Analysis on the Employment Prospect of History Majors

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Abstract
With the development of the country's economy, more and more people can go to university, but every year, a large number of students face the plight of unemployment. How to solve the problem of the employment of college graduates has been perplexing the government in recent years. The limitation of history curriculum itself, the lack of job-hunting training for college students, and the low degree of social attention to the history major, etc., are the main reasons for the low employment rate of this major. However, learning historical knowledge can not only hone people's minds, but also promote the progress of national ideological level. Therefore, the existence of history profession has its inevitable truth. After analyzing the bottleneck in the development of history major, this paper puts forward some strategies to improve the employment rate of history graduates. We can also learn the excellent revolutionary spirit from our forefathers and pass it on to the next generation, so as to train more talented people with wisdom and ability for our country.

Keywords
History, employment rate, college graduates

Introduction
The employment rate of college graduates has always been the most important issue, and the employment situation of history majors is quite grim, since history is a relatively unpopular major in universities. In order to increase the employment rate of history graduates, we should not only find out the problems of the history curriculum itself, strengthen the job-hunting training for the graduates, but also increase suitable employment positions for this major from various aspects to relieve the employment pressure of history graduates.

1. Reasons of the establishment of history major
1.1 Learning history makes one wise
People can learn something from history. History classes are offered from primary school to college, which can prove the importance of history. Learning about history helps people understand the development of their country, and gets a clearer understanding of their own country and that of others; on the other hand, lessons could be drawn from these historical events in order to better respond to the series of events taking place in the modern world. In addition, the study of history is also an important part of the spirit of patriotism. Through the study of history, students can understand that the Chinese nation has experienced many hardships to develop to today and people can not live such a happy life without the struggle of ancestors. Therefore, we must learn to cherish and work harder, so that our descendants can also live a better life. What’s more, there are lessons to be learned from studying these historical events. For example, by studying the Second Sino-Japanese War, we have learned that if we persevere
and fight bravely against evil forces, we can get the final success; by learning about the new Cultural Revolution, we have learned that instead of being complacent, we must learn to accept new ideas and concepts, learn from the advanced cultures of other countries, and learn from each other's strengths and weaknesses, to keep our country moving forward. Therefore, we can see that knowledge of history can not only help us understand what happened in the past, but also help us avoid making the same mistakes again (Miao Dengfeng, 2021).

1.2 The needs of social development

Nowadays, our society is at a stage of rapid development, and all walks of life are in need of personnel from different disciplines. For example, the development of architecture needs mathematics and physics professionals; national progress, scientific and technological innovation can not be separated from the efforts of researchers. Similarly, the national development and the way forward can not be separated from the struggle of historians. There are many history museums in our country, which record a large number of historical relics, and these are collected by history professionals through continuous exploration and research. These antiquities have witnessed the historical changes of the Chinese nation over the past 5,000 years, and they are also important carriers of our country's cultural soft power. At the same time, we also need more people to spread the knowledge of history to the younger generation, so we need to set up special history courses to better spread the knowledge of history to the new generation of young people.

2. Contents covered by the history major and the direction of employment

2.1 Contents covered by the history major

The major of history is to cultivate practical application-oriented high-level talents who have the basic knowledge of Marxist basic theory and systematic specialty, get the potential to train in-depth professional personnel in history and be able to work in state organs, cultural and educational undertakings, press and publication, cultural archives. The major of history includes the first-level subjects of Chinese history, world history, archaeology and the second-level subjects of museology, ethnology and cultural relics. History is a subject that studies the track of human life in the past and the key is to study the track of the development and evolution of pre-human. Ancient books, documents, calendars and systems left by the ancestors can all be used for reference in today's life through the analysis, research and conclusion of historians, for example, in order to hold the Olympic Games successfully, the construction of Beijing needs the participation and guidance of the historical researchers. The study of history can train our thinking flexibility and improve our ability of reflection and comprehensive analysis.

2.2 The employment orientation of history graduates

Generally speaking, the graduates of history major have the following employment directions: to engage in research work in scientific research institutions, colleges and universities, museums, archives; to engage in education work in colleges and universities, primary and secondary schools; in publishing houses, magazines, web sites and other media engaged in editing and other journalist work; to enter the government departments of civil servants; to enter for graduate studies. Some graduates completely changed careers, and eventually engaged in other professions which have nothing to do with the major of history.

3. The bottleneck of the development of history major

3.1 History curriculum is of a single format

Although history courses are offered from primary school to university, they are not very attractive to students. Many students will choose more practical lessons, such as Chinese, English or mathematics, or choose some lessons that they are interested in, like music and art. So why are so many people reluctant to take history classes? The main reason is that the current form of history curriculum is relatively simple. In most history lessons, teachers just teach students some knowledge and students can only listen mechanically. Teachers will tell students about historical events and historical figures of information in classes or let students to learn by rote. In the long run, students will feel that the history class is boring and will not take the course again. In addition, there are some problems in history teaching in some normal universities, such as “Teacher-oriented teaching”, “Theory-oriented teaching”, “Results-oriented teaching” and “Academic teaching”, neglecting the training of history students’ practical ability in normal universities (Yang Hani, 2017). This will inevitably lead to a lot of restrictions in the development of
3.2 Insufficient attention from the community

Although history is very important to the development of society, the whole society still does not pay enough attention to it. The survey have shown that the most urgently needed majors in society are those that can quickly generate economic benefits for businesses, enterprises and companies, and secondly, those that come with the development of society, such as architecture and service majors, then are the majors needed for the state administration, public institutions. Therefore, it is reasonable that the humanities history major, which needs a long process to produce social benefits, is ignored in the employment (Yang Hani, 2017). At this stage, many primary schools still regard English as the main subject and history as only a sub-subject. Many universities have not chosen history as their strong major, and some schools did not even establish a history major. Moreover, most of the schools may allocate research funds to science and engineering, while other liberal arts majors such as history do not have much manpower and resources. At the same time, there are fewer jobs for history majors. So even if some students are interested in history, after considering the future employment, they will be deterred. Therefore, we can find that the society as a whole doesn’t pay much attention to the history major, which has further limited the development of the history major.

4. How to improve the employment rate of history graduates

4.1 Diversify the history curriculum

In order to improve the employment rate of history graduates, we should start with curriculum teaching and form. When students choose a major, they can carry out some corresponding training, so that they will understand their interests and strengths. Some students choose history because they are interested in it and want to study it further, while others choose it indiscriminately and randomly. Therefore, they do not spend a lot of time in history courses, resulting in difficult employment after graduation. Then they can only choose other jobs which are irrelevant to their major. In addition, many history-related courses just simply teach students knowledge, not to develop the corresponding skills, correspondingly, so many students at the time of graduation only master some theoretical knowledge and cannot find a suitable job. Therefore, compared with the monotonous and boring teaching methods, the history major can have richer teaching methods. Why the same historical content could be completely different in different teachers? It depends on the teacher's own personality charm. Infectious history teachers can create powerful history education (Zhang Qian, 2019). For example, teachers can take students to the corresponding historical sites when they tell them about a historical event, so that they can have a more intuitive feeling and in this way, it can also develop their observation ability. In addition to setting up professional courses, universities can also set up history practice courses, enabling them to do research and get their own results. It is also important for history teachers, historians and museum personnel to give regular lectures to students, so that students would understand the contents and characteristics of different jobs in history-related majors and make a more suitable choice when they graduate, rather than looking for jobs blindly.

4.2 Create more jobs related with history

Another reason for the low employment rate of history majors is that society does not provide enough jobs for them. To solve the employment problem, we must increase the need for professional knowledge of history posts. First, many schools in remote areas do not offer a history course due to a lack of teachers, so the state can increase financial investment and subsidies to offer the course, so that more history graduates can go to these areas to teach (Niu Yuebei, 2017). This will not only ease the employment pressure, but also allow students in remote areas to receive more comprehensive quality education. Secondly, when we visit some historical sites, especially some cultural relics, monuments, we often need to have a professional interpreter. But at present, some scenic spots are not arranged for professional personnel, and some temporary interpreters do not receive systematic training. So the government can increase the training of each scenic spots to create more jobs, which will enable more history graduates have the opportunity to work here. Finally, there are some costume dramas and modern dramas that are based on real historical events, but viewers often find historical errors in the plot (Yang Yinquan, 2016). This is due in large part to the lack of historical knowledge of screenwriters, so some screenwriting courses can be set up to enable these screenwriters to understand more about history, in order to avoid those historical errors.
5. Summary

The direction of job hunting for history majors after graduation has always been a matter of concern. Through the above analysis, it can be concluded that learning history can not only understand historical facts, but also make contemporary people learn from history (Yao Xiangfeng, 2009). Therefore, the existence of the history major is necessary, but we should start from many aspects to increase the employment rate of the history majors, such as improving the history curriculum, enriching the curriculum form, and increasing the employment of the history major. Only in this way can more people be willing to study history and choose relevant jobs after graduation, and it can also fundamentally solve the problem of the employment of history graduates.

References


