

Research on Social Integration and Path of Higher Education Graduates in Chinese Education System

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Abstract: Education is the cornerstone of national development and is also an important tool for the country. At present, China has turned to the stage of high-quality development, and building a high-quality education system is the strategic task of China's education reform. This paper mainly studies how to better improve the education system, and create a good social environment, so as to better train responsible young people in the new era and enable them to better integrate into the changing society, in order to promote the quality of economic and social development. Through literature analysis and review, the author investigates and analyzes the social integration of graduates in different types of education in China's higher education system from multiple dimensions. Path exploration is conducted from the aspects of social integration subject of lifelong learning and ability cultivation, from the aspects of social integration object of professional setting as well as social security, hoping to provide an effective path for further countermeasures. The conclusion of this paper is: we should pay attention to the cultivation of lifelong learning ability and comprehensive ability of higher education graduates, improve the professional setting and social security system of the main body of social integration, so as to promote better integration of higher education graduates into the changing society.

Keywords: education system, social integration, higher education, path research

1. Introduction

At present, China has stepped into the stage of high-quality development. The strategic task of China's education reform is to speed up the construction of a high-quality education system. This is because the country can cultivate more new generations with feelings and ambitions under the high-quality education system, so that they can better integrate into society and promote high-quality economic and social development. At present, most of the existing literature clearly illustrates the different social adaptation situations of graduates under higher education, but there is a lack of research on the social action of their active and continuous interaction with society. Based on higher education with Chinese characteristics, this paper analyzes the current situation and existing problems of graduates' social integration under different types of higher education from three dimensions of employment, social relations and competence through literature analysis and review, hoping to provide an effective path for further countermeasures and improve China's comprehensive national strength and

strengthen the world identity of education power, and ultimately build a community of shared future for mankind.

2. The Concept of Higher Education, High-Quality Education System and Social Integration

2.1. Higher Education

Higher education is one of the important components of China's education system. It refers to the general education or vocational education that students continue after receiving secondary education. In 2021, China's gross enrollment rate in higher education reached 57.8%, and since then, China's higher education has entered the stage of popularization. Under the background that the new generation of young people have generally received higher education, whether the current social environment changes with the major changes in the quality structure of the labor force, and whether the graduates of higher education can effectively integrate into the society and realize their self-value while creating value for the society are the priorities of this paper.

2.2. High-Quality Education System

The establishment of a high-quality education system is clearly mentioned in the 14th Five-Year Plan of the People's Republic of China for National Economic and Social Development and the Proposal for the 2035 Vision Goals issued by China in 2021. At present, China has entered the stage of high-quality development, and the construction of a high-quality education system is a strategic task of China's education reform[1]. High-quality education system is manifested in two dimensions: one is from its internal perspective, embodied in the quality of students' training; Second, from its external perspective, reflected in the high-quality education system to serve the political, economic, cultural, scientific and technological development of the society.

2.3. Social Integration

At present, domestic and foreign academic fields have not reached a consensus on the definition of "social integration". The definition of social integration in academic circles is mainly divided into three categories: "social exclusion theory" based on the social participation perspective, "social integration theory" based on the social equity perspective, and "immigrant integration theory" based on the citizenization perspective[2].

2.3.1. "Social Exclusion Theory" from the Perspective of Social Participation

"Social Exclusion Theory" refers to a society in which individuals living and living in a certain society are to some extent excluded from the normal activities of production, consumption, politics and social interaction carried out by the members of the society, that is, they do not participate enough or even do not participate in the system, economy, politics, culture, relationship, space and other levels, and cannot gradually integrate into the mainstream society in the process of equal participation in social activities.

2.3.2. "Social Integration Theory" from the Perspective of Social Equity

"Social Integration Theory" means that citizens actively participate in social activities, have equal and extensive rights in system, economy, politics, culture, relationship, space and other social aspects, and enjoy universal social welfare. From the personal level, it means that the subject has a healthy interpersonal relationship with his family, friends and colleagues with mutual respect.

2.3.3. “Immigrant Integration Theory” from the Perspective of Citizenization

“Immigrant Integration Theory” mainly starts from the flow of population. It mainly means that immigrants enter the new city, eliminate their awareness of identity differences, integrate into the new society at the economic, social, psychological and cultural levels, and are truly accepted by the society they enter.

According to the above three viewpoints, the author grasps the essential characteristics of “social integration” and concludes “social integration” as a process of continuous interaction between the integration subject and the objective social environment. This paper starts from two perspectives of subject and object, that is, taking the higher education graduates under the Chinese education system as the subject, and taking the higher education and social environment under the current Chinese education system as the object, to investigate, analyze and study the path of the social integration of the higher education graduates under the current Chinese education system.

2.3.4. Difference Between Social Adaptation and Social Integration

Social adaptation is mostly passive, emphasizing that subjects are forced to adjust themselves to better survive in society in order to integrate into the new environment. However, social integration is not a passive adaptation, but an attempt to actively influence the process through efforts to better live in the new environment, which emphasizes people's subjectivity in the process of social integration.

2.4. The Relationship Between Building a High-Quality Education System and Promoting the Social Integration of Higher Education Graduates

In China, education is the cornerstone of the country's development. Accelerating the construction of a high-quality education system will help cultivate new generations with passion and commitment to work, and thus promote high-quality economic and social development. It can be seen that it is an inevitable requirement of the current era to promote the better integration of higher education graduates in China's education system into society. Based on the essential characteristics of social integration, this paper explores the current situation of social integration of graduates in higher education, hoping to provide effective ideas and paths for policy-makers related to education.

3. Current Situation and Problems of Social Integration of Higher Education Graduates in China's Current Education System

3.1. Current Situation and Existing Problems of Social Integration of Graduates of Higher Vocational and Technical Schools

In the existing literature on the investigation of social integration of vocational graduates, it is not difficult to find that compared with college students under general education, higher vocational students have some shortcomings in learning ability and their own quality, which also makes higher vocational students unable to integrate into the mainstream society even if they adapt to it after graduation[3].

From the perspective of environmental integration, 75% of higher vocational graduates believe that they can complete the role transition from graduate to new employee in about half a year, and 50% of higher vocational graduates believe that they can effectively complete their work tasks, which reflects that most higher vocational students can adapt to the new environment in a relatively short time.

From the perspective of interpersonal communication, 96.3% of vocational graduates think they get along well with their work partners and 3.7% think they have a normal relationship with their

colleagues. However, 52.8% of graduates still choose complicated interpersonal relationships as the "problem that troubles you most in your current job". This contradiction shows that the graduates of higher vocational colleges have already possessed the basic ability to communicate with others, but they still lack the ability to deal with complex interpersonal relations.

From the perspective of practical innovation, 69.3% of respondents have participated in social time activities, but 83.2% of respondents admit that they have never invented or innovated technology. It can be seen that although current students realize the importance of practice, they still lack the ability and spirit of innovation.

From the perspective of employment, most of the graduates of higher vocational education believe that they still need to strengthen their comprehensive basic knowledge, foreign language knowledge and professional knowledge, and continue to learn to be competent for the occupation.

In the survey of higher vocational and technical education graduates, it can be found that the current situation of social integration of higher vocational graduates is relatively considerable, but there are still some problems such as weak socialization ability, weak interpersonal skills, insufficient innovation and practice ability, and not solid knowledge.

3.2. Current Situation and Existing Problems of Social Integration of Undergraduates, Postgraduates and Above in General Education

From the perspective of environmental integration, current graduates of general higher education pay more attention to course assessment and dissertation evaluation, and lack of activities on employment guidance and psychological education, so they often pay more attention to their studies and ignore career planning. As a result, graduates have unreasonable expectations on the future employment environment. After graduation, they cannot adapt to the work pressure and environment, and it is difficult to integrate into society.

From the perspective of interpersonal communication, the degree of socialization of graduates is low, which is because they focus on personal theoretical learning in school and do not participate much in social time, so they pay more attention to individual efforts, feelings and effects after entering the workplace, and lack of teamwork consciousness. At the same time, students during the school period do not exist interest relationships with teachers or classmates, so the non-interest interpersonal psychological pattern has formed. It has become a major problem for graduates to integrate into society when facing all kinds of "not pure" interest relationships [4];

From the perspective of knowledge and practice innovation, there is still an "emphasis on cognition and knowledge, light on practice and ability" in China's higher general education at present, which leads to the fact that although higher general education graduates have a solid theoretical foundation after graduation, it is difficult for them to practice and innovate in work.

From the perspective of employment, the current general education graduates have low employment satisfaction, largely because they have higher expectations for employment than higher vocational graduates, and are more willing to go to big cities, while they rarely seek basic jobs. However, most of the current employment market needs technical talents. Graduates from general education have a solid theoretical foundation but lack practical ability, which results in structural unemployment of graduates[5].

Through the literature analysis of social integration of higher education graduates under general education, it can be seen that the current situation of social integration of graduates is not very good, there are idealized interpersonal relations, the contrast between knowledge structure and practical operation, there are problems such as the dislocation of self-evaluation and social evaluation.

4. Research on the Social Integration Path of Higher Education Graduates

According to the conceptual analysis of social integration above, this paper divides the path of social integration of higher education graduates into two aspects. On the one hand, the ability of higher education graduates should adapt to the needs of society; On the other hand, society should meet the employment and development needs of higher education graduates.

4.1. The Main Body of Social Integration -- Higher Education Graduates

4.1.1. Lifelong Education and Learning

At present, lifelong learning has not become a fashion in China, and most learners have a utilitarian mentality. However, lifelong education is the mainstream of current education development, and also a crucial part of China's current education reform. It promotes the young generation's lifelong learning ability, encourages them to constantly learn to adapt to and integrate into the current constantly changing society, and promotes lifelong employment with lifelong learning.

First, popularize the concept of lifelong learning and integrate the concept of lifelong education into daily teaching. College teachers should cultivate students' learning ability, guide them to continue to learn all aspects of knowledge after entering society, improve their knowledge level and skills, integrate personal development with social progress, and realize the enrichment of the personal spiritual world while integrating into society.

Second, improve the lifelong education related policies, and improve the vertical and horizontal mechanism of higher education. It is far from enough to rely only on the government and education departments, but the current local legislation of lifelong education in China is still in the initial stage, the system and content are not perfect. This requires promoting policy coordination, joint governance and providing a legal basis for lifelong learning systems.

4.1.2. Enhance the Cultivation of Multi-Dimensional Competence of College Graduates

In order to promote college graduates to better integrate into society, compared with social adaptation, social integration has higher requirements for college graduates in terms of environmental adaptation, interpersonal communication and practical innovation:

From the perspective of interpersonal communication, psychological guidance should be taken as the main way to promote the socialization level of higher education students. Set up correct world and life outlook, and employment view, cultivate sound personality. At the same time, we should strengthen the education of emotional intelligence, and pay attention to the cultivation of all-round socialization of college students from the five aspects of psychological counseling, moral education, motivational education, cultivating the sense of team responsibility and cultivating the spirit of originality[6].

From the perspective of practice innovation and environment adaptation, the positive role of practice base in the training process of higher education students should be emphasized. Germany's "dual system" is an educational system that China can learn from in the process of training the practical and innovative abilities of college students. It closely combines the teaching of theoretical knowledge with vocational practical ability, and establishes close and stable cooperative relations through the signing of agreements between schools, enterprises and public institutions, so as to realize the true integration of curriculum setting and curriculum implementation. Encourage students to have some understanding and inspiration in practice, and then carry out feasible innovation. At the same time, the "dual system" education mode is conducive to college students to set up reasonable expectations of the future employment environment and work content and adapt to it in advance, so

that they can integrate into the new environment in a short time after entering the society after graduation.

4.2. Object of Social Integration -- Higher Education and Social Environment

4.2.1. Professional Setting Meets Social Needs

Whether students can successfully enter the labor market and integrate into society under higher education not only depends on their own quality, but also needs to satisfy the supply and demand relationship of the labor market. In order to avoid problems brought by professional structural unemployment and industrial structural unemployment on graduate employment, the professional setting of higher education should take the development of economic and social as a wind vane, keep pace with the times, and boost the development of high quality in our country.

Therefore, the specialty setting of higher education should not only be student-oriented but also market-oriented, eliminate the specialties that do not meet the current market needs, and set up the specialties with the characteristics of the times and development prospects. Meanwhile, courses related to employment guidance are offered in colleges and universities, ranging from resume writing to official document writing in the workplace, to improve the interaction between students' majors and market needs.

4.2.2. Improve the Social Security System

At present, China has introduced many relevant policies on employment, from employment promotion policy, employment priority policy to encouraging and supporting self-employment policy. Some cities will provide talents with landing and settling benefits. Indeed, the above policies are conducive to the local promotion of employment and talent introduction, but the effect is quite limited.

The reason is that the above policies are too limited for the groups, mainly for general education talents with high degrees(master's and doctor's degrees or above), undergraduates and students with higher vocational education are not covered by the policy welfare. From the perspective of social integration, this encourages the worship of high degrees and discrimination against low degrees, and excludes people with low degrees from the policy level. To improve the social security system and set up employment, unemployment and entrepreneurship guarantee policies and related welfare policies for undergraduates and vocational graduates is in line with the "social integration theory" based on the perspective of social equity.

5. Conclusion

This paper mainly discusses the current situation of social integration of higher education graduates in China's education system, and in view of the existing problems, from the social integration of the subject's own ability training and the improvement of the object of social integration path research, trying to provide effective ideas for education policy makers. Attaching importance to the cultivation of lifelong learning ability and comprehensive ability of social integration subjects, improving the professional setting and social security system of social integration objects in order to promote higher education graduates to better integrate into the changing society from both the subject and the object perspectives.

The collection, analysis and application of data in this paper are still insufficient. Most of them are summarized and refined by previous research and literature, in an attempt to provide a perfect way for higher education in China's education system at the theoretical level. For future research on such issues, researchers can collect effective data after the pilot policy and compare it with previous data,

improve the shortcomings and retain the feasible parts of the policy, then promote them to boost the high-quality development of our education system.

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