

## *Research on the Integration of Hunan Red Culture into College Students' Employment Education Path*

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**Abstract:** Cultivating college students' employment perspectives is a crucial aspect of universities' efforts to nurture employable graduates. Recent trends in college student employment indicate ongoing phenomena such as "slow employment," "delayed employment," a surge in interest in postgraduate studies, and a growing preference for government positions. These trends reflect a blind pursuit of "institutionalized" employment, self-doubt regarding competitiveness, and complaints about limited job opportunities. Facing new challenges and demands, leveraging Hunan Red Culture to drive college students' employment perspectives can provide regional context and specificity to the orientation. This approach is more conducive to fostering students' patriotism, diligence, and innovative spirit. It can also activate educational resources, tailor education and practical activities to local conditions, and help graduates establish a rational view of employment, analyze employment environments and self-abilities reasonably, ultimately achieving high-quality and meaningful employment.

According to data from the Ministry of Education and the Beijing National Bureau of Statistics, the total number of Chinese university graduates reached 11.58 million in 2023, marking a new high. Concurrently, the youth unemployment rate exceeded 20%, indicating a grim employment situation for college students with increased pressure compared to previous years. Employment is a top priority for people's livelihoods, and it is essential to take multiple measures to promote high-quality and full employment, safeguard and improve people's livelihoods in development, and achieve the people's aspirations for a better life through joint efforts. Graduates in the new era are valuable human resources, and their successful career development coincides with the achievement of the second centenary goal. They are builders and witnesses of building a socialist modernization country and achieving the great rejuvenation of the Chinese nation. Currently, due to the impact of multiple factors, such as changes in the economic environment, structural employment contradictions, and an increased overall number of graduates, phenomena like "slow employment," "delayed employment," a surge in interest in postgraduate studies, and a growing preference for government positions among college students continue to persist. Employment education is the final stage of school education, requiring universities to help students understand their own abilities, interests, and hobbies through a series of educational activities, such as an analysis of the employment situation, social career introduction, vocational interests, and competency testing, based on social needs and the occupational structure. This should enable students to establish career ideals, acquire the knowledge and skills needed for their careers, and make informed career choices to achieve personal development.[1] From

the perspective of employment perspectives, current college graduates do not fully leverage their strengths and professional expertise during the employment process. Their employment choices and expectations do not align with the national positioning and expectations for college graduates. Graduates exhibit a strong interest in government positions, and there is a prevalent sense of self-doubt about their competitiveness and complaints about limited job opportunities. From the perspective of employment perspectives, this is because graduates have not identified their own value positions, and their awareness of social needs and hot topics such as national and regional development and cutting-edge industries is still lacking. Facing the new requirements for college student employment in the new era, there is an urgent need to optimize the content, form, and methods of cultivating college students' employment perspectives.

## **1. The Realistic Dilemma of College Student Employment and Issues in Employment Perspective Education**

In recent years, a multitude of factors, including the economic changes brought about by the impact of the COVID-19 pandemic, an increased number of graduates, and pre-existing structural employment issues, have compounded to result in a rise in phenomena such as "slow employment," "delayed employment," and even "non-employment" among university graduates. Graduates are exhibiting characteristics such as self-doubt about their competitiveness in the job market, difficulty fitting into traditional employment structures, an increase in flexible employment arrangements, and a lack of strong entrepreneurial aspirations, posing significant challenges to the employment efforts of higher education institutions.

"Understanding precedes action," and employment perspectives encompass a person's comprehensive cognition, views, and opinions regarding employment. College students' employment perspectives not only represent their fundamental beliefs and views on careers, job selection, and employment but also reflect their worldview, life outlook, and values in the context of employment. They play a guiding role in the employment behavior of college students. The cultivation of college students' employment perspectives involves guiding the subjects to follow the laws governing the formation and development of employment perspectives, using the principles and methods of ideological and political education to provide specific educational guidance to help college students establish employment perspectives that align with national and societal ideals.[2] This process is political, practical, social, and dynamic in nature, requiring tailored educational activities at different stages based on the prevailing political tasks, with the aim of enhancing college students' understanding of employment, enabling them to comprehensively analyze societal development needs and their own circumstances, and actively seek employment. In the face of increasingly tense employment conditions, it is necessary to consciously educate and guide college students to develop rational employment perspectives, clarify their self-positioning, understand the employment environment, and make informed career choices.

## **2. Hunan Red Culture and College Students' Employment Perspective Education**

### **2.1. The Significant Value of Infusing Hunan Red Cultural Genes into the Education of College Students' Employment Perspectives in the New Era**

In the new era, there is a gap between the goals, practical systems, and effectiveness outcomes of the cultivation of college students' employment perspectives and the expectations of the nation and society. Specific reasons include: First, universities' understanding of educating for employment needs improvement, and the spirit of "self-reliance" among college students needs to be enhanced. Currently, universities generally offer courses in career planning and employment guidance, but in

practice, the emphasis is often placed on improving employment skills, with a focus on guiding individuals and disadvantaged groups. This results in a tendency to prioritize outcomes over guidance, with insufficient integration of cultural content. Second, the content of employment perspective cultivation is not sufficiently vivid. Traditional employment education courses tend to use business cases, emphasizing the practicality of textbooks and courses. The integration of red spirit and innovation and entrepreneurship factors is still insufficient, and the educational effectiveness of ideological and political courses is not yet apparent. Third, the practical system for implementing employment perspectives is not yet sound. Due to limitations in class hours and facilities, these courses typically have long theoretical class hours and short practical class hours. As a result, students have a limited level of recognition and acceptance of these courses, leading to a situation where "schools and enterprises are enthusiastic, but families are lukewarm."

College students are at a crucial stage of forming their values. The cultivation of college students' employment perspectives in the new era requires a focus on values guidance, an understanding of students' psychological needs, and assistance in helping students develop rational awareness in self-assessment, career choices, and job-seeking actions. Hunan Red Culture is the fusion of red resources and Hunan's outstanding culture. It embodies the localization of Marxist ideology in the Hunan region, representing the spiritual essence, wealth of spirit, and driving force deeply rooted in Hunan. The new economic normalcy has brought about a slowdown in economic development, structural optimization and upgrading, and a shift in economic development dynamics. This necessitates that college students adapt to the laws of economic development, adjust their employment capabilities and perspectives promptly, and seize opportunities. For example, the direction of China's economic and social development is gradually shifting from the first and second industries to the third industry. However, the majority of college students and parents hold a negative attitude towards seeking employment in the third industry, leading to missed job opportunities. This illustrates that employment perspectives are the precursor to job-seeking actions and the key to stable employment. Traditional employment perspectives need to be updated to meet the new requirements posed by the new economic normalcy.

Hunan Red Culture is a combination of Hunan culture's "philosophical thinking and poetic talent, practical thought of using knowledge for practical purposes and moral cultivation, the spirit of unceasing progress, the consciousness of intellectuals participating in politics, strategic military and political strategies of planning and governing the country" with the specific embodiment of the Chinese Marxism in Hunan. It is the spiritual heritage, wealth of spirit, and driving force deeply ingrained in Hunan. Under the influence of Hunan culture, people in Hunan are characterized by their strong sense of righteousness, loyalty, patriotism, pioneering spirit, and hardworking attitude. They are also known for their down-to-earth approach, practical action, and hands-on experience, which is a fusion of theory and practice. The consciousness of concern for the country and the people, the practical awareness of serving the people, the spirit of striving tirelessly, the inclusive philosophy of listening to different opinions, and the emphasis on the people are all essential elements of Hunan Red Culture. These qualities are essential in helping college students establish employment perspectives and awaken their job-seeking expectations.

## **2.2. College Students' Employment Perspective Education as an Innovative Development of Red Education**

Employment is not only an economic issue but also a social and political issue. It can be said that employment serves as the "barometer" of the economy and the "stabilizer" of society. College students' employment issues are the focus of attention for the entire society. The National Bureau of Statistics released data in May, revealing that the unemployment rate among people aged 16 to 24 reached a record high of 20.8%. As the last stop before students enter society, universities bear the

critical responsibility of educating students from "school individuals" to "social individuals." Instead of solely securing employment for students, universities should focus on "nurturing through employment," helping students establish correct life perspectives, values, and career views, and better equipping them with employment skills to adapt to societal development and seek opportunities for full employment.

The fundamental goal of college student employment education in the new era is to guide college students to undertake new missions, especially for universities in Hunan, to inspire college students' employment awareness, cultivate their employment capabilities, and rally their youthful energy to construct a modern New Hunan. Using Hunan Red Culture as the spiritual driving force for college students to actively engage in the "three highs and four news" strategy and vigorously build a modern New Hunan is essential. It transforms internal strength into external force for personal and collective development. From this perspective, recognizing the inheritance value of Hunan Red Culture, expanding the channels for red education, and conducting effective college student employment education are all crucial. Employment education is an extension of ideological and political education in form, and it reflects the integration of educational content with specific practice. By fully harnessing the distinctive regional characteristics of Hunan Red Culture, employment perspective education focuses on guiding students' perspectives, teaching them employment knowledge, and developing their employment abilities. This helps students learn to find employment, pay attention to career development, and grow in their careers, with the goal of establishing ambitious ideals and actively pursuing their post-graduation paths. Hunan Red Culture is a valuable educational resource that naturally exists in Hunan's higher education institutions. Emphasizing the central role of college students in their own development during university education, infusing Hunan Red Culture into the most critical employment stage of college students' self-growth helps them shape rational value orientations, enhance their "four self-confidences," and address employment challenges. It is not only a form of support for college students' career development but also a crucial guarantee for serving the nation's long-term stability and governance.

### **2.3. The Harmonious Value Alignment between Hunan Red Culture and College Students' Employment Perspective Education**

College student employment education, as a complementary component to employment system reform, primarily aims to transmit correct career perspectives (correct vocational values and appropriate career preferences) and employment perspectives (a proactive work attitude and sound professional ethics) to college students. Through information dissemination, ideological education, psychological counseling, methodological guidance, and other means, various employment guidance activities are conducted to help college students understand employment policies and information, perform self-assessments, determine career orientations, and develop job-seeking skills. This encompasses employment policy guidance, coping with setbacks, psychological counseling for employment, and the cultivation of ideal beliefs. It is an essential part of talent development in higher education.

Based on the graduation quality reports published by various universities for the class of 2021, graduates are increasingly making autonomous and diversified employment choices. To better and more comprehensively promote college student employment, universities commonly offer courses in college student career planning and employment entrepreneurship guidance. These institutions are equipped with specialized employment management agencies and personnel to guide the employment efforts of individual colleges. However, there are still various issues within the entire employment education process. There is an overemphasis on theoretical knowledge in employment guidance teaching, limited practical activities, excessive focus on assessment analysis, insufficient

interpretation of professional information, inadequate dissemination of employment policies, and insufficient guidance on employment skills. Ultimately, employment work is a personal endeavor, and students must demonstrate initiative. While completing conventional guidance teaching and services, it is more important to help students establish the correct life perspectives, learning perspectives, and employment perspectives, overcome the short-sighted and simplified challenges in employment education guidance, and enter the deep educational space of guiding students to learn independently. Applying the essence of Hunan Red Culture to drive college students' employment perspective education can not only provide a regional connotation to the employment perspectives of college students in Hunan's higher education institutions, making them more specific and conducive to fostering patriotism, industriousness, and innovation, but also activate educational resources and conduct education and practical activities tailored to local conditions to increase students' sense of belonging.

### 3. Incorporation Strategy

To better promote the integration of Hunan and Xiang Red Culture into university students' employment education, universities can work on three aspects: strengthening students' cognition, deepening practical experiences, and optimizing the training system.

Firstly, universities should enhance students' cognition from multiple perspectives to stimulate their intrinsic motivation for employment and entrepreneurship. Cognitive awareness serves as a precursor to action, and addressing cognitive issues is crucial for incorporating Hunan and Xiang Red Culture into students' employment education. Firstly, universities need to continually improve the campus cultural system to enhance the cultural identity of faculty and students. Utilizing red cultural venues such as museums and historical galleries, universities should create red landmarks with local characteristics or spiritual essence, emphasizing leadership, demonstration, and affinity in guiding and practicing to maximize emotional resonance and cultural identity among faculty and students. Secondly, universities should reinforce the cognitive awareness of graduates, continually enhancing students' value recognition of the honor of labor. Teachers should proactively address the practical needs of national and social development, offering targeted employment guidance courses to guide graduates in establishing correct values, employment perspectives, and contributing to the vast expanse of our motherland. Thirdly, universities should actively seek collaboration between society and families to foster a red cultural atmosphere for nurturing individuals. Focusing on improving students' comprehensive qualities, universities should create and optimize platforms for communication between enterprises, families, and schools, establish effective mechanisms for family-school co-education, and utilize school-enterprise cooperation to provide students with platforms for employment and entrepreneurship, further deepening red cultural education for university students.

Secondly, universities should deepen educational practical experiences to enhance students' practical abilities. Firstly, teachers should actively integrate red culture into the curriculum, organically combining red education with employment-oriented education. Ensuring the manifestation of red culture in learning content, class schedules, and assessment methods related to students' career planning and job search actions. Secondly, teachers should incorporate red culture into extracurricular activities. The extracurricular activities, as supplements to classroom teaching, can effectively enhance teaching interactivity, increase students' sense of participation and identity, and internalize students' conscious actions of practicing patriotism and dedication. For example, universities can organize activities such as visiting red education bases, conducting red-themed events, and retracing the Long March route, enabling students to strengthen cultural confidence and ignite a patriotic spirit through practical experiences. Thirdly, universities should use red elements to drive

learning and achieve results. By using courses such as "Innovation and Entrepreneurship Education" and "Career Planning and Employment Guidance for College Students" as focal points, universities can conduct targeted and organized research to encourage students to explore red resources, focus on social livelihood issues, and contribute to rural revitalization. For instance, the 4th "Internet+" College Students' Innovation and Entrepreneurship Competition introduced a "Youth Red Dream Journey" track to guide more young students in understanding the national and social situations, cultivating wisdom and capabilities through innovation and entrepreneurship.

Lastly, universities should optimize distinctive training systems to enhance students' comprehensive competitiveness. Firstly, universities and teachers should guide students in seizing "key nodes" to enhance their abilities. The enhancement of students' employability skills should be integrated throughout the entire professional education process. In the freshman year, universities can provide general education to students, focusing on teaching basic knowledge such as professional guidance, interdisciplinary frontiers, industry backgrounds, and red culture to build a solid foundation. In the sophomore year, attention should shift to cultivating students' professional skills, evaluating their progress in professional learning, and enhancing their professional competence. In the junior and senior years, emphasis should be placed on comprehensive practical experiences, helping students learn job-related skills, recommending internships and job opportunities based on national and local work needs, and strengthening practical capabilities. Secondly, personalized guidance should be implemented. Teachers can provide targeted guidance based on the characteristics of courses and students. For example, in professional courses that emphasize "leading integration," teachers can guide students with high professional qualities and surplus energy to integrate professional features with red culture, helping them develop a sense of morality and goals, and contribute to national construction and social development needs. In employment guidance and innovation and entrepreneurship courses focusing on "effective results," efforts should be made to improve the implementation effects of courses, providing guidance on university planning and counseling for students with lower academic performance and ensuring the effective transformation of achievements between innovation and entrepreneurship courses, innovation and entrepreneurship competitions, and students' employment, comprehensively enhancing students' entrepreneurial resilience, creating a positive atmosphere for scientific and technological innovation, and fostering a sense of identity among students towards the school and their majors. Thirdly, universities should actively promote the integration of red culture into innovation and entrepreneurship education for college students. Based on a comprehensive understanding of red culture, students should be encouraged to apply for and participate in innovative and entrepreneurial competitions and projects with red characteristics, such as those related to smart elderly care, anti-fraud measures, and new media. In the process of practice, universities should provide financial and technical support to students, assist in project implementation, and achieve educational goals through the creation of social value.

In the context of the new era, universities should continuously adjust their talent training strategies, adapt to societal demands, and contribute outstanding talents to the prosperity of the country and the great rejuvenation of the nation. Through reforms and practices in the three aspects mentioned above, universities can cultivate a greater number of versatile talents with innovative spirit, practical abilities, and comprehensive qualities, contributing to the economic and social development of China.

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