

# *Exploration on Innovative Models of Ideological and Political Education and Employment Guidance in Higher Vocational Colleges in the New Era Context*

**Yun Tang**

*Nanjing Vocational Institute of Transport Technology, Nanjing, China  
tangyun@njitt.edu.cn*

**Keywords:** Higher vocational education, innovation in ideological and political education, innovation in employment guidance, new era context

**Abstract:** Amidst the swift socio-economic evolution and the emergence of a novel era, higher vocational education stands at a crossroads of unique challenges and prospects. This investigation delves into the forefront of exploring inventive approaches to ideological and political education alongside career orientation within the precincts of higher vocational colleges, all under the canopy of this new epoch. The study kicks off with a thorough examination of existing literature and empirical scrutiny, aiming to shed light on how the distinct characteristics of the new era impinge upon vocational education, while pinpointing the specific hurdles that ideological and political education and career guidance currently encounter within these institutions. Following this foundation, the research leverages case study methodologies to delve into the formulation and execution of cutting-edge models for ideological and political education and career services, placing a particular emphasis on the scrutiny of select exemplary instances to extract viable strategies for innovation. Culminating in the articulation of a set of policy advisories and delineating paths for future inquiries, the study is predicated on the empirical findings. The overarching goal of this scholarly work is to furnish both theoretical underpinnings and pragmatic insights to foster the advancement of ideological and political education and career guidance in higher vocational colleges, aligned with the demands of this burgeoning era.

## **1. Introduction**

With the rapid development of the social economy and the formation of a new era context, higher vocational education is facing unprecedented challenges and opportunities. Under the new era context, ideological and political education and employment guidance in higher vocational colleges need to adapt to the upgrading of the socio-economic structure and the transformation driven by the economy, to enhance students' employment confidence and improve the quality and level of employment[1][2]. While implementing ideological and political education, higher vocational colleges need to accurately grasp the essence of student ideological guidance and adopt pioneering and innovative guiding concepts to improve the real capabilities of educating students[3]. In this process, innovating educational models becomes an urgent need to enhance students' professional qualities and achieve

high-level vocational skills training[4][5].

## **1.1 Research Background and Importance**

Within the dynamic landscape of the new era, the quest for pioneering educational paradigms in higher vocational institutions has emerged as a pivotal scholarly pursuit. The swift transformations characterizing the economic and societal milieu have rendered conventional frameworks of ideological, political education, and career counseling insufficient for fulfilling the contemporary demands of students and the broader society. Hence, delving into innovative methodologies for both ideological, political instruction, and career guidance holds substantial practical relevance and the potential for significant societal benefit, aiming to enhance the overall caliber of students, facilitate their seamless entry into the workforce, and align with the evolving prerequisites of societal advancement [6][7].

## **1.2 Research Objectives**

The objective of this inquiry is to shed light on avant-garde approaches to ideological, political education, and career advisement within the milieu of higher vocational colleges, contextualized within the exigencies of the new era. The goals are fourfold: (1) to scrutinize the influence wielded by the characteristics of the new era on vocational education and to identify the principal obstacles presently encountered; (2) to investigate the development and application of novel models for ideological, political education, and career services; (3) to extract potent strategies for innovation via case studies; (4) to offer policy suggestions and delineate avenues for subsequent scholarly inquiry based on the insights gleaned from empirical evaluations [8][9]. By meeting these objectives, this investigation aspires to contribute both theoretical insights and actionable strategies to ameliorate ideological, political education, and career guidance practices in higher vocational colleges, thereby resonating with the imperatives of the current era.

## **2. Analysis of the New Era Context**

### **2.1 Characteristics of the New Era and Their Impact on Higher Vocational Education**

The arrival of the new era signifies rapid changes in the global economy, technology, society, and culture, which have a profound impact on higher vocational education. First, economic globalization and the technological revolution, especially the rapid development of information technology, require higher vocational education not only to cultivate students' professional skills but also to enhance their international vision and cross-cultural communication abilities[10]. Second, the new era emphasizes green development and sustainable development, requiring higher vocational colleges to cultivate students' environmental awareness and social responsibility while training technical talents[11]. Moreover, with the increasing demand for personalized and lifelong learning in society, higher vocational education needs to offer more flexible and diverse learning paths and innovative teaching methods to meet the diversified learning needs of students[12].

### **2.2 Major Challenges Faced by Higher Vocational College Education**

Higher vocational colleges face multiple challenges in the context of the new era. First, the issue of outdated educational content and models is becoming increasingly prominent. The existing educational system and teaching content often struggle to keep up with the pace of technological development and industrial transformation, leading to a disconnect between education and societal

needs[13]. Second, there is a widespread issue of insufficient teaching staff and scarce educational resources. The introduction and training of excellent teachers, the construction, and maintenance of modern teaching facilities require significant financial and time investments, posing a substantial challenge for many higher vocational colleges[14]. Third, the effectiveness of student employment guidance services is also a significant issue. With the constantly changing employment market, higher vocational colleges need to innovate their employment guidance service models to help students improve their competitiveness and adaptability[15]. Finally, the internationalization level of higher vocational education is insufficient to meet the demands of talent cultivation in a globalized context. Higher vocational colleges need to strengthen international cooperation and exchanges to enhance the international level of education[16].

### **3. The current situation and problems of ideological and political education in higher vocational colleges**

#### **3.1 Current status of implementation of ideological and political education**

In the contemporary era, the emphasis on nurturing the ideological and moral character of students has spotlighted ideological and political education within higher vocational colleges. The execution of this educational dimension is principally manifested through several key initiatives: Firstly, the evolution and modernization of curriculum content. Aligning with the demands of modern times, numerous vocational colleges have enriched their ideological and political course offerings with contemporary subjects such as national security, legal studies, and professional ethics, aiming to elevate the holistic educational standards of students [17]. Secondly, pedagogical innovation. With the objective of enhancing the appeal and impact of ideological and political learning, diverse instructional strategies including case studies, discussions, and simulations are employed, rendering the educational process more engaging and applicable [18]. Lastly, the symbiosis of ideological and professional education. Vocational institutions are dedicated to melding ideological and political training with vocational studies, embedding ideological elements within vocational subjects to fortify students' professional integrity and societal accountability.

#### **3.2 Analysis of existing problems**

Despite the diligent efforts exerted by tertiary vocational colleges in the realm of ideological and political education, they are confronted with several predicaments and obstacles. Initially, a pronounced misalignment exists between the educational content delivered and the genuine requisites of students. The ideological and political curriculum offered by some institutions remains overly theoretical and esoteric, thereby failing to captivate student interest or ensure a meaningful connection with their real-life circumstances and professional aspirations. Furthermore, the development of the faculty involved in this educational sector is found wanting. A number of these colleges suffer from a scarcity of instructors adept in ideological and political education, marked by a deficiency in high-caliber pedagogical skills and real-world experience, which in turn compromises the caliber and impact of the educational experience. In addition, the mechanisms in place for evaluating ideological and political education exhibit significant flaws. Predominantly concentrating on procedural and formalistic aspects, these evaluations fall short of effectively measuring the substantive enhancement of students' ideological and political acumen, thus failing to offer a true account of the education's practical effectiveness. Lastly, an inherent tension exists between the standardized delivery of ideological and political education and the bespoke developmental needs of students. Given the societal evolution and pronounced individual variances, a monolithic approach to ideological and political education is insufficient to cater to the diverse growth requirements of every student.

Addressing this challenge, by harmonizing the intensification of ideological and political education with the acknowledgment and accommodation of students' unique and multifaceted developmental demands, is an imperative issue awaiting resolution.

#### **4. Innovative models of ideological and political education in higher vocational colleges**

##### **4.1 Construction of innovative ideological and political education model**

In the current epoch, rejuvenating the approach to ideological and political instruction within tertiary vocational institutions stands as a pivotal element for attaining pedagogical objectives and enhancing the impact of education. The formulation of pioneering models for such education should embark upon the following dimensions: Initially, it involves the amalgamation of resources to forge a multifaceted platform for ideological and political instruction. Leveraging the prowess of contemporary digital technologies, such as the World Wide Web and voluminous data analytics, enables the creation of a hybrid platform that facilitates the sharing of resources and fosters dynamic exchanges. In addition, the importance of acknowledging the autonomy of learners should be emphasized, adopting pedagogical strategies like immersive simulation and project-oriented learning to bolster engagement and hands-on skills, thereby aligning more closely with the real-life exigencies of learners. Furthermore, the emphasis on case-based pedagogy is crucial, with a focus on dissecting societal issues and exemplary situations that resonate with the learners' personal experiences and their prospective professional journeys, aiming to provoke profound contemplation and nurture their capacity for critical analysis. Conclusively, the enhancement of educators' cadre is imperative, augmenting their expertise and instructional adeptness through continual professional development and the engagement of specialists from various sectors, thus laying a robust foundation for the efficacious deployment of these innovative educational paradigms in ideological and political instruction.

##### **4.2 Practice and cases of innovation model**

In the landscape of vocational education, there have been noteworthy advancements in the deployment of innovative frameworks for ideological and political education. Highlighted below are several illustrative examples:

**Digital Ideological and Political Platforms:** One particular vocational college has pioneered the integration of digital technologies with ideological and political instruction, launching a digital platform accessible through WeChat public accounts and virtual classrooms. This initiative disseminates educational content and facilitates online dialogues, significantly broadening the reach and impact of ideological and political teachings.

**Simulated Scenario Teaching:** This approach involves the creation of scenarios that meld seamlessly with vocational practices, allowing students to absorb and apply ideological and political knowledge within contextually relevant, simulated professional settings. For instance, scenarios may involve making ethical decisions in business operations, thereby enhancing students' professional integrity and ethical discernment.

**Cross-disciplinary Project-based Learning:** By weaving ideological and political education into the fabric of vocational studies, this model promotes interdisciplinary project-based learning initiatives. As students undertake professional tasks, they concurrently engage with concepts of social responsibility and ethics, leading to a fortified comprehensive skill set.

**Engagement in Social Practices and Volunteerism:** Students are motivated to immerse themselves in social engagement and volunteer efforts, such as poverty relief, senior assistance, and environmental conservation. These experiential activities offer tangible insights into social duty and

ethical conduct, enriching the profundity and applicability of ideological and political education.

## **5. Innovative Models of Employment Guidance in Higher Vocational Colleges**

### **5.1 Innovative Paths in Employment Guidance Services**

Facing the rapid changes and challenges in the employment market under the new era context, innovating employment guidance services in higher vocational colleges becomes key to enhancing students' employability and employment quality. The paths to innovate employment guidance services include:

Integrating resources to build a collaborative employment service system involving multiple parties. Higher vocational colleges should establish close cooperative relationships with government employment service agencies, industry associations, enterprises, etc., to jointly provide students with services such as internships, vocational planning guidance, and employment information release, forming new employment service models of school-enterprise and school-government cooperation.

Utilizing information technology creates intelligent employment guidance platforms. By establishing online employment service platforms and utilizing big data and artificial intelligence, personalized career planning advice, employment trend analysis, and job matching recommendations are provided to students, enhancing the targeting and efficiency of employment guidance.

Strengthening vocational skills and literacy training. Conducting skills training and literacy enhancement courses is closely related to career development, such as innovation and entrepreneurship education, workplace communication skills training, and cross-cultural communication ability training, comprehensively enhance students' professional competitiveness and implement dynamic career planning education. By setting up career planning courses, organizing career planning workshops, providing one-on-one career consultations, etc., students are helped to understand themselves, clarify career goals, and formulate personalized career development paths.

### **5.2 Practice and Case Studies of Innovative Models**

In the innovative practice of employment guidance services, higher vocational colleges have explored some effective models and cases:

**School-enterprise cooperation training model.** A certain higher vocational college has established stable cooperation relationships with multiple enterprises, involving enterprises in professional course settings, construction of internship and training bases, student internship arrangements, etc. Students can be exposed to real work environments and technical requirements during their school years, significantly enhancing their employability and adaptability.

**Online Employment Service Platform.** Utilizing cloud computing and big data technology to build an online employment service platform provides students with one-stop employment services. The platform integrates functions such as career planning, employment information release, online training, and direct recruitment by enterprises, greatly improving the convenience and effectiveness of employment services.

**Career planning courses** Offering career planning courses and guiding students to deeply consider their career interests, abilities, and development directions through course teaching, career planning competitions, career planning carnivals, etc., help students to formulate scientific and reasonable career plans.

"Micro-internship" model under the context of normalized pandemic prevention and control, some higher vocational colleges explore the "micro-internship" model, i.e., organizing students to participate in short-term, flexible online internship projects through network platforms, ensure student internship safety while enhancing their practical abilities and employment readiness.

## 6. Conclusion

### 6.1 Study Summary

This study has conducted an in-depth discussion on the innovative models of ideological and political education and employment guidance in higher vocational colleges under the new era context. The research shows that, against the backdrop of the new era, ideological and political education and employment guidance in higher vocational colleges face unprecedented challenges and opportunities. To meet the new requirements of socio-economic development, higher vocational colleges must innovate the models and paths of ideological and political education and employment guidance.

In ideological and political education, higher vocational colleges have started to try integrating resources, using situational teaching, case analysis, etc., to improve the effectiveness and attractiveness of teaching. These innovative practices help enhance students' ideological and political literacy, strengthen their sense of social responsibility, and professional ethics. However, problems such as the disconnect between teaching content and students' actual needs, insufficient faculty development, etc., still exist and need further improvement and optimization.

## References

- [1] Yupei Shao. (2023). *Research on Improving the Effectiveness of Daily Ideological and Political Education of Higher Vocational Colleges in the New Era*. *Journal of Education and Educational Research*.
- [2] Zhang Zhe, Ya-feng Liu, Cheng-Fu Chao. (2021). *On the Integration of Ideological and Political Education and Employment Guidance Education in Vocational Colleges*. *Frontiers in Educational Research*.
- [3] Pengpeng Hong, Shuai Hong, Zhiyu Li. (2020). *Innovation Education on Ideology and Politics for College Students in the New Era*. *Solid State Technology*.
- [4] Xu Yue. (2010). *On the Innovation of the Mode of Employment Guidance in Higher Vocational Schools*. *Journal of Jilin Teachers Institute of Engineering and Technology*.
- [5] P. A. Cahyani, W. Widarto, O. L. Sati. (2021). *Learning innovation on Mechanical Engineering vocational education in the new normal era*. *Jurnal Pendidikan Vokasi*.
- [6] Wang Li-rui. (2005). *On the Ideological and Political Function of Vocational Guidance in Colleges and Universities*. *Journal of Dalian Nationalities University*.
- [7] Jiang Yong. (2007). *The Higher Vocational Education Transformation Strategy under the Career Guidance*. *Journal of Shandong Institute of Commerce and Technology*.
- [8] Qiu Hua-zhen. (2008). *Research of Innovative employment guidance in Vocational College Teaching*. *Journal of Jiangxi Institute of Education*.
- [9] Moodie, G. (2006). *Vocational education institutions' role in national innovation*. *Research in Post-Compulsory Education*, 11, 131-140.
- [10] Lund, H., & Karlsen, A. (2019). *The importance of vocational education institutions in manufacturing regions: adding content to a broad definition of regional innovation systems*. *Industry and Innovation*, 27, 660-679.
- [11] Zhou, T. (2020). *Ideological Guidance Based on the Characteristics of Students in Higher Vocational Colleges in the New Era*.
- [12] Huang, L. (2018). *An Analysis of Innovative and Entrepreneurial Education in Higher Vocational Colleges from Ideological and Political Education*.
- [13] Zhang, L. (2020). *Analysis on the Innovative Ways of Employment and Entrepreneurship Guidance in Higher Vocational Colleges under the Education of "Three All-round Education"*. *Advances in Higher Education*.
- [14] Shen, X. (2007). *Higher Vocational College Moral Education "four for" innovation in New Era*. *Journal of Hubei Radio & Television University*.
- [15] Jin-hua, W. (2008). *On Mental and Political Education in Employment Guidance to Vocational School Graduates*. *Journal of Jiangnan Petroleum University of Staff and Workers*.
- [16] Jiang, C. (2011). *College Students Employment Guidance Needing Education Innovation in Ideology and Politics*. *Journal of Shijiazhuang Institute of Railway Technology*.
- [17] Shao-bin, L. (2003). *Innovative Education will Have Better Future in Higher Vocational College*. *Journal of Changzhou Vocational College of Information Technology*.
- [18] Ling, W. (2012). *Thinking on Enhancing Vocational Colleges' Ideological and Political Theory Courses Teaching Vitality*. *The Guide of Science & Education*.