

# Exploration of the Cultivation Path of Vocational Values for Post-2000 Vocational College Students in the Context of the New Era

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**Abstract:** Career values are the specific manifestations of life goals and attitudes in career choices. In the context of the new era, post-2000 vocational college students exhibit characteristics such as diversified and personalized career values, economic value preferences in career choices, and a disconnect between career aspirations and reality. Based on this, this article proposes that the cultivation of vocational values for post-2000 vocational college students includes five aspects: education on socialist core values, education on career development and professional qualities, cultivation of professional spirit, education on the connotation and extension of vocational values, and education on network culture and vocational values. The cultivation path should focus on combining theoretical education with practical experience, creating campus culture and professional atmosphere, personalizing career guidance and career planning, cultivating social responsibility and craftsmanship spirit, etc., in order to meet the demand of society for high-quality technical and skilled talents and provide strong talent support for social and economic development.

**Keywords:** Post-2000 vocational college students; Vocational values; Cultivation paths

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## 1. Introduction

The Decision of the Central Committee of the Communist Party of China on Further Deepening Reform and Promoting Chinese-Style Modernization, passed at the Third Plenum of the 20th Central Committee of the Communist Party of China, requires: “We must improve the mechanism for promoting high-quality and full employment, perfect the public service system for employment, and focus on solving structural employment contradictions.” The General Secretary emphasized that “We must strengthen publicity and education, guide the whole society to firmly establish a correct employment concept, and open up new horizons for employment with new ideas on career selection.” In the context of the new era, China is in a critical period of economic transformation and social structural change, and the social and economic development during this period has

put forward new requirements and challenges for vocational education.

As the successors of the new era, the cultivation of vocational values among post-2000 vocational college students is not only related to their personal career development and quality of life but also to the future development of the country and the progress of society <sup>[1]</sup>. With the deepening development of economic globalization and informatization, post-2000 vocational college students are facing a more complex and diverse employment environment and career choices, and their values and career orientations exhibit diversified and personalized characteristics.

Therefore, studying the cultivation path of vocational values for post-2000 vocational college students is of great practical significance for guiding them to establish scientific vocational values, promoting their comprehensive development, and enhancing national competitiveness <sup>[2]</sup>. This study will explore how to cultivate the vocational spirit and qualities of post-2000 vocational college students through vocational education reform and socialist core values in the context of the new era, in order to meet the demand for high-quality technical and skilled talents in society and provide strong talent support for socio-economic development.

## **2. Analysis of the current situation of vocational values among post-2000 vocational college students in the context of the new era**

In the context of the new era, the current status of vocational values among post-2000 vocational college students presents diversified and complex characteristics, which not only reflect their unique growth environment but also reflect the impact of social changes on their values <sup>[3]</sup>.

### **2.1. Diversification and personalization of vocational values**

The vocational values of post-2000 vocational college students show obvious characteristics of diversification and individualization. They value both intrinsic motivations such as personal growth and self-actualization in their career choices, as well as extrinsic motivations such as economic income and social status. This diversified and personalized feature reflects the independence and strong self-awareness of post-2000 vocational college students in terms of value orientation. They hope to gain a sense of achievement, good interpersonal relationships, and a comfortable working environment in their work, and these values occupy an important position in their career choices.

### **2.2. Economic value preference of career choice**

In the new era, vocational college students tend to prefer economic and personal value in their career choices, while relatively neglecting social value. They tend to choose jobs in economically developed areas and do not pay much attention to grassroots service work in remote areas, which to some extent reflects their emphasis on economic income rather than social responsibility. In addition, they often expect to be “one step at a time” when they first enter the workforce, pursuing an ideal state of employment location, job content, salary and benefits, and working environment.

### **2.3. Excessive and unreasonable pursuit of career choices**

Post-2000 vocational college students show a tendency to aim too high in their career choices, and their expectations for their careers are often higher than their actual abilities. This tendency may lead to their lack of competitiveness in the job market, resulting in problems with employment, long-term preparation for exams,

avoidance of job competition and “lazy employment,” “slow employment” due to delayed graduation and family support, and relying on the elderly. They perform poorly in terms of learning methods and attitudes and are relatively weak in terms of execution.

### **3. Cultivation of vocational values for post-2000 vocational college students in the context of the new era**

In the context of the new era, the cultivation of vocational values among post-2000 vocational college students is a multidimensional and systematic work that involves multiple levels such as society, schools, families, and individuals <sup>[4]</sup>.

#### **3.1. Education on socialist core values**

The primary content of cultivating vocational values for post-2000 vocational college students in the new era is to strengthen the education of ideals and beliefs centered on socialist core values. This includes sticking to the main battlefield of ideological and political education, helping students strengthen their ideals and beliefs, and cultivating the responsibility field of professional education, inspiring students to clarify their professional direction. Through the deep integration of ideological and political courses and professional courses, we help students understand right from wrong, distinguish truth from falsehood, learn skills, and set goals appropriately, rooting the Chinese Dream of the great rejuvenation of the Chinese nation in students’ persistent pursuit of their careers.

#### **3.2. Career development and professional literacy education**

It is important to strengthen professional knowledge and professional ethics education centered on career development and lay the foundation for cultivating college students’ professional values. This involves providing various forms of career guidance, enhancing the practicality of cultivating professional values, and guiding students to establish scientific professional values through campus cultural activities. Universities can use traditional festivals, campus brand activities, and other time nodes to carry out “professional values” themed education activities, guiding students to establish a career ideal of loving and dedicating themselves to their work.

#### **3.3. Cultivation of professional spirit**

The cultivation of professional spirit can enhance students’ sense of responsibility in participating in professional activities and ensure their steady development in related industries. The cultivation strategy includes improving vocational discipline education in higher vocational education, combining vocational spirit cultivation with curriculum education, promoting the joint development of theoretical and practical education, and setting a good career example for higher vocational students. Through these measures, we can fully promote the realization of the educational goal of higher vocational students and play a positive role in the construction of our talent team.

#### **3.4. Connotation and extension of vocational values education**

The cultivation of vocational values for post-2000 vocational college students also needs to include education on the connotation and extension of vocational values. According to Super’s vocational values structure, vocational values can be divided into dimensions such as lifestyle, ambition, reputation, job stability, and economic value <sup>[5]</sup>.

The educational content should include helping students understand these value dimensions and guiding them on how to achieve these values in their careers, as well as how to find a balance between personal development and social needs.

### **3.5. Network culture and vocational values education**

In the context of online culture, the cultivation of vocational values among vocational college students also needs to pay attention to the impact of online culture on vocational values. The impact of the online society has led to a deviation in vocational college students' career choices. Therefore, it is necessary to strengthen online literacy education, guide students to use online resources correctly, cultivate their critical thinking skills on the internet, and maintain and shape positive professional ethics and values in the online environment.

## **4. Cultivation path of vocational values for post-2000 vocational college students in the context of the new era**

In the context of the new era, building a path for cultivating vocational values among post-2000 vocational college students is a systematic project that requires comprehensive consideration and design from multiple dimensions<sup>[6]</sup>.

### **4.1. Combining theoretical education with practical experience**

Theoretical education is the cornerstone of cultivating vocational values. In the context of the new era, post-2000 vocational college students need to learn theoretical knowledge such as socialist core values, professional ethics, and professional spirit through systematic courses. This theoretical knowledge should not only include traditional professional ethics and behavioral norms but also cover the trends of modern career development, methods and techniques of career planning, as well as the relationship between career and personal development. Through theoretical education, students can establish a basic understanding and value judgment of their profession, and form correct career concepts and value orientations.

Practical experience is an important supplement to theoretical education. Post-2000 vocational college students can combine theoretical knowledge with practical work, experience the workplace environment firsthand, and understand the connotation of professional responsibility and spirit through participating in internships and training, enterprise visits, career experience days, and other activities. This practical experience helps students concretize abstract career concepts, enhance their sense of professional identity and responsibility, and improve their vocational skills and practical operational abilities. Through practical experience, students can better understand the application of theoretical knowledge in practical work, thus making wiser choices and decisions in their careers.

### **4.2. Creating campus culture and professional atmosphere**

Campus culture is an important factor influencing the vocational values of post-2000 vocational college students. Through the construction of campus culture, a positive and uplifting professional atmosphere can be created, which can stimulate students' awareness of career planning. Campus cultural activities, such as career planning lectures, career development forums, and excellent alumni sharing sessions, can not only provide information and experience sharing for career development but also enhance students' career awareness and pursuit.

The creation of a professional atmosphere also requires close cooperation between schools and enterprises.



By establishing a school-enterprise cooperation platform and introducing corporate resources and culture, students can be exposed to a real professional environment during their school years. This kind of school-enterprise cooperation not only provides students with internship and practical training opportunities, but also enables them to understand corporate culture and industry trends, enhancing their career adaptability and competitiveness. Through simulated interviews, professional role-playing, and other methods, students can learn and grow in a simulated professional environment, and adapt to their future careers in advance.

### **4.3. Personalized career guidance and career planning**

Personalized career guidance is an important cultivation path tailored to the characteristics of post-2000 vocational college students. Tools such as vocational interest tests and vocational ability assessments help students understand their interests and strengths, and develop personalized career development plans. This personalized career guidance can help students have a clearer understanding of themselves, clarify their career goals and development directions, and make more reasonable plans and choices in their career development.

Career planning education is an important means of helping students clarify their career goals and paths. By offering career planning courses, students are taught how to set short-term and long-term career goals, and how to adjust their career plans based on personal situations and market changes. Career planning education can not only help students establish awareness and abilities in career planning, but also assist them in coping with uncertainty and challenges in career development, and improve career adaptability and flexibility.

### **4.4. Social responsibility and cultivation of craftsmanship spirit**

Social responsibility is an important aspect of cultivating the vocational values of post-2000 vocational college students. Through volunteer service, community participation, and other activities, students can understand the impact of professional behavior on society, and cultivate their sense of social responsibility and dedication. The cultivation of this sense of social responsibility helps students establish correct professional ethics and behavioral norms, enhancing their sense of professional mission and honor.

The cultivation of craftsmanship spirit is one of the core contents of vocational education. Through skills competitions, craft exhibitions, and other activities, students can experience the craftsmanship spirit of striving for and pursuing excellence, and inspire their love and persistence for professional skills. The cultivation of craftsmanship spirit can not only improve students' vocational skills and qualities but also enhance their professional competitiveness and market value<sup>[7]</sup>.

## **5. Conclusion and prospects**

In the context of the new era, cultivating the vocational values of post-2000 vocational college students is comprehensive and far-reaching. Through this diversified cultivation path, we aim to help students establish correct career cognition and value orientation, stimulate their career planning awareness, clarify career goals and paths, and cultivate their sense of social responsibility and craftsmanship spirit. This kind of cultivation can not only enhance students' vocational skills and professional qualities but also strengthen their professional adaptability and market competitiveness, laying a solid foundation for their future career and social progress. Looking ahead to the future, we should continue to deepen the innovation of education models, strengthen the construction of teaching staff, deepen school-enterprise cooperation, strengthen policy support and institutional guarantees, pay attention to students' mental health and career happiness, and promote the popularization of the concept of lifelong learning. Through these measures, we hope that post-2000 vocational college students can

realize their self-worth in their future careers and make positive contributions to the development of society.

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