

Research on Ideological and Political Education Countermeasures for College Students' Professional Values

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Abstract: With the continuous and in-depth advancement of higher education reform, the employment issue of college graduates has become a hot topic of discussion in current colleges and universities. In order to cultivate the professional values of college students, colleges and universities need to strengthen the implementation of policies and measures for youth employment and optimize guidance and services for employment and entrepreneurship. Guide college graduates to rationally plan their academic and career development, improve their overall employment quality and practical ability, and then closely integrate their career planning with the development of the country and society. In this regard, we will focus on “strengthening career education to guide college graduates to establish correct career values.”

Keywords: Universities; Professional values; Ideological and political education

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1. The connotation of vocational values for college students

As a value that is widely used in colleges and universities, it involves many disciplines and reflects the deep-seated characteristics of people's psychology. In Cihai, values are defined as “people's understanding and fundamental attitude towards the value of life, part of the outlook on life, with the function of behavioral orientation.” Thus, values play an important role in testing people's ideological and political concepts and ideals and beliefs. Professional values, as a branch of values, are a system of beliefs based on people's attitudes towards their careers, professional behaviors, and work results. They have a guiding function for personal career planning and are characterized by temperament tendencies, behavioral selectivity, and conceptual coordination ^[1].

In general, the important factor influencing college students' career direction and career planning is professional values, which can help graduates improve their self-examination of their abilities and their intrinsic motivation for employment ^[2]. In order to provide more convenient and precise employment services for graduates, colleges and universities should attach importance to career planning education and actively

cultivate the professional values of college students that are in line with the talent demands of the national social market and conform to the mainstream values of national social development. Regarding the employment and development of college students, the Ministry of Education has emphasized the need to focus on firming up ideals and beliefs, establishing the great communist ideal and the common ideal of being the main body of society with Chinese characteristics, enhancing the theoretical confidence and practical experience of college students, and shouldering the heavy responsibility of undertaking the country's historical mission ^[3].

2. The current situation of promoting college students' employment in colleges and universities

Since 2022, the number of college graduates has exceeded 10 million for three consecutive years. It is expected that the number of graduates from regular colleges and universities across the country will reach 12.22 million in 2025. The total pressure of employment and structural contradictions coexist.

In recent years, China has established a three-dimensional employment promotion system for college graduates, and the stable employment situation has continued to be consolidated. The Ministry of Human Resources and Social Security, the Ministry of Education and the Ministry of Finance jointly issued a notice on doing a good job in the employment of college graduates and other young people in 2025, which put forward 17 policy measures to fully promote the employment and entrepreneurship of college graduates and other young people; The Ministry of Education launched the "Spring Employment Promotion Campaign" for college graduates of the class of 2025 to broaden their employment channels. Digital employment services have been fully upgraded. The National Employment Service platform for college students provides full-time and intelligent services through data integration, building employment profiles for college students, and mapping policies to precisely serve employment ^[4].

With the continuous efforts of policies, the employment of college graduates has achieved phased results, but it still faces deep-seated challenges. For instance, there is a dynamic imbalance in the job supply and demand structure. The explosive growth of emerging industries has created a large demand for highly skilled jobs, and the contraction of traditional industries has led to a reduction in the supply of basic jobs ^[5]. Another example is that the supply of skills does not match the demand for jobs, the speed of technology iteration is growing exponentially, but there is a time lag effect in skills learning, and there is a gap between the supply of graduates' skills and the immediate demand of enterprises. To address these challenges, efforts should be made in areas such as policy, employability improvement, and the employment ecosystem.

3. The reality of cultivating vocational values among college students

3.1. The forms of cultivation are relatively monotonous

Career education in many schools is rather monotonous, mainly including providing career information to college students, training interview skills, contacting internship units, etc. It focuses on providing employment services for college students and on the short-term goal of whether college students can achieve employment immediately after graduation. It is more of an employment guidance rather than a career planning tailored to the individual characteristics of college students ^[6]. This paradigm of career planning education neglects the enlightenment of career planning for college students, the cultivation of their professional values, and the improvement of their professional qualities. It is not conducive to the sustainable development of college students' careers, nor to the development of their innovation and entrepreneurship capabilities.

3.2. The quality of the courses needs to be improved

First of all, the content design of career planning courses in many colleges and universities is overly theoretical and lacks practicality. In classroom teaching, educators mainly explain theories and models related to career development, and there is a lack of participation, interaction, and real experience of college students on career planning issues, so the teaching effect is not ideal. Secondly, career education courses offered by many institutions of higher learning are almost identical in content, lacking distinction among schools, disciplines, and majors, and fail to meet the diverse needs of students at different school levels, disciplines, and majors ^[7]. In addition, the workforce of educators for the courses is not specialized enough. Many teachers in higher education institutions who teach career planning courses are counselors or professional course teachers who have no relevant professional background in career planning. They only receive simple training or even teach directly without training, which is an important reason for the decline in course quality.

3.3. Lack of professional practice experience

Understanding and experiencing a career is an important basis for college students to determine their career development direction, but this is precisely the shortcoming of many colleges and universities in conducting career planning education. Some colleges and universities have an imperfect internship system and do not provide college students with internship positions for career experience, resulting in their vague understanding of careers, low career identity, weak sense of professional belonging, and lack of initiative in professional learning. In addition, many colleges and universities that offer internship opportunities usually place them in the third year of college or the fourth year close to graduation. The lack of career experience for college students is not conducive to the enlightenment and cultivation of their career interests.

4. Pathways for cultivating vocational values among college students in colleges and universities

4.1. Building an employment-oriented education community

All members should be involved, the “top leader” project should be implemented, and the three-level linkage of “school–college–class” should be carried out to exert the joint force of employment education. Education throughout the entire process and deepening the employment-oriented education model. The employment of college students is a systematic project that requires multiple measures. We need to adjust the talent cultivation model based on social demand, accelerate the adjustment of the structure of disciplines and specialties, improve the fit between talent cultivation and social demand, enhance the comprehensive quality and employability of graduates, establish and improve the linkage mechanism of “employment–enrollment–cultivation,” optimize the talent cultivation plan, and improve the quality of talent cultivation. We should effectively enhance the adaptability of disciplines and specialties, as well as talent cultivation, to social demands ^[8].

The employment of college students is not the final “final push,” but rather, they need to be well-prepared during their college years. To enhance career planning awareness, a full-course career development education should be implemented. According to the characteristics of career cognitive ability and development level of college students at different stages from enrollment to graduation, in line with the career vision and positioning of different college students, and in combination with the quality requirements of different career paths for people, carry out phased and multi-path career development education and guidance for college students to stimulate and improve their enthusiasm for independent planning and clarify the direction of their efforts during the college stage ^[9]. Specifically, in the beginning of college, it is necessary to guide college students

to establish the awareness of career planning, understand their major and themselves, and make a preliminary career positioning. In the middle of college, based on the career orientation of college students, stratified and categorized guidance should be provided to encourage college students to strive to improve their “hardware” and “software” to lay a solid foundation for achieving their career aspirations. Senior college students should be encouraged to shift from internalizing their career concepts to externalizing their career behaviors, to establish a “person-career connection” and realize their career plans.

Career education and employment guidance courses are an important part of the construction of the employment guidance service system for college graduates. Employment guidance educators should also focus on improving the following three capabilities: First, the ability to build ideological and political education in career education and employment guidance courses. By integrating ideological and political education elements such as ideology and belief, value cultivation, and willpower and character into education, it guides college students to practice the core socialist values and establish correct views on talent development, career development, and employment, thereby helping college students to make good career plans and employment preparations. Second, strengthen the practical teaching link and achieve the ability of employment-oriented education. By organizing targeted workplace experience activities such as employment practice and enterprise visits, college students can feel the workplace environment, experience career development, and get an early understanding of job and position requirements, thereby improving their practical and employability skills. The third is the ability to carry out group counseling and individual counseling for employment. According to the different majors, interests, and career goals of college students, practical career development and employment guidance suggestions are provided to graduates through various forms such as career planning competitions, resume writing guidance, interview and job search training, one-on-one counseling, etc., to meet their individualized needs for job search and career development ^[10].

4.2. Building an ecosystem of courses that promote each other

Offering career development and employment guidance courses is the main channel for career education in colleges and universities, and it is also an objective requirement to enhance graduates’ awareness of career planning and make early preparations for employment. Specifically, it is necessary to clarify and sort out the main issue of course construction as soon as possible. At present, most of the courses are handled by departments such as employment guidance and college student affairs, and the courses have not yet been fully integrated into the school’s talent cultivation and curriculum construction system. The second is to improve the employment guidance curriculum system. For college students of different levels and majors in each school, employment guidance courses should not be uniform and inflexible. It is necessary to develop a series of employment guidance courses that meet the school’s needs as soon as possible in line with the school’s educational orientation and talent cultivation goals, covering the entire process from enrollment to graduation and talent cultivation ^[11].

The development of career development and employment guidance courses is a systematic project. It requires starting from multiple aspects such as course objectives, teaching models, and resource expansion, and combining the characteristics of the discipline and major and the career development needs of college students to create a curriculum system that highlights professionalism, foresight, and practicality. First, we should adhere to the principle of fostering virtue and nurturing talent, and emphasize the orientation of education. In terms of curriculum objectives, emphasis should be placed on guiding college students to establish a positive outlook on life, values, and career development concepts, integrating personal development with the needs of

the country and social development, stimulating self-planning awareness, and enhancing employability and professional competence. Second, strengthen the competency-based approach and promote the integration of theory and practice. In terms of course form, teaching content, and teaching methods, we should adapt to the requirements of production practice, social practice, and career development, and vigorously increase practical training opportunities to enhance the professional level and practical skills of college students. Third, strengthen the connection between schools and enterprises and enrich the course resources^[12]. Invite industry enterprises that have close cooperation with the school to jointly develop the curriculum system and teaching content, build internship and training bases, and share educational and teaching resources to facilitate the seamless transition of graduates from campus to the workplace. Fourth, strengthen the construction of teaching staff and improve the quality of education and teaching. With the aim of combining full-time and part-time teachers and complementing each other, we will provide off-campus part-time educators related to the discipline, major, or industry characteristics, and build a relatively stable, well-structured, and sufficient team of experts in career planning and employment guidance. Fifth, pay attention to the new trends in industrial development and adapt to the new normal of employment. With the development of technologies such as artificial intelligence and big data, emerging industries and new economic forms are increasingly emerging, providing more job opportunities for college students. We should fully guide college students to adapt to new changes in employment and embrace new career development opportunities.

4.3. Implementing the practice of employment guidance

For college graduates, the first step is to provide them with professional career planning services. Colleges and universities can offer personalized career planning consultation and guidance services to college students through relevant departments to help them understand their interests, abilities, and values and formulate suitable career development plans. Second, career guidance courses and workshops should be offered to further enhance career planning awareness while teaching about resume writing, employment skills, interview techniques, etc., to help college students improve their employability. For example, the “Resume Workshop” invites corporate guests, professional educators on campus, and college student lecturers to provide resume writing training and resume revision guidance for Tsinghua students who care about their career development and are eager to improve the quality of their resumes. At the same time, bilingual (Chinese and English) resume revision workstations have been set up at major job fairs for graduates, career development early spring Camp internships, and other important recruitment events to meet the resume revision needs of college students^[13]. Third, provide internship and practice opportunities. Colleges and universities can establish partnerships with enterprises and institutions to offer a wide variety of internship and practice opportunities, allowing college students to gain practical work experience related to their major during their school years and build a “professional network of relationships” to prepare for employment after graduation. Finally, we should actively organize activities such as job recruitment, industry forums, and workplace lectures, inviting representatives of enterprises and industry experts to interact with college students, broaden their career horizons, and promote communication between college students and employers.

Spring recruitment is a golden period for graduates to find their ideal employers. Graduates should take full advantage of the window for employers to “fill in the gaps” and “increase their plans” to obtain valuable employment opportunities^[14]. First, make the most of your career orientation. Take the time to think about and clarify your personal career goals and plans, not only to figure out “what I want to do,” but also to figure out “what I can do,” and more importantly, to figure out “what the country and economic and social development

need me to do,” and where the real opportunities for personal growth and future development are. Second, make the most of the resources. Such as online resources, pay close attention to recruitment websites both on and off campus, employment information release platforms of local human resources and social security departments, and official websites of intended employers to obtain various job-seeking information. The third is to adjust your mindset promptly. Many people who have been through it say that “the job search process is the fastest growth stage for college students”^[15]. This is because the numerous interviews and setbacks before a successful job search are both a “touchstone” of one’s ability and quality, and the best testimony of one’s own growth.

5. Conclusion

To sum up, cultivating professional values among college students is an important part of talent cultivation in colleges and universities. Employment is an important part of the “all-round education,” and it is closely linked and inseparable from education and talent cultivation. To promote the integration of employment and education, we must vigorously advance employment-based education and enhance its effectiveness. By offering courses such as career planning, employment guidance, innovation and entrepreneurship, and moving in the same direction as ideological and political theory courses, and finding one’s own position and value pursuit in the overall cultivation of professional values, we can effectively achieve the integration of teaching and education.

Disclosure statement

The author declares no conflict of interest.

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