

Exploring the Integration Path of Career Outlook Education and Career Education for University Students

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Abstract: Against the backdrop of China's economic transition from high-speed growth to high-quality development, this study focuses on effectively integrating career outlook education into the career education system for university students. To address the current disconnection between the two, this research proposes an integrated educational approach centered on value guidance, spanning four dimensions: curriculum, activities, faculty, and services. The aim is to guide students in aligning personal aspirations with national needs, foster a scientific career outlook, and cultivate a new generation capable of undertaking the mission of national rejuvenation.

Keywords: High-Quality Development; Career Outlook Education; Curriculum Integration; Value Education; Four-in-One Model

1. Introduction

With China's economy transitioning from rapid growth to high-quality development, there is an urgent need to cultivate talent that aligns with the requirements of this new developmental stage. The report of the 20th National Congress of the Communist Party of China emphasized that "talent is the primary resource for national development, and innovation is the primary driving force for development." Against this backdrop, career outlook education for university students has become a crucial component in implementing the fundamental task of fostering virtue and nurturing well-rounded individuals^[1].

However, the current career education system in Chinese universities faces a significant challenge: the disconnection between career outlook education and career education. Career outlook education often remains at the level of ideological indoctrination, while career education tends to focus excessively on skill training, neglecting value guidance. This "two-

skin phenomenon" has resulted in students often facing value confusion when making career choices in a complex job market, making it difficult to meet the nation's demand for high-quality talent in the new era.

This study aims to address this issue by constructing a "Four-in-One" integration model that effectively combines career outlook education with career education. Through systematic reforms in educational objectives, content, methods, and evaluation systems, we seek to establish a new paradigm for talent cultivation that meets the requirements of the new era.

2. Current Challenges: Analysis of Issues in University Students' Career Outlook Education

In the new era of economic high-quality development emphasized by the Central Committee of the Communist Party of China, career outlook education for university students faces new challenges. Students are expected to develop an employment perspective centered on responsibility, innovation, and pragmatism, integrating personal ideals with national needs.^[2]They should be encouraged to contribute in key sectors, grassroots positions, and emerging industries, shifting their focus from "seeking employment" to "creating careers."

However, several challenges persist in current career outlook education:

2.1 Vague Educational Objectives

Value guidance is often marginalized in current career education, with many institutions prioritizing employment rates over the cultivation of correct career values. Career outlook education is frequently reduced to a mere formality, failing to play a substantial guiding role throughout the educational process.

2.2 Disconnected Content

Current career outlook education often employs abstract, generalized expressions that are

disconnected from specific career understanding, career planning, and job-seeking skills. While students may memorize slogans like "go to the grassroots," they lack genuine emotional connection and deep understanding, making it difficult to translate these concepts into concrete actions.

2.3 Monotonous Teaching Methods

Traditional indoctrination-based teaching methods still dominate, lacking the design to stimulate students' emotional experiences and critical reflection. Values that have not undergone emotional resonance and rational examination cannot truly be internalized as guides for action.

2.4 Inadequate Evaluation Mechanisms

Existing curriculum evaluation systems generally lack effective tools to measure changes in career outlook, making it impossible to scientifically assess educational effectiveness. This results in career outlook education improvements lacking evidential support, often relying on subjective judgments.

3. Integration Model: A "Four-in-One" Approach to Career Outlook Education

To address the aforementioned issues, this study proposes a "Four-in-One" integration model that systematically reforms objectives, content, methods, and evaluation to achieve an organic unity of value education and professional competency development.

3.1 Objective Restructuring: Charting the Path for Value Guidance

The reconstruction of educational objectives serves as the "navigation system" for value guidance. By placing "establishing a scientific career outlook" at the core of career education objectives, we decompose them into the following dimensions:

Value Objectives: Cultivating core values that serve national development, adhere to professional ethics, and pursue sustainable career development.

Cognitive Objectives: Understanding the connotation of high-quality development and its requirements for talent quality, and comprehending the transformation of the professional world under the guidance of national strategies.

Competency Objectives: Emphasizing the ability

to make value judgments and rational decisions in complex employment environments.

3.2 Content Integration: Building a Modular Content System

Content integration forms a "module library" for value embedding. Based on the objectives, we have constructed five major integrated content modules:

Self-awareness and Value Clarification Module: Building on traditional Holland career interest tests, incorporating interactive classroom exercises such as "career value auctions" and "my career line" to guide students in contemplating "what factors are most important to me in career decisions."^[3]

Career World and National Sentiment Module: In introducing industries and professions, emphasizing the analysis of career choices and contemporary responsibilities under national strategies such as "bottleneck" technologies, rural revitalization, and green development, using examples like "master craftsmen" instead of "successful elites."

Decision Balance and Value Choice Module: Incorporating "individual-family-society" multidimensional value balance sheets into the cultivation of career decision-making skills, training students to make value-based choices when facing multidimensional options.

Professional Skills and Values Module: Adding "integrity dilemma simulations" to interview skills training, integrating professional ethics education into the teaching of job-seeking skills^[4].

Career Adaptation and Development Module: Emphasizing the equal importance of adhering to original aspirations and continuous learning in a constantly changing career environment, cultivating students' professional character to respond to an ever-changing professional world with an unchanging core of values.

3.3 Method Innovation: Cultivating the Soil for Value Internalization

Method innovation creates an "experiential field" for value internalization. Moving away from one-way indoctrination, we adopt teaching methods that promote the construction of value subjectivity:

Value Conflict Scenario Simulation: Designing scenarios such as "the conflict between high-paying job offers and scientific research ideals," organizing debates and reflections to promote

the clarification of professional values through critical thinking.

Exemplar Immersion Case Teaching: In-depth analysis of advanced models in areas such as grassroots service, national defense, and technological innovation, using real and vivid stories to evoke students' emotional identification and emulation willingness.

Service Learning Projects: Organizing students to participate in community service, technical poverty alleviation, and other projects, allowing them to personally experience the sense of value of "being needed" in social practice, and solidifying altruistic employment orientations.

3.4 Evaluation Reform: Introducing Value Feedback as a Mirror

Evaluation reform establishes a "measure" for value orientation. We have built a diversified evaluation system to comprehensively assess the effectiveness of career outlook education:

Process Evaluation: Focusing on observing and analyzing students' value orientations and thinking patterns in classroom discussions, reflective journals, and project participation.

Performance Evaluation: Emphasizing the assessment of value judgment and choice abilities demonstrated in simulated interviews, decision reports, and other authentic or simulated situations^[5].

Developmental Evaluation: Establishing student career outlook development files to track the developmental trajectory and stability of their career outlook from enrollment to graduation and beyond.

4. Implementation Path and Support: A "Four-Education" Collaborative System

To ensure the effective implementation of the integration model, we have constructed a "Four-Education" collaborative system encompassing curriculum education, activity education, faculty education, and service education.

4.1 Curriculum Education: Strengthening the Main Channel for Value Guidance

Curriculum education serves as the main channel for value guidance. By integrating scientific career outlook into curriculum objectives, we construct a "trinity" teaching system that combines value cultivation, knowledge impartation, and ability development. Through a fully integrated design, we achieve a advancement of value cultivation:

4.1.1. Freshman Year: Focusing on career awakening and value enlightenment, using courses like "Introduction to University Life" as the core, and employing tools such as career fantasy tours and career assessments to guide students through initial self-exploration experiences.

4.1.2. Sophomore and Junior Years: Emphasizing career exploration and value clarification, with courses like "Career Development and Decision-making" as the focus, guiding students to step out of the ivory tower and test and clarify their values in the real professional world.

4.1.3. Senior Year: Concentrating on job-seeking practice and value consolidation, with courses like "Job-seeking Skills and Career Adaptation" as the focus, integrating value guidance into specific employment actions.

4.2 Activity Education: Creating the Main Platform for Experiential Learning

4.2.1. Activity education serves as the main platform for emotional experience. Through the activity system of the second classroom, we translate the value concepts of the first classroom into students' emotional identification and behavioral habits, achieving the unity of knowledge and action:

4.2.2. Systematic Design: Building a brand activity cluster centered around "career planning competitions," "alumni exchange meetings," and "grassroots research practices," ensuring these activities mutually reinforce and progressively advance with the curriculum content.

4.2.3. Scenario-based Experience: Organizing students to "enter enterprises, communities, and grassroots units," allowing them to personally experience professional spirit and social responsibility in real work environments, deepening their understanding of values learned in the classroom.

4.2.4. Reflective Enhancement: Organizing sharing sessions and writing reflective reports after activities to guide students in rationalizing their practical experiences, ultimately internalizing external experiences into stable value orientations and employment attitudes.

4.3 Faculty Education: Building the Core Team of Educators

Faculty education strengthens the main force of teaching by example. We are committed to building a teaching team that possesses both

value guidance and professional demonstration capabilities:

4.3.1 Value Guidance Capacity Enhancement: Providing systematic training for full-time teachers to equip them with the teaching design and classroom implementation abilities to organically integrate career outlook education into career education courses.

4.3.2 Diverse Mentor Team Building: Inviting outstanding alumni, industry role models, and corporate executives with correct values and rich practical experience to serve as external mentors, providing students with intuitive and credible model demonstrations through their vivid life choices and career journeys^[6].

4.3.3 Collaborative Education Mechanism Construction: Promoting collaborative lesson preparation and aligned efforts among career guidance teachers, professional course teachers, and ideological and political course teachers, forming an educational synergy focused on guiding students' scientific career outlook across the entire university.

4.4 Service Education: Establishing a Supportive Foundation

Service education strengthens the main support for enabling growth. We view employment services themselves as an educational process, subtly nurturing students' career outlook through the creation of supportive environments and management guarantees:

4.4.1 Digital Resource Services: Building online resource platforms integrating policy interpretation, exemplary cases, and industry insights to provide students with convenient, positive information services and create a positive public opinion environment.

4.4.2 Personalized Consulting Services: Providing one-on-one career counseling that not only addresses skill-related doubts but also focuses on students' value and the pursuit of life meaning, offering guidance that combines technical and developmental aspects.

4.4.3 Collaborative Support Services: Establishing a support system involving schools, families, enterprises, and society through policy incentives, funding guarantees, and departmental collaboration, creating a favorable institutional and cultural ecology for the effective implementation of career outlook education.

5. Conclusion

The "Four-in-One" integration model of career

outlook education and career education, supported by the "Four-Education" approach, embeds value guidance into career education. By resolving the disconnection between the two, it cultivates high-quality talent with both professional competence and national devotion, offering a tailored solution for China's employment education system.

This study's theoretical value lies in enriching the theory of career education and exploring the unique connotation and implementation path of career outlook education under the background of high-quality development. At the practical level, it provides universities with an operable curriculum integration model, promoting the transformation of career education from "instrumental" to "developmental," helping students establish a career outlook that meets the requirements of the times, and realizing the unity of personal value and social value.

Future research can further explore the following directions: first, in-depth study of the formation rules and characteristics of career outlook among students in different disciplines, developing curriculum examples for integrated courses by discipline category; second, conducting empirical research on the effectiveness of integrated courses, verifying the long-term impact of the curriculum on students' career outlook and career development through tracking surveys; third, exploring the application of new technologies such as artificial intelligence and big data in integrated courses, improving the accuracy and effectiveness of personalized guidance.

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