

The Logical Pathway, Real Challenges, And Practical Approaches to Career Adaptability Education For Higher Vocational College Students

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Abstract

Career adaptability is crucial for students' competitiveness in job hunting and reflects their comprehensive quality in career selection. This study investigates the current state of career adaptability education among Vocational College students, aiming to highlight achievements and address underlying challenges. Employing a mixed-methods approach, combining quantitative surveys and qualitative interviews, the research sample comprised diverse Vocational College students from various academic backgrounds and geographical locations. The findings reveal significant strides in career adaptability education, yet also uncover deep-seated issues.

While efforts have been made to integrate career adaptability education into the curriculum, challenges persist related to ideological understanding, implementation effectiveness, and institutional support. To address these challenges, higher vocational colleges must align educational policies with economic and social development needs, strengthen student training in career adaptability skills, and facilitate successful career transitions. By bringing career adaptability education into the whole process of personnel training, higher vocational colleges can better meet the new era's employment requirements and enhance students' cognitive characteristics and accepting ability. This comprehensive approach will empower students to start their careers successfully and navigate the road of life with confidence.

Keywords: Higher Vocational Colleges; career adaptability; problem; Path

Introduction

The employment of university graduates is a major and essential matter related to the overall well-being and development of the nation. In the year 2024, the number of graduates from Chinese universities is expected to reach 11.79 million, and the employment situation remains challenging, presenting a formidable task. The national video conference on employment for the 2024 graduates emphasized the utmost importance of ensuring overall stability in the employment of university graduates, urging a multi-pronged approach to facilitate more comprehensive and higher-quality employment opportunities for these graduates.

Furthermore, a review of relevant literature sheds light on the complex landscape of employment challenges faced by higher vocational college students. For instance, Zhang et al. (2022) explored the role of career adaptability in enhancing employability among university graduates, providing valuable insights into strategies for supporting students' transition into the workforce. Similarly, Liu and Wang (2023) conducted a comparative analysis of career

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development programs in higher vocational colleges, highlighting the importance of practical approaches in preparing students for the demands of the job market.

During the 14th National People's Congress, it was highlighted that in 2024, there is a target of creating over 12 million new urban jobs. There is a need to strengthen policies and measures aimed at promoting youth employment, along with the systematic improvement of flexible employment services and support measures. The seamless integration of talent cultivation in universities with societal demands, assisting graduates in smoothly transitioning from campus to the professional workplace, securing successful and fulfilling employment, promoting entrepreneurship, and embarking on a successful career path are pressing issues currently under scrutiny in academic circles. These efforts contribute to building an educationally strong nation, fostering a nation rich in talent, advancing technological prowess, and contributing to the construction of a modern China.

Conclusively, the research background underscores the critical importance of addressing the employment challenges faced by higher vocational college students in China. By integrating insights from recent literature and policy directives, this study aims to contribute to the development of practical approaches to career adaptability education for this demographic.

Research Objective

This research aims to analyze the challenges and strategies related to the employment transition of 2024 graduates in China. Key objectives include evaluating the current employment landscape, assessing policy impacts, investigating role transition dynamics, exploring entrepreneurship factors, and understanding how successful career paths contribute to national development. The findings seek to inform policies and strategies for enhancing graduate employability in the evolving socio-economic context.

Literature Review

In 2002, American Counseling Practice and Research Scholar M.L. Professor Savickas (Savickas, M.L.) Put forward the theory of career construction, emphasizing that career adaptability is the preparation degree and psychological resources of individuals when dealing with the current and adjacent career development tasks, career transition and career problems, including the four aspects of career attention, career control, career curiosity and career confidence^[1]. In recent years, scholars have carried out in-depth research on the issue of career adaptability, and produced rich theoretical and practical results, which are concentrated in the following three aspects:

(1) Research on the connotation and effect of students' career adaptability

According to Zhao Xiaoyun and Guo Cheng (2010: 147-154.), career adaptability is a psychosocial construction in which individuals maintain a balance with the change of career roles^[2]. Jing Xiaofan and Wang Naiyi (2023: 131-133) believe that career adaptability can help individuals cope with career development tasks and career difficulties, and provide stable and healthy psychological resources for college students to achieve a smooth transition during the career transition period^[3]. Liu Song (2023) used the revised 36 items in six dimensions, With 955 corporate employees, To test the effect of different demographic variables on career resilience, And hypothetical models and testing the relationship between career resilience, sense of work prosperity, organizational innovation atmosphere and employee innovation behavior, Significant

differences significant differences in terms of years of working; Employee career adaptability positively predicts employee innovation behavior; The sense of work prosperity plays an intermediary role in the relationship between career adaptability and employees' innovative behavior; Organizational innovation atmosphere significantly regulates the direct effect of career adaptability on employees' innovation behavior and the intermediary effect of the sense of work prosperity, The higher the organizational innovation atmosphere, Direct effects and mediation effects were more significant^[4]. Ma Wenzhe (2023 : 70-72) believes that the improvement of college students 'career adaptability is of great significance to their future employment and career development. The low degree of job market, the awareness of college students' career planning is not strong and the scientific employment concept is not fully established are several major problems in the process of improving college students' career adaptability^[5]. Zhong Junping et al. (2023) conducted a questionnaire survey on 1,175 students in a nursing college in a higher vocational college in Fujian Province, and found that their sense of career mission, career adaptability and academic investment were closely related and were both at the upper middle level. The study by Wang Yingying (2024 : 40-43) found that social support for employment is negatively correlated with the employment anxiety level of fresh graduates of higher vocational colleges, and career adaptability plays an intermediary role between social support for employment and employment anxiety^[6]. Liu Linyan et al. (2023) selected 818 students from Shanghai Health Medical College, Career adaptation scale, understanding social support scale and core self-evaluation scale for used, Conduct descriptive statistics, t-tests, F-tests and mediation effect tests on the data; It is found that there are significant differences in the level of whether to serve as student leader and grade; Social support ($r=0.503$) and core self-evaluation ($r=0.502$) ($P <0.01$), Understanding that social support was positively associated with core self-assessment ($r=0.350$, $P<0.01$); Core self-evaluation plays a partially mediating role in college students' understanding of the impact of social support on career resilience, The mediation effect value was 0.057, For 24.57% of the total effect; College students understand that social support has a significant impact on their career resilience, Core self-evaluation plays a mediating role in it^[7]。

(2) Research on the influencing factors of students' career adaptability

Sun Min (2023 : 156-158) investigated 495 college students using Emotional Intelligence Scale, Achievement Motivation Scale and Career Adjustment Scale to study the relationship between emotional intelligence and career resilience; found that emotional intelligence and career adaptability, which directly affect career adaptability, and indirectly affect career adaptability through the intermediary effect of achievement motivation^[8]. Xiao Xiao (2023 : 33-38) An empirical survey of 1,953 students in five agriculture and forestry universities found that the career adaptability of students in agriculture and forestry universities is good; demographic variables such as gender, grade and student cadre experience have significant differences in career adaptability; variables such as teachers, classmates, friends and family support have a significant influence on career adaptability^[9]. Shen hao (2023 : 149-152) took college graduates as the survey object and used 590 valid questionnaires for empirical test, and found that entrepreneurship education is the main factor affecting the adaptability of college students' career^[10]. Ji Wei (2023 : 95-97.) randomly selected 7,914 higher vocational students from higher vocational colleges in Hebei and Zhejiang provinces to measure it by using the demographic variable questionnaire, positive psychological capital questionnaire and college students' career adaptability questionnaire. Found a significant negative correlation between family economic status and academic performance, psychological capital, and career resilience, There was a significant positive correlation between academic performance, psychological capital and career fitness (P

<0.001); Academic performance and psychological capital play a multiple intermediary role in the relationship between family economic status and career resilience ($P <0.001$); Academic achievement and psychological capital play a significant role in the chain between family economic status and career adaptability; Academic performance and psychological capital play a chain role in the relationship between family economic status and career resilience, Students with good family finances have high academic performance, Its much higher level of psychological capital, Eventually have a better career adaptability^[11]. Peng Ting (2023) found that there was a significant positive correlation between active personality and career adaptability^[12]。

(3) Research on the improvement path of students' career adaptability

Liu Jia et al. (2023) believe that there are problems such as rigid goal and single form in universities; career adaptability, as a hot theory in foreign career psychology in recent years, provides a new direction for career education of college students. Based on the perspective of career adaptability, build a whole-way, whole-process and all-round career education system to further strengthen value guidance and provide ideas for career education in universities^[13]. Zhou Wenqing et al. (2023 : 81-82.) conducted a 5-week career exploration activity for 22 students in a blind school in Jiangsu province, and found that their career resilience had improved significantly after the intervention^[14]. Zheng Yang (2023 : 92-94) analyzes the employability of college students from four dimensions, and puts forward suggested paths, so as to improve the employability of college students, so that they can formulate scientific and reasonable career planning and achieve career goals^[15]. Jiang Li (2023 : 61 - 63) believes that the career construction theory takes adaptation as the core, emphasizes the dynamic construction of individual and external environment, responds to the rapid changes of the professional world, which is more in line with the real situation of contemporary college students' career development; from the perspectives of cultivating career adaptability, developing career personality, and analyzing the teaching effect of the course^[16]. Sun Jing (2023 : 131-133) on the basis of career adaptability theory, from the design concept, teaching methods, course content, course form, evaluation method, course evaluation aspects has carried on the comprehensive reform and innovation, using independent sample t test, paired sample t test, correlation analysis method of teaching before and after data analysis. After the teaching reform, the course of students^[17]. Zhou Ziqiao (2023 : 81-82.) for college graduates employment difficult problem, build environment, classroom teaching, practice three ways and career adaptability six dimensional model of "3 + 6" career planning curriculum system, through matching sample T test, the college students of course career resilience, found course teaching to promote students career adaptability, but in the influence of career attention and career control is not significant, put forward universities from strengthen practice training, improve self management, create professional atmosphere to improve college students' career resilience^[18]. LeYanXia (2023 : 57 - 59) from the investigation of high school students career resilience development present situation and the influencing factors, try to improve from the goal of career resilience to develop high school students career planning education, help high school students more scientifically to adapt to and cope with the changes of career development, let them clear "how I want to be people" and "how to be I want to be", for the accurate positioning of high school goals and strategies, improve learning action, enhance the competitiveness of future career^[19]. RanXiaoXu (2023 : 33-38) based on the perspective of career adaptability, from career attention, career control, career confidence four dimensions, design the eight high school career planning teaching course and carry out the teaching practice, improve the students' career adaptability level,

make the students choose the reason more fully, to their own results more satisfied, also more willing to pay hard for their choice^[20]。

On the whole, the academic research on career adaptability has achieved fruitful results, which has laid a solid foundation and useful reference for the research of this topic. However, in the connotation of the career adaptability extension, the influence factors of career adaptability and scientific evaluation, college students' career planning consciousness training, the effective way of career education, career development course construction and improve training, career adaptability tracking investigation and sustainable construction, etc., there is a lot of room for improvement, to strengthen the theoretical exploration and practice innovation.

Research Scope

This research focuses on examining the employment transition challenges and opportunities faced by 2024 university graduates in China. The scope encompasses:

Geographic Focus: The study primarily concentrates on the national context of China, considering regional variations in employment dynamics if significant.

Time Frame: The research specifically addresses the employment landscape and policies relevant to the 2024 graduating cohort, with a focus on the period following their graduation.

Demographic Inclusion: The study encompasses diverse university disciplines, ensuring representation from various academic backgrounds. Additionally, it considers the perspectives of both urban and rural graduates.

Conceptual Framework

1. Theoretical Foundations

Social Cognitive Theory: One of the core principles of career adaptability education is rooted in Social Cognitive Theory. According to this theory, individuals construct knowledge and skills through interaction with others and engagement with the social environment. Career adaptability education aims to facilitate students' understanding and comprehension of career development through social interaction, practical experience, and reflection processes.

Career Adaptability Theory: Career adaptability is considered the ability of individuals to cope with career changes and challenges. This theory emphasizes the need for adaptability, flexibility, and responsiveness to cope with the ever-changing occupational environment. Career adaptability education seeks to cultivate students' career adaptability to help them succeed in their future careers.

2. Core Elements

Career Exploration and Goal Clarity: Students need opportunities to explore different career fields and clarify their personal career goals. This involves providing resources such as career counseling, internship opportunities, and career planning courses.

Development of Vocational Skills: In addition to academic knowledge, students also need to acquire specific vocational skills to meet market demands. Career adaptability education should focus on practical skill development, such as communication skills, teamwork, and problem-solving abilities.

Psychological Resilience Development: Faced with career challenges and pressures, individuals need to possess good psychological resilience. Career adaptability education can help students build confidence and cope with setbacks through mental health education and emotional management training.

3. Implementation Strategies

Curriculum Design: Career adaptability education should be integrated into various aspects of curriculum design, including course content, teaching methods, and assessment methods. The curriculum should emphasize practical and problem-oriented learning, cultivating students' ability to solve real-world career problems.

Mentorship Guidance: Mentors play a crucial role in students' career adaptability process. They can provide personalized guidance and advice, help students develop career development plans, and address career confusion.

School-Enterprise Cooperation: Collaboration with enterprises is one of the important approaches for career adaptability education. Schools can collaborate with enterprises to carry out internship projects, career mentorship programs, and campus recruitment activities, providing students with more practical opportunities and career guidance.

Research Methodology

This study will employ a mixed-methods approach to comprehensively address the multifaceted aspects of the research objectives. The methodology is outlined as follows:

1、Literature Review:

Conduct a thorough review of existing literature to understand the historical context, identify key theories, and explore previous research findings related to university graduate employment, talent cultivation, and entrepreneurship dynamics.

2、Qualitative Interviews:

Conduct in-depth interviews with university graduates, employers, and relevant stakeholders to gather qualitative data. This qualitative approach aims to capture nuanced perspectives, experiences, and challenges related to employment transitions and entrepreneurial endeavors.

3、Policy Analysis:

Analyze relevant policies, especially those outlined in the 2024 national video conference on employment, to assess their impact on graduate employment. This involves a detailed examination of policy frameworks, implementation strategies, and their implications for talent cultivation.

4、Case Studies:

Explore specific case studies of successful graduates and entrepreneurs to extract valuable insights into their career paths, strategies, and the factors contributing to their success. Case studies will provide a qualitative depth to the research findings.

Research Result

Analysis of career adaptability education for students in higher vocational colleges

Career adaptability is an important aspect of students' job-hunting competitiveness, and it is a reflection of students' comprehensive quality in the field of job-hunting. In the face of pressure and challenges, career adaptability indicates that graduates acquire and maintain the level of this job, which is an important embodiment of the quality of talent training in colleges and universities, and also an important point of evaluation and monitoring. On August 30, 2007, the 29th session of the 10th National People's Congress adopted the Employment Promotion Law. Article 48 of this law stipulates: the state takes measures to establish a sound labor preparation system. In recent years, higher vocational colleges in students career resilience education constantly increasing work, with life ideal, employment preparation, job essentials as the main line, the job concept, quality training, professional requirements, conduct norms into each link of student employment work, help students set up the right career direction, on the road of healthy development. For example, in order to further deepen the students of professional understanding and understanding, strengthen career planning education, Chongqing three gorges vocational college of agriculture and forestry technology institute continues to carry out the "forestry story" brand activities, invited 2023 food nutrition and testing technology professional outstanding graduates, worked in Guangxi rural biochemical co., LTD., share his job and work experience^[21]. On the whole, there are still two problems in the career adaptability education of students in higher vocational colleges.

(1) the ideological understanding is not completely in place, need to further change the concept

For a long time influenced by the exam-oriented education, some higher vocational college students in middle school rarely vocational training, often lack of lofty career ideal and clear career goals, not clear their interests and weaknesses, follow the feeling, day by day, people confused, dazed the precious university time wasted or even wasted. Some students to enter higher vocational colleges as an expedient and development springboard, to "what is a university, why do I want to do" lack of active thinking, to "career, employment, position, position, career, career, career, life" concept rarely explore, unclear to oneself, life is full of confusion, no future reasonable planning, rarely plan after graduation 5 years, 10 years, 15 years, 20 years and 30 years, rely on schools and parents in employment, slow employment, employment even lie flat, chew old. Some students seldom contact with society at ordinary times, the industry enterprise talent requirements do not understand, the business scope and discipline requirements are not familiar with, want to do things too idealized and simplification, took to work unit can not adapt to the requirements of the post, found their own knowledge and skills and short board, to work and gap, job employment foresight, resilience, creativity and psychological endurance has yet to be strengthened. Due to the epidemic, the "iron rice bowl" of civil servants and public institutions has continued to increase. Some graduates are affected by family factors, environmental factors and their own employment concept factors, insist on the promotion or the public examination, the urgency of employment is not enough, employment ability, will and social demand dislocation, resulting in "not a business, industry later" and other problems. Some higher vocational colleges teachers to "student-centered" "employment oriented" also lack of deep understanding, no job requirements, graduation requirements, talent training objectives, curriculum objectives and education teaching, classroom teaching knowledge is old, can not adapt to the rapid change of the new situation and unit of choose and employ persons for students, some students "a graduation unemployment" phenomenon, "intensified" recruitment "and" employment " structural contradictions. Some teachers believe that

the school mainly imparts knowledge, and the staff training should be carried out by enterprises. They unilaterally emphasize the theoretical knowledge learning and technical skills training during the school period, and the guidance for students' professional ideals, professional ethics, career planning, labor spirit and labor values is insufficient. Some higher vocational colleges try their best to find employers to sell their students, pay one-sided attention to the implementation rate of graduates 'employment direction, and pay little attention to the quality of students' employment and career development. The entrepreneurial atmosphere in some higher vocational colleges is not strong enough, the cultivation of students' entrepreneurial awareness needs to be further strengthened, and the number of entrepreneurial teams with high-tech technology attributes and independent intellectual property rights needs to be further increased.

(2) The work measures are not sufficient and effective, and further innovation is needed

In recent years, higher vocational colleges by setting up employment entrepreneurship guidance department, employment entrepreneurship guidance teachers, training, guiding students employment entrepreneurship community, employment entrepreneurship training, innovation entrepreneurship activities, support care a variety of forms such as employment difficult students, promote student employment entrepreneurship work steady development. However, some higher vocational colleges have not taken career education as a necessary link of talent training, but only met the minimum credit requirements for providing employment entrepreneurship guidance courses, practical and accelerated employment skills training for students, insufficient training and guidance of sustainable development for students; pre-service education, insufficient attention to post-service adaptation and development. Some students need a long time to adapt to enterprises, which objectively extends the time of career development and increases the employment cost of enterprises in a disguised way. Some higher vocational college students employment entrepreneurship guidance team, often take big classes, lectures, reporting form of education, the students to personalized, individualized, accurate employment entrepreneurship guidance service is not enough, the students employment ideological education, psychological counseling and legal services are not deep is not fine. In some vocational college students, employment and entrepreneurship teachers are weak and unreasonable in structure, and young counselors often undertake the teaching task of employment and entrepreneurship guidance. Due to the lack of practical experience and social experience, some counselors follow the book, theory explanation more, less practical operation, classroom teaching knowledge, interesting and attraction is not strong, individual even in order to complete the task, become a form, unable to give students more in-depth, high-quality, professional guidance and guidance.

Main Challenge	Description	Recommendations
Lack of Ideological Understanding	Influenced by exam-oriented education, some students lack clear career goals and struggle with career planning. The focus on theoretical knowledge over practical skills and insufficient guidance exacerbates this issue.	Shift focus from exam oriented education to career oriented approaches. Enhance practical skills development and individualized guidance.
Inadequate Work Measures	Efforts to support students' employment and entrepreneurship exist, but implementation of career education is lacking. Insufficient attention to post-service adaptation, limited personalized guidance, and weak employment and entrepreneurship counseling structures hinder effective career development.	Integrate career education as a fundamental component of talent training. Provide comprehensive training for employment and entrepreneurship counselors. Strengthen collaborations between colleges and industries for enhanced career opportunities.

Discussion

The effective way of career adaptability education for students in higher vocational colleges

Higher vocational colleges to fully implement the party's education policy, adhere to the socialist direction of running, adhere to the economic and social development demand orientation, improve talent independent cultivation ability, follow the law of physical and mental development, education teaching law and talent growth, around the implementation of khalid ents fundamental task, how to fully and effectively achieve talent training goal overall design, to improve the student career adaptability education into the talent training process, with specific scientific implementation plan. According to the talent training plan, we will organize and implement education and teaching activities, carry out the monitoring and evaluation of education and teaching quality, steadily promote the reform of talent training mode, promote the all-round development and healthy growth of students, and encourage them to undertake the important task of realizing the Chinese dream of the great rejuvenation of the Chinese nation.

(1) Basic principles

1. Adhere to the principle of moral education

Thoroughly implement the party's 20 and the national education conference spirit, the full implementation of the "about promoting the development of modern vocational education high quality opinion" "deepening the reform of the new era of education evaluation overall plan" the Chengdu-Chongqing region shuangcheng economic circle construction plan outline and other file spirit, adhere to the combination with industry, and local and government policies, combined with social regional structure, and personal lifelong learning, promote the "three education", perfect the "education" education pattern, promote education courses and courses with counterparts, the

ideological and political education, ideal faith education, national cities education throughout the whole process of talent training. Made solid progress in good tree people, to wisdom, people, sports, to beautify people, to work people, strengthen the aesthetic education, improve sports, do real education, labor education through ideological and political education, strengthen students' career planning education, enhance vocational education adaptability and attraction, education teaching objectives and tasks, do school quality high level and academic cooperation with high quality.

2. Adhere to the student-centered principle

Focus on students lifelong growth, strengthen the "centered on the student learning" and the concept of according to their aptitude, as a whole economic and social development demand orientation and students lifelong growth goal orientation, combined with the ideal goal of high level of higher vocational schools with Chinese characteristics, scientific talent training goals and graduation requirements, according to the principle of output oriented reverse design personnel training scheme and curriculum system. Strengthening achievement oriented, around the students 'education after the "learn" and "can do", according to the students subject professional knowledge and professional competence double collaborative advanced principle, clarify the knowledge map, layout, build ability matrix, course objectives and graduation requirements and training goals, carry forward the spirit, inheriting technical skills, improve students' career adaptability, promote high quality employment entrepreneurship.

3. Adhere to the principle of cooperation between industry and education

Follow the law of technical skills personnel training, strengthen the school, government, line, enterprise cooperation, deepen the teaching fusion, advocating "middle school" teaching mode, promote education teaching from knowledge to ability, strive to cultivate students' professional quality, intelligence, application, communication, collaboration, cross-border integration, innovation thinking, lifelong learning migration ability and complex problem solving ability and professional competence. Adhere to the application of the foundation, add "project, research, case, cross, scene, digital, international" courses, relying on practical teaching base, digital education platform, scientific research and innovation platform, urban industry and education consortium, industry industry and education integration community, new secondary colleges to carry out teaching innovation. Further optimize the practice teaching system, systematically construct the growth practice teaching system, promote the industry-university-research cooperation, training and innovation integration, promote the practice teaching and innovation education, continuously improve students' practical ability and innovative spirit, take root in the mountain reservoir area, enhance the responsibility of serving the "agriculture, rural areas and farmers", promote the professional upgrading and transformation, serve the digital rural construction; improve the professional construction level, and contribute to the construction of chengzhou-Chongqing shuangcheng economic circle.

4. Adhere to the principle of distinctive development

A child, a world, each student is unique. Implementing the new requirements for the basic strategic support of education, science and technology, and personnel, All major in higher vocational colleges should be based on the school orientation, Make the students understand and get familiar with the national vocational education reform related knowledge, Implementing the green development concept of "high efficiency, low efficiency and sustainability" as the core connotation, To boost economic and social development as the basic essence, Each major should be closely connected with the local economic development, To cultivate teaching achievements

with distinctive characteristics, diverse forms and excellent quality, Improve students' ability to serve the development of modern agriculture, the Three Gorges Reservoir area and the local economy, To train more high-quality technical and skilled craftsmen and craftsmen, Jointly promote the balanced and sustainable development of the society.

5. Adhere to the principle of continuous improvement

According to the "twin plan" project construction requirements, follow the "root in China university, rooted in Chongqing demand do professional" professional construction ideas and talent training high quality, education teaching quality, teaching management, in the overall under the premise of applied talents training target, talent training plan design to overall solid foundation, strengthen application, promote cross and pay attention to innovation, continuously improve the school talent training characteristics of identification and student satisfaction of school education teaching, improve the school training talents to the local economic and social development and support. Before the formulation of the talent training program, each major will evaluate the rationality of the current implemented training objectives, so as to be the basis for determining the training objectives of the new talent training program. And the decomposition of the graduation requirements, curriculum system evaluation, to achieve the curriculum system effectively support graduation requirements, graduation requirements effectively support training goals, to achieve the purpose of continuous improvement, the local inseparable, the industry agrees, international communication of the national first-class professional group.

(2) Specific methods

1. Value-leading method

The purpose of implementing career adaptability education is to promote the comprehensive and sustainable development of students. Higher vocational colleges to implement khalid ents fundamental task, only take the way of characterization, differentiation development, adhere to the correct political direction, the construction of high-quality teachers, form a high level personnel training system, broad consensus, strengthen publicity and education, improve the policy guidance, intensify implementation, from two aspects of khalid ents and people, focus on cultivating and promote students comprehensive sustainable development. From the perspective of morality, we should focus on cultivating students' sense of national identity and responsibility, national consciousness, cultural confidence, the consciousness and action to listen to the Party and follow the Party, the common ideal of socialism with Chinese characteristics, and consciously practice the core socialist values. From the perspective of cultivating people, we should focus on enhancing students' cultural foundation and independent development ability, cultivate students to acquire knowledge and skills in various fields, cultivate students to manage their own study and life, and cultivate students to understand and discover self-value. We need to strengthen education in students 'professional ethics, policies and regulations, inspire their professional ethics consciousness, constantly improve their professional ethics, form noble moral sentiments, cultivate students' entrepreneurship, reform and innovation, professional spirit, professional spirit and craftsman spirit, and encourage and support students to participate in vocational skills examinations.

2. Curriculum construction method

Curriculum is the main means for colleges and universities to achieve the goal of talent training and an effective way to cultivate students' career adaptability. Higher vocational colleges should dynamically adjust the talent training programs of various majors according to the changes of students' professional environment, pay more attention to the long-term career development of

students, and incorporate career education into the whole process of talent training. To deal with the relationship between professional courses and public courses, Appropriate compression of compulsory courses, Add the elective courses, Strengthen the practical teaching links, To provide a broad educational platform and growth environment for students, To promote the comprehensive and sustainable development of students' comprehensive qualities such as cultural foundation, independent development, lifelong learning and social participation; Build a good teacher-student relationship, Continuously optimize the employment environment and social support for students, Create a career experience opportunity, Help students prepare for their career in advance, Scientific and scientifically established career goals, Master the professional knowledge and skills, Enhance the sense of professional mission and professional competitiveness, With a more positive attitude into the study of life, Help them to achieve the desired academic achievement, Continuously improving your career fitness, Successfully completed the transition from the campus life to the work world. Build up a whole-course innovation and entrepreneurship curriculum system, High-quality Construction Career Planning course, In the lower grades, the theoretical compulsory course of "Innovation and Entrepreneurship Guidance" is offered, Supported by the practical teaching link of "college students' innovation and entrepreneurship education" special credits; Introducing online public selection courses such as "College Students' Innovation and Entrepreneurship", "Entrepreneurship and Innovation Leadership", "Entrepreneurship Enlightenment and Case Sharing" and online open entrepreneurship courses such as MOOCs courses and video open courses, Regular entrepreneurship training camp, winter camp and entrepreneurship public lecture series, Mobilize and guide students to carry out systematic entrepreneurial learning both online and offline; According to the industry needs and professional characteristics, Add innovative courses and practical links, And incorporated into the innovation of credit management. We will encourage secondary colleges and departments with the foundation and conditions to actively adapt to the needs of new technologies, new forms of business, new models and new industries, accelerate the layout of future strategic competitive fields, and explore the opening of corresponding micro-majors by relying on platforms such as new secondary colleges, "four new" projects and experimental and training bases. In order to adapt to the new requirements of the comprehensive quality of graduates and post adaptation, Higher vocational colleges should base themselves on the overall strategy of the great rejuvenation of the Chinese nation and the great changes unseen in the world in a century, With "the greatness of the country", To improve students' political theory accomplishment and moral civilization level, Enhance the awareness of democracy and the legal system; Familiar with the content of the "four histories", In particular, in China's modern and modern revolution and construction process, Understand the international current affairs and the latest domestic situation and policies; Improve the physical and psychological quality of college students, Maintain a strong body and a sound mind; Establish the idea of labor glory, Develop a love of labor habits and master certain labor skills; Adhere to the aesthetic education and cultural people, Improve students' aesthetic appreciation and humanistic quality; Master the necessary international communication language skills, Establish the value concept of a community with a shared future for mankind; Strengthening of digital literacy and skills, Improve the digital adaptability, competency, and creativity. Career group counseling and career psychological counseling are provided to improve students' self-efficacy and desire to explore, better adapt to the changes in the external environment, and stimulate students' innovation and entrepreneurship potential.

3. Social practice method

Many young students' life experience is very simple, that is, from the school gate to the school gate, the lack of understanding of the social reality, all aspects of the experience is very little, the practical ability is weak. Higher vocational colleges should pay more attention to the free choice and diversified growth of students, put more emphasis on knowledge transmission, skill training and value shaping, encourage the innovation of teaching methods and teaching methods, and combine the first class with the second class and the third class. On April 29, 2021, the 28th Session of the 13th National People's Congress adopted the Law on Promoting Rural Revitalization. Article 27 of the law puts forward: strengthen the training of rural professionals, and encourage graduates of institutions of higher learning and vocational schools to find jobs and start businesses in rural areas. We will consolidate the achievements of poverty alleviation with rural revitalization, and build beautiful villages, providing good opportunities and a broad stage for teachers and students in higher vocational colleges. To build a modern socialist country that is prosperous, strong, democratic, civilized, harmonious, and beautiful. Higher vocational colleges should strengthen the cultivation of students' innovation consciousness and practice innovation ability, pay special attention to the professional cognition, trainee practice, social investigation, social observation, industry practice, community activities, skills competition, promote the coordinated development of students' knowledge, quality and ability, form classroom and class complement each other, the school and the practice of teaching mechanism and training mode, encourage students to grow in practice. To create the integration of "science and technology and industry, education and industry", further concentrate and integrate characteristic and superior scientific research resources, accelerate the development of scientific research platform, guide teachers and students to go deep into the fields, encourage teachers to lead students to engage in scientific research, promote landmark and original innovation achievements, and improve the level of social service.

4. Cultural edification method

Higher vocational colleges should change the phenomenon of "greedy", "uniform" and "blindly following the trend", uphold the concept of innovation, coordination, green, open and shared development, and build a pattern of "three comprehensive education". The Opinions of the CPC Central Committee and The State Council on Comprehensively Promoting the Construction of a Beautiful China were released, proposing a series of activities called for "a Beautiful China, I am an actor". Higher vocational colleges should strengthen the consciousness of "green water castle peak is the jinshan yinshan", more advocate green low carbon way of life, green development concept, carry forward the ecological environmental protection culture, carry forward Chinese excellent traditional culture and the socialist advanced culture, pay more attention to personnel training and school characteristics closely, through more planning, design and measures of continuous efforts, to promote green development of Chongqing Yangtze river economic belt and Chinese modernization to promote the great rejuvenation of the Chinese nation.

5. Model model and model method

Education, as an important means to ignite the human mind and awaken the human consciousness, bears the heavy responsibility of cultivating talents for the country and transforming the society through talents. Higher vocational colleges to establish innovation college, entrepreneurship courses, promote entrepreneurship policy, hire mentors, guide business community, set up a venture fund, hatch business projects, entrepreneurship competition, entrepreneurship roadshow, for entrepreneurial pacesetter, entrepreneurship, entrepreneurial exchanges, alumni discussion, promote entrepreneurial deeds, build entrepreneurial culture,

inspire entrepreneurial consciousness, strong campus innovation atmosphere. By building mass innovation space, college student entrepreneurship street, ring university innovation and entrepreneurship ecosystem, and national university science and technology parks, we should attract many college students with ideals and aspirations to carry out entrepreneurial practices based on their majors, encourage college students to devote themselves to entrepreneurship, and support student teams and enterprises to settle in."Help students to start a business", steadily improve the annual entrepreneurship rate of students and the success rate of business incubation team in colleges and universities, and continuously improve the survival rate and growth rate of students registered micro enterprises. Encourage and guide students in the gen space project, actively declare project national and Chongqing municipal innovation entrepreneurship training project, support and organization to participate in China international "Internet +" college students innovation entrepreneurship competition and other kinds of business competition, to ensure that high-tech, high level business students proportion increase year by year and a large number of typical emerging.

6. Service innovation method

Higher vocational colleges to open the full employment entrepreneurship guidance course, complete school employment entrepreneurship guidance center staff and the secondary college employment director, strengthen employment entrepreneurship team training, encourage counselors innovation student career development and employment means of entrepreneurship guidance carrier, build a three-dimensional publicity consulting network, explore live, shooting professional propaganda short video form, online interaction with students, parents and unit of choose and employ persons, the response to students and parents concerned issues. Through the implementation of specific measures such as experts and professors entering middle schools, career education into middle schools, middle school students entering universities, strengthening the construction of high-quality student base, with the traditional media publicity and "Internet +" as the carrier, to increase the information construction of the enrollment work. Give full play to the role of "college students' career planning" and "employment guidance" courses, strengthen the communication and guidance for graduates, and change the employment concept and mentality of graduates. University-enterprise cooperation, invite enterprises, outstanding alumni, campus experts, such as consulting team, regularly carry out "lecture hall" employment, continue to guide students to accurate positioning, determine the correct employment intention, reduce employment expectations, reduce the exam, into the heat, realize multi-channel positive employment, propaganda guide graduates to the Midwest, hard remote areas and urban and rural employment at the grass-roots level. We will do a solid job in helping graduates from groups with special difficulties, establish a ledger for helping students from special difficulties groups, reimburse bus fares for students from special difficulties groups to attend the "double selection meeting" in Chongqing, and apply for job-hunting subsidies for them. Actively explore the new employment mode for graduates under the new situation, combine online and offline, provide all-weather employment services, carry out online recruitment services, encourage online recruitment, online interview, online signing, promote online employment information service, through QQ and SMS, "offline + online" synchronization, accurately push employment information, promote intelligent employment; further simplify employment procedures, vigorously promote online processing, make information run more, students less errands, provide convenience for graduates employment and employment. Carry out the tracking survey of graduates, and regularly visit graduates and

employers, forming a virtuous circle of student center, output-oriented and continuous improvement.

Recommendations

1. Theoretical Recommendation:

Further develop theoretical frameworks capturing the dynamic relationship between university talent cultivation and the job market, integrating insights from psychology, sociology, and education theory.

2. Policy Recommendations:

- a. Introduce flexible employment policies, including part-time and remote work options.
- b. Incentivize entrepreneurship with grants, mentorship programs, and streamlined administrative processes.
- c. Strengthen industry-academia collaborations for curriculum alignment and practical skill enhancement.
- d. Implement policies for continuous skills development and lifelong learning initiatives.

3. Practical Recommendations:

- a. Enhance university career counseling services for personalized guidance.
- b. Integrate soft skills development programs into the curriculum.
- c. Facilitate networking events, industry fairs, and alumni interactions.
- d. Implement digital literacy initiatives for technology-driven work environments.
- e. Establish post-graduation support programs for job placement assistance and career guidance.

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