

Research on Employment and Entrepreneurship Education for Art College Students

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Abstract: At present, the overall source of art students in domestic universities is showing a saturation state. The pressure of employment and entrepreneurship for art students has increased sharply. In this regard, art universities should closely focus on the task of cultivating morality and talents, and ensure the implementation of employment and entrepreneurship education. In the current context of severe employment and entrepreneurship, local art universities should change their employment concepts, improve employment and entrepreneurship courses, increase educational support, actively carry out art practice, and encourage students to start businesses. This paper will discuss the necessity of carrying out employment and entrepreneurship education, the practical difficulties of employment and entrepreneurship education in art universities, and the exploration of countermeasures from three aspects.

Keywords: Art Universities; Employment and Entrepreneurship Education; Realistic Dilemmas; Strategy Research

1. Introduction

With the development of the economy, college students have more and more opportunities for employment and entrepreneurship. Meanwhile, with the upgrading and transformation of China's cultural industry, the demand for artistic talents is gradually increasing. The increase in demand has brought more opportunities for employment and entrepreneurship among students in art universities. However, due to the expansion of enrollment in art universities and the continuous expansion of talent cultivation scale, the number of art graduates is on the rise. Therefore, art graduates face great challenges in employment and entrepreneurship. From this, it can be concluded that actively carrying out employment and entrepreneurship education in art universities can not only improve the

employment rate of art students, but also help them to have a correct understanding of themselves, and then choose appropriate employment and entrepreneurship directions based on personal characteristics, economic situation, interests, etc. In short, conducting employment and entrepreneurship education in art universities is of great significance for talent cultivation and social stability and development.

2. The Necessity of Carrying Out Employment and Entrepreneurship Education in Universities

The Ministry of Education clearly points out that "Carrying out employment and entrepreneurship education in higher education institutions is a strategic measure to practice the scientific development concept and build an innovative country. It is also an important measure to implement entrepreneurship to drive employment. At the same time, it is also an important path to deepen higher education reform, improve students' practical ability and innovative spirit." In this context, art universities should actively respond to the national call and strengthen employment and entrepreneurship education.

2.1 Carrying Out Employment and Entrepreneurship Education is in Line With the Practical Needs of Innovation and Entrepreneurship Practice

College students are a group with great potential for innovation and are the driving force for mass innovation and entrepreneurship in the new era. Since entering the new era, employment and entrepreneurship education in Chinese higher education institutions has not only been integrated into the connotation of the times, but also put forward higher requirements for talent cultivation in schools. Therefore, when art universities carry out employment and

entrepreneurship education, they should not only comply with the innovation driven development strategy and cultivate innovative talents in the new era, but also focus on cultivating and improving students' employment awareness and innovative spirit. While, the more efforts are needed to achieve high-quality employment and entrepreneurship for college students.

2.2 Carrying Out Employment and Entrepreneurship Education is a Developmental Need to Promote the Adult Growth of Students

In the new era, college students not only need to master rich professional and scientific theoretical knowledge, but also should establish and enhance their awareness of employment and entrepreneurship, as well as innovative practical thinking, and be committed to the great practice of socialist modernization construction. Through this, we can help college students achieve their careers and lives in employment and entrepreneurship. Vigorously carrying out employment and entrepreneurship education can help students change their employment and entrepreneurship concepts, update their employment and entrepreneurship thinking, strengthen their innovation awareness and spirit, and meet the development and growth needs of students. This can help students establish a firm will and spiritual quality to overcome difficulties and take on responsibilities, and master the methods of employment and entrepreneurship in the era. This can also help students accumulate experience through practical exercises, enhance their practical skills and abilities, and lay the foundation for their adult growth. In short, art colleges actively carry out employment and entrepreneurship education, which can accumulate talent for the sustainable development of students and the deepening reform of higher education.

2.3 Carrying Out Employment and Entrepreneurship Education is the Demand of the Times to Implement the Strategy of "Revitalizing the Country Through Science and Education" and Build an Innovative Country

Innovation is an inexhaustible driving force for national development and national progress. The fierce international competition in today's world ultimately boils down to the competition for talent and technology. If a country has abundant

innovative talent resources, it will have great potential to develop the knowledge economy. Carrying out employment and entrepreneurship education in local colleges and universities can cultivate and deliver batches of new era talents with employment and entrepreneurship awareness and innovative thinking to society, promote the formation of a national innovation system, and conform to the development strategy of building an innovative country and promoting science and education. As one of the most dynamic groups, if college students are content with the status quo and lack the desire and impulse for innovation, the entire Chinese nation will lose its driving force for development. Therefore, universities must implement the national development strategy and actively carry out employment and entrepreneurship education.

3. The Realistic Dilemma of Employment and Entrepreneurship Education in Art Universities

3.1 Emphasizing Professional Knowledge Over Comprehensive Quality, and Students Lacking Knowledge of Employment and Entrepreneurship

On the one hand, due to the particularity of art majors, most art universities place more emphasis on professional knowledge education in daily teaching, neglecting the improvement of students' comprehensive quality. In terms of curriculum design, most art universities offer professional courses, public basic courses, and other related mandatory courses. In addition, there is very limited time left for students to study and research employment and entrepreneurship. Most of the energy of students is focused on how to improve their professional skills and level. On the other hand, most art universities place too much emphasis on professional theoretical education and do not attach enough importance to the cultivation of students' practical skills such as hands-on ability and operational ability, resulting in a disconnect between theory and practice. This leads to students being unable to accurately analyze and grasp social needs after entering society, and lacking social adaptability. Meanwhile, art students lack knowledge related to employment and entrepreneurship. Due to the

pressure of further education, most art students have received professional training for a long time before entering university and possess solid professional skills. Meanwhile, college students spend much more energy on professional skills learning during their college years than on employment and entrepreneurship courses, neglecting the accumulation of relevant knowledge.

3.2 Immature Employment and Entrepreneurship Concepts Among Art Students

Some graduates from art universities have the concept of being unemployed upon graduation. According to a survey, the probability of art college students engaging in professions related to their majors after graduation is relatively low. Among them, more than 50% of students believe that art majors have better employment prospects in economically developed first tier cities, and most of them will choose private enterprises or private enterprises with strong professionalism in employment directions, such as art and design, digital media, visual communication design, etc. In addition, due to the unique nature of art majors, many art students have invested a lot of funds and energy in professional learning to train and improve their professional abilities, so their salary expectations for future employment and entrepreneurship are high. Therefore, many art students are unwilling to choose employment and entrepreneurship in small and medium-sized areas, especially in remote urban areas. In summary, the employment and entrepreneurship concepts of art college students urgently need to be changed. Their high investment and high return employment and entrepreneurship concepts lead to students being easily dissatisfied with their work, which is not conducive to future employment and entrepreneurship. [1]

3.3 The Comprehensive Analysis Ability of Art Students Needs to be Improved

Affected by the external environment and employment situation, China's economy is currently undergoing transformation and upgrading, and many emerging industries are rapidly rising. Cross border and integration have become the main trends in the development of various industries. However, for art universities, most art graduates lack comprehensive

analytical skills and fail to clearly recognize this development trend. This leads to deviations in their choice of employment and entrepreneurship direction and path. Due to the lack of forward-looking awareness and scientific analysis of industry development among art students, they are unable to accurately judge the changing trends in the market environment, and even more difficult to grasp the direction of market development. At the same time, the school has little understanding of the national employment and entrepreneurship support policies for college students. This leads to students lacking confidence, believing that they lack practical and entrepreneurial experience, and are unwilling to take on entrepreneurial risks. At the same time, some art students lack planning for employment and entrepreneurship, and even lack the necessary abilities. Therefore, they choose to give up the path of entrepreneurship, and some even give up their majors to choose easier employment and entrepreneurship directions. Even if some students embark on the path of entrepreneurship, the survival rate of entrepreneurial projects is relatively low. It can be concluded that it is necessary to carry out employment and entrepreneurship education.

3.4 Mismatching Between the Abilities of Art Students and the Needs of Employers

With the increasing competition in society, the current job market requires students to have solid professional qualities, as well as strong innovation and practical abilities. Nowadays, talents in the art industry not only possess professional knowledge, but also possess abilities in marketing, organizational coordination, communication and expression. In short, art companies or employers need innovative and versatile talents with artistic practical abilities. On the other hand, in current art colleges and universities in various regions, most of them prioritize traditional teaching plans in terms of subject and curriculum arrangements, emphasizing the learning of professional knowledge and the assessment of students' professional courses. However, the school lacks a scientific evaluation and assessment system for students' practical ability, application ability, innovation ability, etc. In addition, most art universities

lack comprehensive courses such as economic management, education and teaching, and marketing. In this training mode, art students have a single knowledge structure and weak innovation ability, which over time leads to their disconnection from the needs of employers.

4. Research on Strategies for Employment and Entrepreneurship Education in Art Universities

4.1 To Update Employment Guidance Concepts and Implement Full Process Employment Guidance

In the process of carrying out employment and entrepreneurship education, art universities should timely update their guidance concepts for employment and entrepreneurship, integrate employment guidance work into the entire higher education teaching, strengthen guidance and communication mechanisms, and implement personalized employment and entrepreneurship guidance. Specifically, in the process of employment and entrepreneurship guidance, art universities can strengthen guidance and communication for students based on the characteristics of art majors and students. Firstly, attention should be paid to the education and guidance of new students entering the school, conveying scientific career planning and employment and entrepreneurship concepts to students, and guiding them to develop personalized career plans. Secondly, we should promote the reform of employment and entrepreneurship curriculum teaching. Specifically, schools should combine the social development situation and the needs of art students to offer employment and entrepreneurship guidance lectures, carry out characteristic courses, establish university student maker centers, invite employment and entrepreneurship education experts, outstanding college graduates, etc. to set up special lecture halls, etc. Once again, schools should establish and improve employment and entrepreneurship assistance mechanisms for special needs students, timely assist students from economically disadvantaged families and remote areas, understand their employment and entrepreneurship needs, and truly achieve the purpose of special assistance for special needs. In addition, the school should give full play to the role of the new media platform, expand the employment and entrepreneurship market,

publicize graduates through the school's official website, WeChat official account or other network platforms, give play to the advantages of network resources, and attract employers to recruit. In short, schools should guide students to clarify their career goals through scientific career planning, enabling them to leverage their strengths and avoid weaknesses, and fully showcase themselves to employers.

4.2 To Improve Employment and Entrepreneurship Courses, and Enrich Employment and Entrepreneurship Knowledge

Lack of knowledge in employment and entrepreneurship is one of the important reasons for the difficulty in employment and low success rate of entrepreneurship among art college students. Relatively speaking, employment and entrepreneurship education in art colleges in China started relatively late. Its advantage lies in the ability to draw on previous successful cases and combine the characteristics of art teaching to carry out employment and entrepreneurship education courses; The drawback is that its specific implementation requires a lot of time to practice and explore. At present, how to balance employment and entrepreneurship courses with professional courses, and how to strengthen the connection between employment and entrepreneurship content and professional teaching content are the focus of employment and entrepreneurship research in art universities. In this regard, art universities should integrate expression ability training, interpersonal communication training, or organizational management training into professional education, and cannot rely solely on one or two employment and entrepreneurship courses. Art universities must recognize that employers no longer only focus on students' professional knowledge, but also gradually become one of the criteria for talent assessment, including learning ability, innovation ability, and adaptability. [2] Looking at the successful cases of employment and entrepreneurship in the field of art, many people believe that they possess exceptional observational skills, crisis management skills, and adaptability. This shows that society places great emphasis on the non professional knowledge of art college

students. Schools should actively carry out employment and entrepreneurship education courses, integrating them throughout the entire university education stage, and strengthening the learning of non professional knowledge. At the same time, in terms of course content, it is necessary to increase the demand for the art market, law, finance, employment cases, entrepreneurial psychology, and other content to improve the comprehensive knowledge level of art students.

4.3 To Increase Education Support and Promote Employment and Entrepreneurship Education

In the context of "mass entrepreneurship and innovation", the country and government have also increased their support for employment and entrepreneurship education in art universities. On the one hand, we should increase financial support and improve infrastructure construction. In this regard, local art universities should strengthen the promotion and guidance of employment and entrepreneurship education, and improve corresponding supporting facilities. For example, the school establishes targeted art entrepreneurship and innovation demonstration bases, maker centers, etc., regularly holds employment and entrepreneurship lectures, and encourages and guides art students to join the ranks of employment and entrepreneurship. Schools should not only provide financial assistance to students, but also provide equipment and technical support for majors such as painting, design, and ceramics to help them start their innovative careers. On the other hand, we should strengthen the construction of the teaching staff and enrich the employment and entrepreneurship team. A high-quality employment and entrepreneurship education team is the guarantee for art universities to smoothly carry out employment and entrepreneurship education. In this regard, the first step is to strengthen the training of employment and entrepreneurship knowledge for art teachers, which should cover previous textbook content and regularly organize their learning and understanding of relevant national assistance policies for employment and entrepreneurship of art students. Secondly, it is necessary to improve the practical ability of art teachers. Teachers can be organized to visit art enterprises to learn and practice, and qualified experts can be invited to give lectures on

campus; Finally, art universities in various regions should improve the institutional regulations for the construction of employment and entrepreneurship teacher teams, and increase the public's understanding and recognition of employment and entrepreneurship education teachers. [3] In addition, a support system that integrates government, universities, enterprises, and society should be established. Specifically, we can start from three aspects: the first is to strengthen communication and connection between art universities and the government. Schools should accurately convey the government's employment and entrepreneurship support policies for art students, ensuring the implementation of these policies; At the same time, schools should promptly provide feedback on the employment and entrepreneurship needs of students to relevant departments, and build a bridge for communication between the government and students. The second is to strengthen communication and connection between art universities and enterprises. On the one hand, it can timely understand the talent needs of enterprises in the new era; On the other hand, it can also strive for more innovation and entrepreneurship practice platforms for students. Thirdly, social media should create an atmosphere of active employment and entrepreneurship among college students, promote their employment and entrepreneurship models or models, summarize their objective experiences in employment and entrepreneurship, and provide reference for others. [4]

4.4 To Strengthen Artistic Practice and Encourage Students to Start Their Own Businesses

Art practice is one of the important standards for testing the effectiveness of cultivating art talents, which can demonstrate the adaptability and innovative creativity of art students. The purpose of strengthening artistic practice is to achieve the goals of talent cultivation and social needs. In terms of the current employment and entrepreneurship situation of art students, enterprises need applied art talents who possess both artistic theoretical knowledge and practical abilities, and can use existing conditions to complete creative, design and other work content. Based

on this, art universities should increase the art practice hours for art majors and encourage them to engage in practical activities mainly focused on employment, entrepreneurship training, and education. [5] On this basis, schools should also encourage students to engage in independent entrepreneurship. Art college students have good artistic creativity and innovative awareness, which also lays a certain foundation for their entrepreneurial journey. According to a survey, more and more art graduates are choosing to start their own businesses. For example, many students majoring in fashion design will establish personal studios or engage in collective entrepreneurship after graduation. Schools provide employment and entrepreneurship education, encouraging college students to engage in independent or collective entrepreneurship, and when necessary, utilizing school resources to provide convenience for student entrepreneurship.

5. Conclusion

In summary, facing the severe employment and entrepreneurship situation, the demand for artistic talents in society is increasing day by day. Art universities should seize the current development opportunities in a timely manner, combine the characteristics of employment and entrepreneurship of art students, update their guidance concepts for employment and entrepreneurship in a timely manner, and provide full process employment and entrepreneurship guidance to students. On the basis of understanding individual differences among students, schools should develop targeted employment and entrepreneurship plans and guidance programs, and provide guidance and consultation for student employment and entrepreneurship. Schools can cultivate students' comprehensive vocational abilities and innovative thinking by changing their employment and entrepreneurship concepts,

conducting employment and entrepreneurship courses, deepening talent training models, and increasing educational support. Through this, it lays a solid foundation for students' future employment and entrepreneurship.

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