proposed the significance and path of strengthening the cultivation of college students' employment and entrepreneurial ability.

Keywords: College students, Practical ability, Innovation ability, Employability, Entrepreneurship ability

1. Introduction

Quality is the life of a university, and innovation is the soul of a university. Since the expansion of enrollment in Chinese universities in 1999, China's higher education has achieved development in high speed, cultivating a large number of talents for China's modernization construction. However, it should also be noted that there are still some problems in the cultivation of students' abilities in higher education, such as weak innovation education, insufficient innovative and entrepreneurial awareness of the trained talents, weak creative and entrepreneurial abilities, weak awareness of practical education, and the inability of the trained talents to adapt to the needs of today's economic development in terms of practical ability, social adaptability, and employment competitiveness^[1,2]. Strengthening the cultivation of college students' entrepreneurial and employment abilities in the new situation is related to whether they have the ability to innovate and start businesses, whether they can adapt to economic and social development, and whether they can undertake the task of revitalizing the nation. It is an important task for talent cultivation in current colleges and universities^[3]. We need to comprehensively and effectively carry out entrepreneurship education to make more college students prioritize independent entrepreneurship as a way to achieve their life value. At the same time, we need to further strengthen the cultivation of innovative spirit and practical ability of college students, so that they can actively adapt to the complex and ever-changing needs of social and economic development, and actively respond to future challenges. This is a new mission entrusted to universities by the times, and also a higher requirement put forward by the country and society for higher education.

2. The Concept and Connotation of "Four Abilities" for College Students

The "four abilities" of college students refer to their practical ability, innovative ability, employability, and entrepreneurial ability. The practical ability can be divided into general practical ability and professional practical ability, among which professional practical ability mainly includes practical operation ability, professional writing ability, information processing ability, professional design ability, etc. The innovative ability is the result of the dual effects of social practice and educational cultivation, and is a special ability acquired by college students. Some scholars believe that

the innovative ability of college students is mainly composed of innovative spirit, innovative personality, innovative thinking ability, and innovative practical ability^[4]. The employability refers to the sum of individual psychological characteristics that directly affect their ability to get job without being subject to special industry requirements^[5]. Entrepreneurship ability mainly includes the following three aspects: entrepreneurial knowledge, entrepreneurial skills, and entrepreneurial quality. Entrepreneurial knowledge mainly refers to the basic knowledge of management, law, economy, and other aspects required for operating a business; Entrepreneurship skills mainly refer to learning ability, expression ability, interpersonal communication ability, organizational and management ability, etc; Entrepreneurship quality mainly refers to entrepreneurial awareness, innovative spirit, and strong and stable personality traits^[4].

3. The Problems in Cultivation of the "Four Abilities" of College Students

3.1. Unclear training objectives

Although many colleges and universities offer employment and entrepreneurship courses, the training effect is relatively poor in the actual training process. In the process of cultivating the employment and entrepreneurship abilities, some colleges and universities only focus on explaining the theory of employment and entrepreneurship, without paying attention to the practical training of college students' entrepreneurial skills, which makes their employment and entrepreneurship thinking remain in superficiality and it difficult to solve problems in practice^[6]. Some colleges and universities have not included the cultivation of college students' employment and entrepreneurship abilities in their teaching system. They only provide brief training before graduating from their senior year, which leads to insufficient understanding of employment and entrepreneurship among college students and prevents them from further carrying out employment and entrepreneurship activities.

3.2. Lack of Employment and Entrepreneurship Practice Platform

There are many restrictive factors in the current employment and entrepreneurship education in some colleges and universities, such as the lack of sufficient practical opportunities for college students. Some colleges and universities lack effective practical guidance for students in carrying out employment and entrepreneurship education, and students themselves also lack access to employment and entrepreneurship information. The enthusiasm of college students to participate in employment and entrepreneurship activities is not high^[7].

3.3. Marginalization of Employment and Entrepreneurship Education

From the current situation, some colleges and universities do not attach importance to the construction of the employment and entrepreneurship curriculum system, only involving very little in the courses related to enterprise management or economics, which makes it difficult to fully implement the employment and entrepreneurship education curriculum in some colleges and universities. In addition, some colleges and universities have a superficial understanding on the concept of employment and entrepreneurship education, neglecting the cultivation of comprehensive qualities and professional skills for college students, which results in a low overall level of employment and entrepreneurship among college students^[8].

3.4. Few practical channels

Although some colleges and universities have conducted some employment and entrepreneurship education, they have not provided sufficient practical opportunities for college students. When college students discover employment and entrepreneurship opportunities, they should apply the knowledge, skills, and innovative thinking they have learned to quickly seize market opportunities. This requires college students to possess certain abilities, but these abilities cannot be developed solely through classroom teaching, which requires a lot of practical operation in order to make students to continuously accumulate experiences and master the skills of employment and entrepreneurship^[9].

4. Basic ideas for strengthening the cultivation of college students' "four abilities"

The 21st century is an era of knowledge economy and information development, and it is also an

era of comprehensive innovation and entrepreneurship. The strategic goal of building an innovative country in China poses new challenges to the quality of talent cultivation in colleges and universities. We should not only focus on the comprehensive improvement of ideological and moral qualities, scientific and cultural qualities, and health qualities, but also on the coordinated development of imparting knowledge, cultivating abilities, and improving qualities. Special emphasis is placed here on the cultivation of comprehensive abilities among college students^[10,11]. In the future, the focus of higher education development will be to further ensure and improve the quality of education. (1) Colleges and universities must serve the local economic and social development, enhance their independent innovation capabilities, at the same time, it is necessary to accurately position, leverage advantages, and adhere to the principles of coordinated development for imparting knowledge, cultivating abilities, and improving quality. (2) We should take employment and innovation education as the main line, focus on cultivating the "four abilities" of college students, actively promote the reform and innovation of talent cultivation models, and build a multi-level, multi type, and comprehensive training system for innovative talents. (3) We need to deeply explore innovation and reform in the education system, teaching management system, and operating mechanism, and make the cultivation of the "four abilities" of college students the core of formulating professional training plans, and make them run through each link of talent cultivation. (4) We need to strengthen innovative research in various aspects such as the training objectives, curriculum design, teaching content and methods, training ways, scientific research training, and social practice of college students, and establish a distinctive innovative talent training system and model that can fully mobilize students' learning initiative and creativity, and form a good mechanism and atmosphere conducive to the cultivation of the "four abilities" of college students. In short, by strengthening the cultivation of the "four abilities" of college students, we can effectively improve the quality of talent cultivation, comprehensively enhance the comprehensive quality of college students, and improve their employment and entrepreneurship levels.

5. Ways of Cultivating the "Four Abilities" of College Students

5.1. Strengthening practical teaching and improving college students' practical abilities

The practical teaching process plays an irreplaceable and important role in talent cultivation. Colleges and universities should strengthen the awareness of cultivating talents in the practical aspect, formulate reasonable practical teaching plans and plans based on the requirements of different types and levels of colleges and universities and disciplines, and improve the practical teaching system. We need to further implement the "College Student Quality Expansion and Training Plan", actively open up a second classroom, organize students to participate in social practice, volunteer services, quality expansion, technology services, and on-the-job training activities, and provide a broad platform for the comprehensive growth of college students, so that they can receive education, grow their talents, and do their contributions in social practice activities^[12]. We need to strengthen the teaching of practical training, internships, social practice, graduation design (thesis) and other practical teaching links to ensure the time and effectiveness of each link. We need to continuously increase the construction of innovative laboratories, reform practical teaching content, improve practical teaching methods, and increase comprehensive, designed, open, and innovative experimental projects. We need to optimize the allocation of experimental teaching resources, strengthen overall construction and scientific management, achieve resource sharing, improve usage efficiency, and form a platform conducive to the cultivation of students' practical abilities and independent learning. We should make full use of domestic and foreign resources, continuously expand cooperation between enterprises, universities, and research institutes to strengthen the cooperation between production, education and research, and strengthen the construction of various forms of practical teaching bases and laboratories. We need to improve policy guidance, actively encourage high-level teachers to engage in practical teaching, and continuously improve the level of practical teaching. We need to strengthen the construction of laboratory technical personnel team, form a stable teaching team engaged in practical teaching, pay attention to the improvement of the "double teacher" structure and the improvement of the "double teacher" quality of the teaching team, and enhance practical teaching ability.

5.2. Constructing a curriculum system for entrepreneurship education to cultivate students' entrepreneurial abilities

Colleges and universities must reform traditional teaching models, establish educational courses that incorporate entrepreneurial education content, and make them mandatory subjects, at the same

time, various forms of teaching methods should be adopted to enrich students' entrepreneurial knowledge, so that they can understand and become familiar with the knowledge and skills related to starting and managing small businesses. Entrepreneurship cases can be used for teaching in the classroom to visually and vividly demonstrate the entrepreneurial spirit, methods, processes, and skills of successful entrepreneurs, in order to cultivate students' awareness of independent entrepreneurship and establish a new concept of employment and entrepreneurship^[13]. We should continuously inspire students' entrepreneurial ideas, broaden their entrepreneurial perspectives, and cultivate their basic qualities, abilities, and qualities in entrepreneurship. We need to strengthen the cross integration of entrepreneurship courses and professional courses, increase the proportion of elective courses and broaden students' knowledge base on their systematic mastery of the subject's professional knowledge. We should further stimulate students' interest in learning, tap into their entrepreneurial potential, cultivate their entrepreneurial awareness, and enable them to acquire the knowledge necessary for entrepreneurship.

5.3. Strengthen employment guidance and services for graduates to enhance their employability

Improving the employability of college students and doing a good job in the employment of graduates is the main task for colleges and universities to promote economic and social development and build an innovative country. At the same time, this is also a practical need to safeguard the vital interests of the people, and a fundamental need to improve the quality of higher education and maintain its sustainable and healthy development^[14]. We need to strengthen employment guidance for college students and include employment guidance courses in the teaching plan as compulsory or elective courses. In addition, it is necessary to assist college students in career planning and design, and to help them comprehensively master employment skills (including employment paths, methods, and techniques, etc), in order to lay a solid foundation for graduates' employment and independent career choices.

We need to increase comprehensive services for graduates' employment. We need to increase the construction of employment information networks for graduates and establish an information platform for understanding social professions and employment needs for graduates. We need to help students fully understand the series of policies and measures taken by the Party and government to solve the employment problem of college students. We should actively carry out employment assistance work and strengthen employment guidance and service for graduates with job difficulties such as economic poverty and physical disabilities.

5.4. Strengthen entrepreneurial practice and cultivate students' entrepreneurial abilities

Entrepreneurship education is an education aimed at improving the basic qualities of college students in entrepreneurship, cultivating innovative personalities and entrepreneurial spirit, including education on entrepreneurial awareness, entrepreneurial spirit, entrepreneurial quality, entrepreneurial ability, and other aspects. Cultivating the entrepreneurial ability of college students is an inevitable requirement of today's social and economic development. We should organize students to participate in entrepreneurial practice and carry out entrepreneurial practice activities using both on campus and off campus entrepreneurial bases as carriers. Entrepreneurship education is a highly practical educational activity that cultivates students' entrepreneurial awareness and skills. It is necessary to develop students' entrepreneurial personality and psychological characteristics through a series of experiences or practical activities. Entrepreneurship parks or small business incubators can be established on campus, and students can start some campus companies or engage in practical activities such as doing business in campus according to their abilities^[15,16]. We need to establish a specialized student entrepreneurship management agency to organize, guide, evaluate, and accept student entrepreneurship projects, and organize entrepreneurship education activities such as student entrepreneurship training, experience exchange, and individual tutoring, etc.

Through entrepreneurship practice education, students can experience the entire process of enterprise management firsthand, appreciate the risks of market operation, learn to predict market changes, master market information, and lay a solid foundation for becoming strong players in market competition in the future. We should adopt various forms and actively carry out entrepreneurial activities for college students. We need to organize college students to participate in entrepreneurial design competitions, establish college student entrepreneurship parks, centers, or simulation companies, so that college students can improve their entrepreneurial abilities through a series of entrepreneurial activities^[17,18]. All in all, through practice that focuses on students' autonomous activities, we can

strengthen the entrepreneurial awareness of college students, improve the comprehensive quality of entrepreneurs, and cultivate more outstanding entrepreneurial talents.

6. Conclusion

Through a period of research and practice on employment, innovation and entrepreneurship education, we have developed a unique training model for cultivating the "four abilities" of college students. We have summarized two methods for cultivating innovative abilities and three stages of cultivating entrepreneurial abilities. The two methods for cultivating innovation ability are: (i). The zero distance combat method. In the training process, adhere to the principle of practical selection of topics, practical process, and practical results, and practical research and development, that is, create a real entrepreneurial environment and achieve a zero distance effect from the actual base. (ii). The flowing combination method. We implement a mobile combination throughout the entire competition process from promotion, organization, work to completion of creation. Specifically, the combination of arts and science is dynamic, the combination of high and low grades is dynamic, and the management process is dynamic. From planning, promotion to team formation, all are independently completed by students. The management methods and participating team members are constantly adjusted and improved as the competition progresses, forming an atmosphere of survival of the fittest.

The three stages of cultivating entrepreneurial ability are: (i). Basic quality cultivation. We cultivate and exercise students' essential qualities for entrepreneurship by offering a series of innovative comprehensive practical courses (presented in the form of public elective courses) and various competitions. (ii). Entrepreneurship ability cultivation. This is mainly through various studios to train students' entrepreneurial qualities and abilities. Here, students can learn about corporate culture, enhance their entrepreneurial awareness, and engage in product research and development with relevant mentors to enhance their comprehensive innovation abilities. Finally, the studio will gradually operate and develop into an incubation center for students to start their own businesses. (3). Developing management skills. By establishing a "company" through practical projects, students' self-management abilities have been cultivated. The "company" cultivates the entrepreneurial ability of the team by undertaking social projects and collaborating with other companies for practical training. The "company" provides group buying, tourism, catering and other services for college students to train their entrepreneurial qualities and abilities. In short, strengthening the cultivation of the "four abilities" of college students can improve their overall quality, establish correct employment concepts, enhance their comprehensive competitive advantages, cultivate high-quality talents suitable for economic and social development, and ultimately improve their level of employment and entrepreneurship.

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