

Thoughts on the Ideological and Political Education of Career Planning Courses for Vocational College Students

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Abstract: As the main battlefield for cultivating technical and skilled talents, vocational colleges are facing new requirements for their educational models. Career planning courses are a crucial link between academic achievement and employment, playing an irreplaceable role in guiding students to establish career ideals and plan their development paths. At present, some vocational colleges tend to prioritize skills over literacy in the implementation of courses, and focus on employment rate over value orientation, resulting in a situation where vocational guidance and ideological and political education are presented as "two skins". This article attempts to integrate the ideological and political concepts of the curriculum into the career planning teaching system. This integrated education model not only focuses on the development of students' professional skills, but also has the characteristic of emphasizing the cultivation of professional ethics. It has practical significance for cultivating vocational talents in the new era who combine morality and technology.

Keywords: Vocational Colleges; College Student; Career Planning; Course Ideology and Politics

1. Introduction

Against the backdrop of the deepening integration of industry and education, simple employment guidance is no longer sufficient to meet the needs of talent cultivation. How to organically integrate socialist core values and the spirit of craftsmanship and other ideological and political elements into the curriculum system has become a topic worthy of further exploration. The existing curriculum system focuses on imparting employment skills, but lacks guidance on deep-seated values such as professional ethics and social responsibility, resulting in vocational cognition only remaining at the level of instrumental rationality. This article analyzes the current teaching situation and existing problems of career planning courses in vocational colleges from the perspective of ideological and political education, and explores the path of integrating ideological and political elements with professional content. Through theoretical analysis and practical strategy construction, the aim is to form a vocational education characteristic education model, which can help students establish a scientific vocational cognition system through vocational planning education, and also achieve the function of value guidance, providing corresponding theoretical support for cultivating technical talents with a sense of professional mission.

2. Theoretical Basis of Course Ideology and Politics

2.1 The Value of Course Ideology and Politics

Curriculum ideological and political education refers to a comprehensive educational concept that constructs a comprehensive education pattern for all staff, the whole process, and the entire curriculum, aligning various courses with ideological and political theory courses to form a synergistic effect, and making "cultivating morality and educating people" the fundamental task of education. The value of curriculum ideological and political education lies in its implicit shaping of the spiritual world in the process of knowledge transmission, which creates a deep resonance between subject education and humanistic literacy. The characteristic of implicit education is to integrate value guidance into daily teaching details, and students gradually form stable value judgment standards through the accumulation of professional cognition. This silent infiltration method effectively avoids the rigid indoctrination of traditional ideological and political education, allowing the socialist core values to naturally settle at the level of students' consciousness. In the dimension of cultural inheritance, ideological and political

education in the curriculum explores the inherent connection between subject knowledge and excellent traditional Chinese culture, introduces contemporary interpretations of ancient craftsmanship spirit when explaining the application of modern technology, and transforms cultural genes such as benevolence, integrity, and responsibility into the conscious actions of young students. At the level of cultivating social responsibility, ideological and political education in the curriculum guides students to establish a connection channel with the needs of the times in their professional fields. When classroom discussions touch on ethical or environmental protection issues related to artificial intelligence, teachers analyze the moral choices behind the application of technology, prompting students to think about the symbiotic relationship between individual development and social progress, and thus elevate professional behavior to the level of serving national strategies [1].

2.2 The integration point of career planning courses and ideological and political education

Career planning is the process of continuously and systematically planning one's career and even life. A complete career planning consists of three elements: career positioning, goal setting, and channel design. In the process of guiding students to establish a career cognitive system through career planning courses, the spirit of dedication and the concept of dedication advocated by the socialist core values can naturally penetrate into the standards of career value judgment, enabling students to not only consider personal interests and ability characteristics when evaluating career development directions, but also actively incorporate social needs into decision-making dimensions. The improvement of this cognitive level promotes career choices to shift from pure interest driven to value driven, forming a career concept that resonates with personal growth and social development. There is a natural fit between the cultivation of professional ethics in vocational ethics education and career planning courses. When teachers analyze industry norms and professional ethics, the integrity standards and craftsmanship spirit in excellent traditional Chinese culture can be transformed into perceptible professional behavior standards through specific cases, helping students understand the social value of professional activities while mastering job seeking skills. The trend of diversified career forms triggered by contemporary technological changes requires students to have dynamic adaptability, and the emphasis on the character of struggle and innovation in ideological and political education provides spiritual support for coping with career uncertainty.[2] The two complement each other in cultivating students' sustainable development abilities. As the core content of vocational enlightenment, labor education embodies the value orientation of respecting labor achievements and advocating labor creation. It is integrated with the career experience section of career planning courses, allowing students to experience the social significance of ordinary positions in real work scenarios, and thus balance individual value realization and social responsibility when planning career paths.

3. Analysis of the Current Situation of Career Planning Courses for Vocational College Students

3.1 The Current Status of Career Planning Courses

The career planning courses in vocational colleges are gradually forming a unique positioning in the professional education system, and teaching practice is showing a trend of diversified integration. The construction of course content has begun to break through the traditional vocational guidance framework, attempting to incorporate industrial transformation trends and regional economic development dynamics into teaching materials. When explaining career selection methods, the teacher team pays attention to combining the characteristics of emerging positions stimulated by the new generation of information technology, so that vocational cognitive education closely follows the pulse of the market. The teaching method presents a mixed feature of online and offline teaching. Some universities have developed virtual simulation platforms to simulate real workplace environments, allowing students to experience decision-making processes in different career scenarios through role-playing. The mechanism of collaborative education between schools and enterprises is reflected in the implementation of courses. Regular participation of enterprise mentors in classroom teaching has become a fixed arrangement for some majors, and professional cases from the production line provide fresh references for students to understand job requirements. The course evaluation system is gradually shifting towards process based assessment, and students' performance in practical aspects such as vocational interest assessment and career interviews is included in the scope of credit recognition. This transformation promotes students to shift from passively receiving vocational information to actively constructing career development paths. The construction of the teaching staff presents interdisciplinary characteristics. Teachers with psychological backgrounds have begun to collaborate with industry experts to design teaching modules.

The collision of different professional perspectives enriches the hierarchical nature of course content, allowing professional values to naturally integrate into the process of professional skill development.

3.2 Problems in existing courses

The compatibility between some teaching content and industry trends needs to be improved, resulting in cognitive differences between theoretical lectures and real workplace environments. Students find it difficult to form a complete industry cognitive framework when understanding the laws of career development. The development of value leading functions in curriculum design is relatively lagging behind, and ideological and political elements such as professional ethics and social responsibility have not yet formed a systematic integration mechanism. Teachers often focus on explicit indicators such as employment rate and salary level when analyzing career selection criteria, lacking in-depth exploration of the connotation of professional values, which greatly limits the pattern of talent cultivation. The innovation of teaching methods needs to be strengthened, and traditional lecture based teaching still dominates. The lack of experiential teaching elements such as career scenario simulation and on-site study in enterprises weakens students' ability to transform their career ideals into concrete actions, especially in cultivating the spirit of craftsmanship and innovation awareness, making it difficult to form effective support.[3] There is room for improvement in the interdisciplinary knowledge reserve of the teaching team. Some teachers lack follow-up on the updating of industrial policy orientation and labor regulations, and are unable to accurately connect with the talent needs of the new era's industrial transformation and upgrading when guiding students to establish a correct career outlook, which affects the pertinence and effectiveness of career guidance. The evaluation system for ideological and political education has not yet established a scientific standard for considering its effectiveness. The existing assessment methods focus on the mastery of job seeking skills and ignore the dynamic monitoring of the formation process of professional values, making it difficult to comprehensively reflect students' growth trajectory in terms of professional responsibility and patriotism.

4. Implementation strategies for ideological and political education in career planning courses for vocational college students

4.1 Optimization of teaching content and integration of ideological and political elements

The vocational college career planning course focuses on transforming ideological and political elements into perceivable career situations in the reconstruction of teaching content. The course designer selects career cases with characteristics of the times as teaching carriers, such as introducing the growth process of technical skills in advanced manufacturing when explaining professional qualities, so as to transform the abstract concept of craftsmanship spirit into concrete and traceable behavioral paradigms. The teaching team designs open-ended discussion topics in the classroom interactive segment, guiding students to dialectically view the value choices behind the traffic economy when analyzing the career development path of a certain e-commerce anchor. The development of the course module emphasizes the value guidance function of practical activities, and sets the task of professional interviews as visiting grassroots workers in the community. When students record the daily work of couriers or community grid workers, they unconsciously understand the service consciousness and dedication spirit contained in ordinary positions. The construction of teaching resources focuses on exploring ideological and political touchpoints in professional fields. Mechanical majors integrate team collaboration stories behind the development of major national heavy equipment into practical training courses. Information technology courses guide students to think about the ethical boundaries of technology by analyzing typical algorithm cases, so as to deepen professional cognition and value judgment synchronously.[4]

4.2 Innovation and Practice of Teaching Methods

The innovation of teaching methods needs to be based on the organic unity of practical operation and value guidance. Industry mentors should combine personal growth experiences with socialist core values when participating in classroom discussions, and focus on explaining the actual contributions of professional activities to social development when analyzing job skill requirements, so as to transform abstract value concepts into concrete professional behavior guidelines. The school enterprise cooperation platform organizes a career experience day activity, arranging students to observe the production process of enterprises and participate in basic job practices, understand the specific manifestations of craftsmanship spirit in real work scenarios, and subtly integrate the concept of labor creating value into

the professional cognitive system. The construction of the course case library focuses on selecting industry models that reflect the characteristics of the times, designing and discussing topics around technological innovation and industrial upgrading, guiding students to think about the fit between personal choices and national strategic needs when analyzing career development paths, and cultivating a sense of responsibility to serve society. Schools should introduce labor education week activities into daily teaching, establish a rotation system for campus service positions, and require students to experience the social significance of ordinary labor through participation in basic work such as greening maintenance and equipment maintenance, thereby transforming the attitude of respecting labor achievements into an intrinsic driving force for career planning

4.3 Construction of Teaching Staff and Improvement of Teacher Literacy

Vocational colleges have established a regular training mechanism in the teacher development system, regularly organizing career guidance teachers to participate in industry education integration practice projects. Teachers record the career growth trajectory of technical backbones during their tenure in intelligent manufacturing enterprises, and transform professional perseverance cases in industrial transformation into classroom teaching materials. The teacher training platform jointly built by schools and enterprises promotes the deep involvement of industry mentors in curriculum development. Senior executives from logistics companies focus on the importance of teamwork in the optimization process of express delivery outlets during lectures, using real workplace stories to illustrate the practical value of professional dedication. The school teaching supervision team has added observation points for the integration of ideological and political education in the listening and evaluation process, and proposed improvement suggestions on whether the guidance of professional values naturally permeates into the resume production guidance or simulated interview process, to encourage teachers to pay attention to students' value cognition changes while teaching job seeking skills. Teachers spontaneously formed interdisciplinary lesson preparation groups, and computer science teachers collaborated with ideological and political education teachers to design a programming ethics discussion module. When explaining code standards, they integrated the cultivation of network security responsibility awareness. The collision of thinking among teachers from different professional backgrounds gave rise to more down-to-earth integration solutions. The construction of the teaching case library focuses on collecting localized ideological and political materials. Teachers will introduce service cases of community convenience store operators when explaining small and micro enterprise entrepreneurship, and use a narrative style that is close to life to demonstrate the interactive relationship between career development and social needs.

4.4 Collaborative Education of Campus Culture and Social Practice

Vocational colleges deeply integrate campus activities with enterprise practices to form a distinctive education model. When organizing students to participate in community skills service week activities, the school arranges for auto repair majors to provide vehicle maintenance consultation for residents, and in the process of solving practical problems, experience the civilian value of technical services, so that professional responsibility can naturally grow in real social scenarios. The school enterprise cooperation unit sets up a micro production line experience area on campus, where the enterprise team leader leads students to complete standardized operation procedures. While guiding the product assembly process, they also explain the significance of quality control in protecting consumer rights, transforming the professional attitude of striving for excellence into tangible operational norms. The student club initiated a thematic debate competition on professional values, selecting hot topics such as the impact of artificial intelligence on traditional industries, guiding students to understand the balance between technological innovation and professional ethics in their thinking, and forming a professional cognitive system that keeps up with the times. The labor education practice base offers agricultural experience courses, allowing students to understand the profound connotation of labor creating value through sowing and harvesting, and form a value resonance between the sweat of the fields and the spirit of research in the future workshop. Professional teachers collaborate with ideological and political counselors to develop a professional ethics scenario play script, with students directing and performing real-life scenarios such as delivery workers delivering goods with integrity and medical staff sticking to their posts, deepening their emotional identification with professional ethics norms through role substitution. The campus entrepreneurship incubator sets up a special area for social welfare projects, requiring students to include social responsibility modules such as helping the disabled and disadvantaged when designing business models, and organically combine business wisdom with humanistic care to form a new era of professional value orientation.[5]

4.5 Improvement of Course Evaluation and Feedback Mechanism

In terms of evaluation dimension, emphasis is placed on the visual presentation of value orientation. Students are required to submit a professional ethics observation report while completing their occupational environment research tasks, detailing the sustainable development practice cases discovered during visits to enterprises and their impact on their own occupational cognition. The teacher team designs a multi-party evaluation model, invites community workers to participate in the evaluation process of student career practice projects, and analyzes the compatibility between students' career planning and social needs from the perspective of social benefits for the intelligent elderly assistance program designed at the elderly service center. The course platform has developed an electronic archive system with value annotation function. Students need to annotate the professional ethics dilemmas and solutions encountered during the service process when recording their internship experiences in catering enterprises. The value growth curve generated automatically by the system provides a basis for personalized guidance. Industry experts have added a professional ethics scenario Q&A module in the graduation design defense stage. When students present their intelligent warehousing design solutions, the judges propose conflicting hypotheses between data privacy protection and efficiency improvement, and examine their thinking paths in addressing technical ethical issues. The graduate tracking system pays special attention to the value choices during the career transition period, regularly collecting cases of professional ethics challenges faced by alumni in cross industry mobility, and converting them into classroom discussion materials for current students after desensitization. The course group establishes a value development evaluation standard, and students need to elaborate on the promotion effect of the project on the inheritance of regional characteristic culture during the simulated entrepreneurship roadshow. The evaluation focuses on examining the depth of humanistic care behind the business logic, making value orientation an organic component of vocational ability assessment.

5. Conclusion

The connotative development of higher vocational education in the new era inevitably requires a deep integration of career planning courses and ideological and political education. The teaching and practical aspects need to establish a multidimensional educational framework, organically linking industry standards and moral norms, career development and patriotism, so that students can not only clarify their personal development direction but also establish a sense of responsibility to serve society in the process of planning their own career paths. For future curriculum reform, emphasis should be placed on building a dynamic adjustment mechanism, utilizing collaborative development of teaching resources between schools and enterprises, and building practical platforms to promote the true implementation of vocational values education.

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