

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

Dandan Jin

Guangxi Nationalities Normal University, Research Office [2024] No.11, 2024ZGBJX007

ABSTRACT: To investigate the alignment between teacher training programs in primary education for ethnic minority regions and societal demands, this study employs employment tracking surveys and in-depth interviews to empirically analyze the career trajectories, professional stability, and social adaptation of graduates from a university's primary education program over the past five years. The findings reveal that graduates demonstrate high employment rates at grassroots levels, primarily serving schools in their home regions and neighboring counties. However, challenges persist regarding limited career development opportunities and insufficient cross-cultural teaching competencies. Social adaptation patterns exhibit distinct characteristics: "career adaptation surpasses life adaptation, while teaching adaptation outperforms cultural integration." Regional cultural identity and policy support emerge as core variables influencing adaptation outcomes. This research provides data-driven insights and practical pathways for optimizing curriculum design, enhancing graduate retention intentions, and improving social integration capabilities in primary education programs within ethnic minority regions.

KEYWORDS: border areas; primary education majors; employment tracking; social adaptability

1. Basis for selection

Driven by the waves of globalization and digitalization, society's demand for talent is undergoing unprecedented transformation. As an essential component of basic education, the quality of professional talent cultivation in primary education directly determines the nation's future and the hopes of its people. The development of New Liberal Arts, as a significant innovation in China's higher education sector, provides new approaches and directions for cultivating professionals in primary education in ethnic regions. This study aims to explore the alignment mechanism between the cultivation of primary education professionals in ethnic regions under the New Liberal Arts framework and societal demands, thereby offering robust support for enhancing talent development quality and promoting the advancement of basic education in these regions.

1.1 Background and connotation of new liberal arts construction

The New Liberal Arts Initiative, emerging in the context of globalization, digital transformation, and information technology, addresses the limitations of traditional humanities education through innovative approaches. It emphasizes interdisciplinary integration, technological empowerment, problem-oriented learning, and social demand-driven strategies to modernize, diversify, and practice-oriented humanities education. This initiative not only requires humanities education to keep pace with the times but also demands deep engagement with real-world social practices to solve practical problems. Its core principles include: breaking down traditional disciplinary barriers to foster cross-disciplinary collaboration; adopting new technologies and methodologies to drive educational innovation; and cultivating versatile talents with interdisciplinary perspectives and creative capabilities through socially relevant training programs.

1.2 Current situation and challenges of primary education professional talent training in ethnic areas

Ethnic regions face multiple challenges in cultivating primary education professionals due to geographical remoteness, relatively underdeveloped economies, and scarce educational resources. On one hand, these areas struggle with insufficient teaching staff and subpar educational quality. On the other hand, society's demand for primary education professionals has become increasingly

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

diversified and multifaceted, raising higher standards for talent development. Furthermore, ethnic regions' primary education programs suffer from issues like homogenized training objectives, poorly structured curricula, and weak practical teaching components. These problems hinder the alignment between the quality of cultivated professionals and societal needs in ethnic regions.

1.3 The necessity of aligning the training of primary school education professionals in ethnic minority areas with social needs under the guidance of new liberal arts

With the rapid development and transformation of society, the demand for primary education professionals has become increasingly diversified and interdisciplinary. The new liberal arts-oriented approach to cultivating primary education talents better aligns with societal needs, delivering high-quality educators in ethnic regions who possess interdisciplinary knowledge, innovative capabilities, and practical skills. Emphasizing cross-disciplinary integration, technological empowerment, and practice-oriented approaches, this new liberal arts framework promotes modernization and comprehensive development in primary education talent cultivation. By introducing cutting-edge technologies and innovative methods to optimize curriculum systems and practical teaching components, we can significantly enhance the quality of primary education professionals in ethnic regions. Given the relatively lagging educational development in these areas, this new liberal arts approach helps bridge urban-rural and regional disparities in education, fostering equitable and balanced educational growth. Through better alignment between talent cultivation standards and societal demands, more high-quality educational resources and services can be provided for basic education in ethnic regions. As a crucial component of foundational education, primary education profoundly impacts the socio-economic development of ethnic regions. The new liberal arts-oriented approach to cultivating primary education talents will produce a cohort of innovative and interdisciplinary professionals, offering robust human capital support and intellectual resources for regional ethnic socioeconomic progress.

1.4 Research purpose and significance

This study explores the alignment mechanism between talent cultivation in primary education programs in ethnic regions and societal demands under the New Liberal Arts framework. Through in-depth analysis of current challenges and existing practices in ethnic regions' primary education programs, we propose actionable strategies by integrating the concepts and practical experiences of New Liberal Arts development. The introduction of these innovative approaches can drive reforms in talent cultivation, enhancing both quality and effectiveness. By examining current challenges and aligning with actual societal needs, we develop practical solutions to bridge educational training with real-world demands. Improving the alignment between talent development standards and social requirements will provide more high-quality educational resources and services for basic education in ethnic regions, promoting sustainable growth in this field. The research findings and practical insights offer valuable references for talent cultivation in primary education programs across China, driving comprehensive improvements in national-level talent development systems.

Therefore, the research on aligning talent cultivation mechanisms for primary education majors in ethnic regions under the New Liberal Arts initiative holds significant theoretical and practical value. Through in-depth studies and practical exploration, this endeavor is expected to inject new vitality into talent development in these areas, promote the sustainable and healthy growth of basic education, and contribute wisdom and strength to the nation's future and the aspirations of ethnic groups.

2. RESEARCH CONTENTS

2.1 Construction Content

2.1.1 Innovation of talent training mode

(1) Build a "new liberal arts +" talent training model

Guided by the New Liberal Arts philosophy, we are actively exploring and developing an "New Liberal Arts+" talent cultivation model tailored for primary education in ethnic regions. This innovative approach not only emphasizes interdisciplinary integration—such as organically combining resources from pedagogy, psychology, literature, arts, and information technology—but also focuses on integrating regional ethnic culture with elementary education. We have developed distinctive cross-disciplinary courses like "Ethnic Culture and Primary Education" and "Ethnic Geography and Educational Ecology." Through organizing interdisciplinary research activities, students broaden their knowledge base and perspectives while cultivating cross-disciplinary thinking and practical problem-solving skills for ethnic region education. Additionally, we implement categorized training and personalized guidance strategies. By aligning with students' interests, strengths, career aspirations, and the specific needs of ethnic region primary education, we provide customized learning paths and support to meet diverse educational goals and developmental objectives.

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

(2) Strengthen practical teaching links and enhance practical ability

We prioritize practical teaching components tailored to ethnic minority regions' primary education needs. By increasing the proportion of educational internships, field observations, and research activities, we ensure students master pedagogical methods through hands-on practice. Special emphasis is placed on collaborating with local schools to introduce authentic teaching cases, enabling students to engage in simulated environments for bilingual education, cultural heritage preservation, and other specialized programs. Students also participate in educational research projects exploring mental health education for ethnic children and information technology applications in primary education, cultivating scientific research capabilities and innovative thinking. We advocate inquiry-based, case-driven, and participatory teaching approaches to stimulate learning motivation and enhance students' ability to address real-world challenges in ethnic minority primary education.

2.1.2 Optimization and reconstruction of curriculum system

(1) Update the curriculum content and integrate new liberal arts elements

Conduct a comprehensive review and evaluation of the existing curriculum system, updating course content to integrate cutting-edge technologies such as artificial intelligence, big data, and cloud computing, along with new liberal arts elements like Chinese traditional culture and global perspectives. To address the needs of primary education in ethnic regions, develop self-designed courses including life education, environmental education, and ethnic cultural education, alongside online humanities and social sciences programs. This approach broadens students' knowledge base and vision while cultivating their humanistic literacy and social responsibility. Meanwhile, emphasize curriculum updates and optimization by incorporating the latest educational concepts and methodologies, such as policy orientations for primary education in ethnic regions and teaching method reforms, ensuring the content remains contemporary and forward-looking.

(2) Build a modular curriculum system to achieve flexible adjustment

The curriculum system is structured into multiple modules including general education, disciplinary specialization, vocational practice, and open education, with a specially designed "Ethnic Education Specialization Module" covering regional cultural heritage and educational policies. This modular framework allows flexible course selection based on students' interests and career goals. Innovative teaching methods such as project-based learning and flipped classrooms are integrated, using authentic case studies from ethnic minority primary schools to enhance instructional quality and cultivate students' self-directed learning skills and innovative thinking abilities.

2.1.3 Improvement and strengthening of practical teaching system

(1) Implement the integrated practice teaching mechanism of "teaching, research and training"

We are establishing a practical teaching mechanism anchored in pedagogical principles, supported by learning initiatives, enhanced through research, and reinforced by training programs. This integrated system combines classroom-based practical training, social practice, field observations, internships, and scientific research with theoretical instruction. Addressing the unique characteristics of primary education in ethnic regions, we have introduced bilingual teaching practicums and cultural heritage preservation projects, enabling students to deepen their understanding through hands-on experience. By advocating inquiry-based, case-driven, and participatory teaching methods, we create a comprehensive learning process featuring theoretical frameworks, real-world case studies, extended learning opportunities, and simulated practice scenarios. This approach significantly accelerates the transition from teacher candidates to educators effectively adapted to primary education in ethnic regions.

(2) Strengthening of the use of existing resources in schools and enterprises for practical teaching

By fully leveraging existing resources from schools and enterprises—particularly collaborating with educational technology companies in ethnic regions—we will enhance the design and implementation of practical teaching components. We invite outstanding frontline teachers and ethnic education experts to conduct lectures and provide guidance, sharing their experience and wisdom in primary education for ethnic minority areas. Actively seeking corporate partnerships, we aim to jointly develop intelligent teaching systems and tools tailored for ethnic region primary education, such as bilingual teaching support software and ethnic cultural resource databases. These measures offer students diversified practical opportunities and resources, helping them master pedagogical methods and techniques through hands-on practice while improving professional competence and practical skills.

2.1.4 Establishment and improvement of social demand docking mechanism

(1) Carry out regular social demand research to ensure accurate connection

Through surveys and interviews, regular social demand research activities are conducted for primary education in ethnic regions to understand practical needs and development trends. Based on the findings, talent cultivation programs are promptly adjusted and optimized. For instance, content is added to specialized courses such as bilingual education and ethnic cultural heritage preservation in these areas. The latest educational concepts and teaching methods are introduced, including the application of information technology in primary education, ensuring that talent development closely aligns with societal demands.

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

(2) Establish school-enterprise cooperation mechanism to promote the integration of industry, education and research

Establish close partnerships with primary education institutions, educational administrative departments, and educational technology enterprises in ethnic regions to jointly conduct teaching activities, educational research, and innovation initiatives. Through school-enterprise collaboration mechanisms, we aim to achieve resource sharing, complementary advantages, and mutual benefits. For instance, developing intelligent teaching products tailored for primary education in ethnic regions through corporate partnerships; collaborating with educational institutions on research projects to address practical challenges in local primary education systems.

2.1.5 Reform and improvement of evaluation system

(1) Establish a scientific evaluation system to ensure objectivity and justice

Establish clear evaluation criteria and methodologies, particularly tailored to the characteristics of primary education in ethnic regions such as bilingual teaching competencies and cultural heritage preservation capabilities, to ensure objective and accurate assessment outcomes. Implement diversified evaluation approaches including formative assessments, summative evaluations, peer reviews, and self-assessment to comprehensively evaluate students' holistic qualities and abilities. Through a scientific evaluation system, educators can promptly monitor students' learning progress and growth trajectories, providing personalized academic guidance and support. Meanwhile, dynamically adjust talent development programs based on evaluation results to continuously align educational quality with evolving societal demands.

(2) Give play to the feedback and improvement role of the evaluation system to promote continuous improvement

Timely feedback on evaluation results should be provided to both students and teachers to drive continuous improvement. For instance, the student feedback mechanism helps educators assess teaching effectiveness while identifying learning needs, whereas teacher evaluations reveal gaps in instructional skills and professional competencies requiring targeted development. Based on these insights, talent cultivation programs can be systematically refined. This includes adjusting course content and teaching methodologies according to student feedback, as well as offering tailored training programs to address specific shortcomings in faculty expertise and pedagogical approaches.

2.1.6 Optimization and improvement of teaching resources and support services

(1) Optimize teaching conditions

By fully leveraging existing resources from schools and enterprises, particularly in conjunction with educational technology development in ethnic regions, we can optimize teaching conditions and learning environments. For instance, updating teaching facilities and equipment—such as introducing smart teaching devices tailored for primary education in ethnic areas; adopting advanced teaching technologies and tools like virtual reality applications in elementary education; and building intelligent online learning platforms that provide abundant educational resources for primary schools in these regions. These measures create superior teaching conditions and learning environments for students, significantly enhancing their academic performance and learning experiences.

(2) Provide a full range of student support services to help students grow

We provide comprehensive student support services including academic guidance, psychological counseling, and career planning, with special emphasis on addressing the unique challenges of primary education in ethnic regions. This includes bilingual teaching enhancement programs and cultural heritage preservation initiatives. To help students overcome academic and personal obstacles, we implement multiple strategies: establishing personalized academic mentorship systems, maintaining mental health support centers, and organizing career development workshops to clarify professional paths. Additionally, we maintain student growth portfolios that track academic progress and holistic development. Through regular analysis and evaluation of these portfolios, we promptly identify learning gaps and deliver targeted support to address specific needs.

2.2 Main objectives

2.2.1 Talent training objectives

(1) To train teachers with noble ethics and modern educational concepts

Guide students to establish correct worldviews, outlooks on life, and values, enhance their patriotic awareness and sense of responsibility, and cultivate qualified successors for the great cause of socialism with Chinese characteristics that embodies the spirit and ideology of national rejuvenation; strengthen teachers' professional ethics education to equip them with noble moral cultivation and modern educational concepts, enabling them to love primary education, care for students, set an example as educators, and become both mentors and role models for students.

(2) Build a solid system of professional knowledge and skills

Establish a scientifically structured curriculum system that integrates core subjects including pedagogy, psychology, curriculum and instruction theory, and teaching methodologies for primary school disciplines, ensuring students acquire solid professional

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

knowledge and practical skills. Introduce cutting-edge educational concepts and teaching approaches such as project-based learning and flipped classrooms to enhance students' instructional competencies and innovative capabilities, equipping them with the confidence to excel in future educational practices.

(3) Cultivate interdisciplinary integration and innovation ability

We emphasize the importance of interdisciplinary integration by developing students' cross-disciplinary perspectives and comprehensive competencies through initiatives like offering interdisciplinary courses and organizing collaborative research projects. By encouraging participation in scientific research programs, social practice activities, and other initiatives, we aim to stimulate innovation awareness and capabilities. This approach cultivates versatile talents capable of addressing complex educational challenges, ultimately contributing to the innovative development of primary education in ethnic regions.

2.2.2 Social demand alignment objectives

(1) Closely align with the actual needs of primary education

Conduct regular social demand surveys to gain in-depth understanding of primary education's practical needs and development trends, providing scientific basis for formulating and adjusting talent cultivation programs. Strengthen collaboration with enterprises and other employers through joint educational activities, ensuring that talent development closely aligns with societal demands while enhancing the relevance and effectiveness of talent training.

(2) Cultivate talents who are adapted to the future social development

We must closely monitor emerging trends in societal development and evolving talent demands, particularly the transformative impact of digitalization, intelligentization, and information technologies on primary education. By integrating relevant knowledge and skills into curricula, we should focus on cultivating students' comprehensive competencies – including information literacy, critical thinking, and teamwork capabilities. This approach equips them to adapt to rapid societal changes and become competitive educational professionals ready for the future.

2.2.3 Objectives of education and teaching reform

(1) Innovative teaching methods and means

Promote inquiry-based, case-based, and participatory teaching methods to stimulate students' interest and enthusiasm in learning, enhancing their self-directed learning abilities and problem-solving skills. Fully utilize modern information technology tools such as virtual simulation experiments and online learning platforms to enrich teaching approaches and resources, thereby improving educational effectiveness and quality while providing more convenient and efficient support for student learning.

(2) Improve the practical teaching system

Enhance the design and implementation of practical teaching components by increasing opportunities such as educational internships, field observations, and professional training sessions to ensure students acquire teaching methodologies and techniques through hands-on practice. Establish stable practical teaching bases and partner organizations to provide students with more hands-on experiences and resources, thereby facilitating the transformation of theoretical knowledge into practical competencies.

2.2.4 Objectives of evaluation system construction

(1) Establish a scientific evaluation system

Establish clear evaluation criteria and methods to ensure the objectivity and accuracy of assessment results, comprehensively evaluate students' comprehensive qualities and abilities; adopt diversified evaluation methods such as process evaluation, final evaluation, peer evaluation, self-evaluation, etc., to form comprehensive, objective and fair evaluation results.

(2) Give play to the feedback and improvement role of the evaluation system

Timely feedback of evaluation results to teachers and students will promote continuous improvement in teaching quality and learning outcomes. Based on these evaluations, talent development programs will be dynamically adjusted and optimized to ensure alignment between educational standards and societal needs, thereby providing robust support for the sustainable development of primary education in ethnic regions.

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

3. INNOVATIONS

3.1 Research features

3.1.1 The innovative concept of interdisciplinary integration

This study vividly demonstrates the interdisciplinary integration philosophy of new liberal arts education. By breaking down traditional disciplinary barriers in humanities education, it incorporates knowledge and methodologies from disciplines such as pedagogy, psychology, sociology, and information technology into the talent development process for primary school education majors, forming a unique cross-disciplinary curriculum system and teaching approach. This interdisciplinary integration not only broadens students' intellectual horizons but also cultivates their comprehensive thinking abilities and innovative capabilities.

3.1.2 Talent training mode oriented by social demand

This study focuses on the practical needs of basic education in ethnic regions, establishing a talent development model for primary school education majors that aligns with societal demands. Through comprehensive research into the current status and future trends of primary education in these areas, we clarify the objectives and standards for cultivating professionals. This ensures graduates can effectively deliver quality teaching in ethnic region schools, thereby meeting society's growing demand for highly qualified educators.

3.1.3 Practice-oriented teaching system

This study emphasizes the design and implementation of practical teaching components, establishing a practice-oriented educational framework. By enhancing practical training elements such as teaching internships, classroom observations, and pedagogical research, students develop teaching competencies and professional expertise through authentic educational scenarios. Furthermore, through school-enterprise collaborations and industry-academia-research integration, the program provides students with expanded opportunities and platforms for hands-on experience.

3.1.4 Pay attention to the unity of humanistic literacy and scientific spirit

This study emphasizes interdisciplinary integration and social demand orientation while maintaining the unity of humanistic literacy and scientific spirit. By offering humanities, social sciences, and natural science courses, it cultivates students' cultural foundation and scientific literacy. This approach ensures that while mastering professional knowledge, students also develop strong humanistic qualities and a scientific mindset.

3.2 Research Highlights

3.2.1 Build a multi-dimensional curriculum system

This study has developed a multidisciplinary curriculum system tailored to the practical needs of primary education in ethnic regions. The framework integrates traditional pedagogical courses with interdisciplinary knowledge and methodologies, while emphasizing the cultivation of practical competencies. Through curriculum restructuring, content updates, and innovative teaching approaches, this specialized program has been designed to reflect the unique characteristics of ethnic minority areas.

3.2.2 Establish a long-term mechanism for school-enterprise cooperation

This study actively explores long-term mechanisms for school-enterprise collaboration. By establishing close partnerships with enterprises and other employers, it provides students with more practical opportunities and job placements. Additionally, through educational research projects and joint development of course resources, the initiative promotes industry-academia-research integration and facilitates the transformation of research outcomes into practical applications.

3.2.3 Pay attention to the personalized development of students

This study prioritizes students' personalized development by offering elective courses and providing tailored tutoring to meet diverse needs and interests. Additionally, through establishing student development portfolios and tracking growth trajectories, we comprehensively understand learners' progress and requirements, thereby offering robust support for their individualized growth.

REFERENCES

- 1) Zhao Yong. Education in the Era of Intelligent Machines: Directions and Strategies [J]. Educational Research, 2020,41(03):26-35.
- 2) Tang Gang. China Telecom's 5G+Cloud-Network Convergence: Building a Digital Infrastructure for Education New Infrastructure [Z]. Communications Information News, 2021-09-15.
- 3) Yang Zongkai. Sharing of high-quality educational resources supported by learning spaces [J]. World Education Information, 2015,28(15):64-65.
- 4) Gu Xiaoqing and Cai Huiying. Anticipating the Future of Artificial Intelligence and Its Educational Impact—— Through Social Science Fiction-Based Thought Experiments [J]. Education Research, 2021,42(05):137-147.

Employment Tracking and Social Adaptability Analysis of Primary School Education Graduates in Border Ethnic Areas

- 5) Chen Fei. The Contemporary Value and Practical Dimensions of Integrated Education in Ideological and Political Education at Higher Normal Universities [J]. Modern Educational Management, 2021(11):56-64.
- 6) Gu Xiaoqing, Yi Yuhuo. Reflecting on Technology-Enabled Educational Innovation from the Perspective of Educational Ecology [J]. China Electric Education, 2019(11):17-23+59.
- 7) Guidien Fakomogbon, Gao Ming. Six Measures to Improve the Digital Divide in Education [J], China Education Network. 2022, (01)
- 8) Wang Jixin, Tian Jun, Wang Xuan, Wei Yitong. Research on Optimization Strategies for "Internet + Localized Classroom" Based on Teaching Behavior Data Analysis [J]. Educational Technology Research, 2020,41(04):93-101.