

Research on the Construction of High Quality Employment and Education System in Colleges and Universities under the Background of Education Power

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Abstract: Against the backdrop of the deepening of the strategy of building a strong education country, universities, as important platforms for talent cultivation, shoulder the mission of providing high-quality talents for the development of the country. Building a high-quality employment and education system is not only a key path to implementing the fundamental task of cultivating morality and talents, but also a practical requirement for achieving high-quality and full employment for graduates. Currently, universities still face practical difficulties in promoting employment and education, such as insufficient depth of ideological and political guidance, weak cultivation of employment capabilities, and inadequate collaborative mechanisms. To address these issues, efforts need to be made to strengthen value guidance, innovate educational methods, and improve collaborative mechanisms, in order to systematically promote the optimization and reconstruction of the employment education system. This article explores the significance, challenges, and practical approaches of constructing a high-quality employment and education system in universities, aiming to provide theoretical support and practical references for employment and education work in universities in the new era.

Keywords: Education Powerhouse; High Quality Employment; Employment and Education; Collaboration Mechanism

1. Introduction

The report of the 20th National Congress of the Communist Party of China clearly put forward the strategic deployment of accelerating the construction of a strong education country, emphasizing the strengthening of employment priority policies, the improvement of employment promotion mechanisms, and the promotion of high-quality and full employment. As the main channel for talent cultivation, the quality of

employment and education work in universities is directly related to the achievement of national strategic goals and the growth and development of the younger generation. In recent years, although universities have achieved certain results in employment guidance and services, the educational function has not been fully integrated into the entire employment process, and there are problems such as emphasizing job matching over value guidance and short-term output over ability shaping. In this context, it is urgent to focus on the overall construction of an education powerhouse, systematically build a high-quality employment and education system guided by moral education, centered on ability enhancement, and supported by collaborative linkage, and effectively enhance the alignment between talent cultivation in universities and social needs.

2. The Importance of Building High Quality Employment and Education System in Universities

2.1 The Specific Path to Implement the Fundamental Task of Cultivating Virtue and Talent

Building a high-quality employment and education system is an inherent requirement for universities to fulfill the fundamental task of cultivating morality and talents^[1]. Moral education is not only reflected in classroom teaching and ideological and political education, but should also run through the entire process of students from enrollment to graduation, especially in the process of career choice and employment orientation, which plays an irreplaceable role. By organically integrating education on ideals and beliefs, cultivation of patriotism, and professional ethics into employment guidance, students can be guided to establish correct views on career selection, employment, and success. Currently, some universities still simply understand employment work as information integration and job recommendation, ignoring the value shaping function contained therein. The high-quality

employment and education system emphasizes strengthening ideological guidance in the employment process, allowing students to consciously integrate their personal development into the overall national development in career planning and job selection, and thus achieve the organic unity of knowledge imparting, ability cultivation, and value guidance^[2]. This integration not only helps to enhance students' sense of social responsibility and mission, but also provides specific means for universities to implement the policy of "cultivating talents for the Party and the country".

2.2 The Practical Need to Achieve High-Quality and Full Employment

Promoting high-quality and full employment is a fundamental project for national economic and social development, as well as an important manifestation of the effectiveness of talent cultivation in universities. With the continuous optimization and upgrading of industrial structure, the market has put forward higher requirements for talent knowledge structure, comprehensive literacy, and practical ability. If universities are only satisfied with maintaining a high initial employment rate, but ignore the matching degree between job positions and students' professional abilities and development potential, it will be difficult to truly respond to society's demand for high-quality talents. Building a high-quality employment and education system means shifting the focus of employment work from outcome oriented to process oriented education, emphasizing the systematic cultivation of students' vocational cognition, industry understanding, job adaptability, and lifelong learning ability during the university stage. By providing pre employment and comprehensive employment education, students are equipped with comprehensive skills to cope with complex employment environments, thereby achieving stable and sustainable development in the job market.

2.3 Key Links Supporting Students' Comprehensive Development

The fundamental task of universities is to promote the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor skills, and employment education is an indispensable component in achieving this goal. The career development of students is not independent of overall growth, but closely linked to the formation of values, the improvement of ability structure, and the positioning of social roles^[3]. The high-quality employment and education system

integrates diverse resources such as curriculum teaching, practical exercise, career planning, and psychological counseling to help students deepen their self-awareness, clarify development goals, and enhance their overall quality when exploring career directions. This system not only focuses on whether students can find suitable jobs, but also on whether they have the ability to continue to grow in the future workplace, covering core competencies such as communication and collaboration, problem-solving, and innovative thinking. Employment education also plays a role in guiding students to view social competition rationally and handle personal and collective relationships correctly, which helps them form a sound personality and a positive attitude towards life. Therefore, building a systematic and scientific employment and education system is an important support for universities to achieve all-round education for all staff throughout the entire process.

3. The Realistic Dilemma of Constructing a High-Quality Employment and Education System in Universities

3.1 Insufficient Depth of Integrating Ideological and Political Guidance Into Employment and Education

At present, some universities do not attach enough importance to ideological and political education in employment work, and have not effectively integrated value guidance into the entire process of employment guidance. Career guidance courses or related activities usually focus more on operational content such as resume creation and interview skills, lacking in-depth explanations of national development strategies, industry trends, professional ethics standards, and other aspects^[4]. Even if relevant thematic education is carried out, most of it only stays at the surface promotion stage, without forming a substantial connection with students' career choices. This fragmented situation makes students vulnerable to short-term benefits or external pressures when facing employment choices, ignoring the combination of personal ideals and national needs. There are deficiencies in the integration of ideological and political literacy and career guidance abilities among frontline staff such as counselors and employment guidance teachers, making it difficult to coordinate value guidance and skill teaching in daily work. The weakening of ideological and political guidance has reduced the ideological depth and practical effectiveness of the employment and education system^[5].

3.2 The Cultivation System of Core Competencies for Student Employment Not Sound

There is a widespread systemic deficiency in cultivating students' employability in universities. On the one hand, there is a disconnect between curriculum design and employment needs, with some professional courses being updated relatively late and failing to reflect industry technological changes and new job requirements in a timely manner. On the other hand, practical teaching is in a weak state, with relatively limited opportunities for internships and practical training. Students lack practical training in real workplace environments, making it difficult to transform theoretical knowledge into practical work abilities. Employability not only includes professional skills, but also non-technical qualities such as career planning ability, information acquisition ability, and psychological adjustment ability, which have not been fully valued in the existing training system. Although some universities offer career planning courses, the class hours are limited and the content is relatively general, lacking precise guidance in stages and levels. The cultivation of abilities presents fragmented and superficial characteristics, which makes it difficult for students to prepare adequately when facing complex and changing employment environments, making it difficult to achieve the goal of high-quality employment.

3.3 The Mechanism of Collaborative Education Between Inside and Outside the School Not Effectively Established

Building a high-quality employment and education system requires the participation of multiple stakeholders, but currently there is not enough collaboration between various departments within universities, as well as between universities and external employers and local governments. On campus, units such as student engineering, academic affairs, youth league committees, and departments have unclear responsibilities and ineffective resource integration in employment and education work, resulting in redundant construction or functional gaps. Employment guidance is usually undertaken solely by employment centers, without forming a linkage with professional teaching, scientific research training, social practice, and other aspects. Outside of school, the communication between universities and employers mostly remains at the level of job posting, lacking in-depth cooperation on talent development goals, curriculum design, practical standards, and other

aspects^[6]. Local governments have limited participation in policy support and platform construction, and have not been able to form a stable industry education integration ecosystem. The lack of collaborative mechanisms has led to the "islanding" characteristics of employment and education work, making it difficult to form a joint force for education.

4. The Practical Approach for Universities to Build a High-Quality Employment and Education System

4.1 Strengthening Value Leadership and Serving National Strategic Needs

Universities should regard the construction of a strong country in service education, science and technology, and talent as the fundamental guidance for employment and education, and integrate major national strategic needs into the entire process of vocational values education. In terms of curriculum design, it is necessary to combine the characteristics of different disciplines, systematically sort out the status and mission of relevant industries in national development, and guide students to understand the inherent connection between professional learning and the fate of the country. By inviting industry experts and outstanding alumni to give special lectures, students can share their real experiences in key fields and frontline work, enhancing their sense of professional identity and responsibility. Employment guidance activities should focus on interpreting national industrial policies, regional development plans, and talent needs in key industries, helping students proactively align with national strategies when making career choices^[7]. At the same time, we need to strengthen guidance and support for students to find employment in key areas such as the western region, grassroots, and small and medium-sized enterprises. Through policy lectures, typical demonstrations, and other methods, we can eliminate the misconceptions of "only big cities" and "only high salaries" in job selection, and promote the formation of an employment culture that serves the country and contributes to society.

4.2 Innovating educational methods and systematically enhancing employability

Universities need to break away from the traditional single mode of employment guidance and establish a comprehensive employment ability training system that covers the entire university cycle. In the lower grades, emphasis should be placed on career enlightenment and self-awareness, through activities

such as career assessments, industry visits, and career interviews, to help students establish preliminary career awareness. Strengthen the integration of professional skills and professional ethics in the middle grade stage, embed employability goals into professional curriculum teaching, and encourage teachers to introduce real project cases during teaching. In the senior stage, we focus on practical job hunting and workplace adaptation, conducting practical training such as simulated interviews, resume workshops, and workplace etiquette training. At the same time, promote the development of employment guidance courses towards modularization and personalization, and provide differentiated guidance based on students' professional backgrounds, interests, strengths, and development intentions. Strengthen the combination of mental health education and employment guidance, help students alleviate employment anxiety, enhance stress resistance and decision-making ability. By cultivating students' abilities throughout the entire process, in stages, and from multiple dimensions, we aim to solidify the foundation of high-quality employment for them^[8].

4.3 Improving the Collaborative Mechanism and Gathering the Joint Force of Education

Universities need to strive to build a collaborative education pattern that integrates internal planning and external linkage. A coordination mechanism for employment and education work should be established on campus, led by school leaders and involving multiple departments such as student engineering, academic affairs, and research departments, to clarify the responsibilities of all parties and achieve resource sharing and action coordination. We should incorporate the effectiveness of employment and education into the departmental assessment and teacher evaluation system, and encourage professional teachers to actively participate in guiding students' career development. We should deepen cooperation with employers outside of school, jointly establish internship bases, jointly develop courses, and jointly set up practical projects to promote precise alignment between talent cultivation and job requirements. We should actively seek support from local governments in policy funding platforms and participate in the construction of regional talent supply and demand docking platforms. At the same time, we should leverage the advantages of alumni resources, establish a network of alumni mentors, and provide career counseling and growth guidance for current students. Through a collaborative

mechanism of internal and external linkage and diverse participation, a closed loop of education is formed to promote employment development.

5. Conclusion

Building a high-quality employment and education system is an inevitable requirement for universities to fulfill their educational mission in the context of building a strong education country. The construction of this system should not be limited to technical improvements in employment services, but should be based on the fundamental task of cultivating morality and talents, and organically integrate value shaping, ability cultivation, and resource integration. There are still obvious shortcomings in the integration of ideological and political education, capacity cultivation, and collaborative mechanisms in current universities, which need to be systematically promoted through strengthening national strategic guidance, innovating the whole process education model, and improving diversified collaborative mechanisms. Only in this way can we truly achieve the transformation of employment work from "ensuring employment" to "cultivating talents", so that the cultivation of talents in universities can better serve the overall development of the country and national rejuvenation.

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