

The Integration Path of Employment and Education in the New Era and Ideological and Political Education in Universities

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Abstract: Facing the new requirements of building a powerful country in higher education and the complicated and changeable employment situation, it is the key to deepen the reform of education and teaching to solve the problem of the integration of employment guidance and ideological and political education (IPE) in universities. Based on the law of talent training in the new era, this article systematically constructs the framework and practical path of deep integration of employment education and curriculum IPE from four dimensions: theoretical logic, content system, teaching methods and system guarantee. This study elucidates the value isomorphism between the two under the task of cultivating virtue and nurturing people. Then, it puts forward the strategy of content reconstruction based on subject characteristics, and realizes the accurate embedding of value elements by excavating the ethical norms and professional spirit behind professional knowledge. In this article, a classroom transformation model including situational immersion and project inquiry is designed to promote the transformation of teaching from knowledge infusion to value internalization. A long-term mechanism of cross-departmental collaboration and a three-dimensional education ecology have been constructed to ensure the sustainable operation of the integration work. Through the systematic design of the whole chain and multi-dimensional collaborative linkage, the cultivation of professional values can be effectively integrated into the whole process of professional teaching, and the quality of personnel training can be significantly improved.

1. Introduction

At present, China is in a critical period from a big country in higher education to a powerful country in higher education, and the new era has put forward higher requirements for personnel training [1]. With the profound transformation of economic and social structure and the diversified development of employment patterns, the employment situation faced by college graduates is becoming increasingly complex, which is related to the start of individual career, the implementation of national talent strategy and the stability of the overall social situation [2]. Under this macro background, the traditional employment guidance mode in universities focuses on

job-hunting skills training and policy propaganda, while relatively ignoring the deep shaping of students' professional values. Although the curriculum IPE construction has been fully rolled out, there are still some disadvantages in some practices, that is, the ideological elements are not closely integrated with professional teaching and career planning, which leads to the failure to fully release the effectiveness of educating people [3]. How to break the barrier between employment education and curriculum IPE and realize their organic integration is an important issue to be solved urgently in deepening education and teaching reform in universities.

Employment education is a key link in implementing the task of cultivating morality and talents. Its core lies in guiding students to establish a correct concept of career choice, entrepreneurship and labor, and integrating personal ideals into the great cause of national development [4]. Curriculum IPE is an inevitable choice to tap the IPE resources contained in various courses and give play to the hidden educational function. Both of them have a natural internal consistency in goal orientation, value connotation and practical path [5]. Putting the concept of employment in front and deeply into the teaching of professional courses can improve students' professional quality, enhance their sense of identity with the national development strategy through subtle value guidance, and stimulate their endogenous motivation to join the grassroots and serve the society. This integration is not a simple physical superposition, but a chemical reaction based on the law of talent training in the new era, aiming at building a new pattern of all-staff, whole-process and all-round education. Based on the background of the new era, this study focuses on the deep integration path of employment education and college curriculum IPE.

2. Logical agreement and value isomorphism

The integration of employment and education in the new era and IPE in universities is based on their deep logical agreement and isomorphism of value. Viewed from the goal dimension, both of them serve the fundamental task of education, that is, "cultivating people by virtue". The ultimate goal of employment education is to guide students to find a correct life orientation and establish correct professional beliefs in a complex professional environment. The core mission of curriculum IPE is to implant the feelings of home and country and moral norms in knowledge transmission [6]. Under the grand narrative of cultivating new people of the times who are responsible for national rejuvenation, their spiritual core is highly consistent whether they emphasize the success of personal career development or pay attention to social responsibility. They all require the cultivation of socialist builders with noble morality, solid skills and strong social responsibility.

From the process dimension, the study of professional knowledge itself is the process of career preparation, and the IPE course is the value navigation in this process. The traditional concept regards employment guidance as the task of graduation season, and limits IPE to specific courses, which separates the whole cycle of talent training. In fact, the way of thinking, ethical judgment and professional conduct formed by students in the professional learning stage directly determine their future employment quality and career development height [7]. The craftsman spirit, rule of law consciousness and innovative thinking advocated by curriculum IPE are precisely the core soft power needed for high-quality employment. Therefore, integrating the concept of employment and education into curriculum teaching not only conforms to the cognitive law of talent growth, but also is the only way to realize the transformation from "skilled" to "having both ability and political integrity".

In the face of the unprecedented changes in the past century, the country urgently needs a large number of high-quality talents who can take root in the front line and serve the national strategic needs [8]. Curriculum IPE strengthens students' sense of mission by digging up the struggle stories in the history of the discipline and the forefront of the industry; Employment education encourages

students to go where the motherland needs them most by guiding rational job selection. This kind of value isomorphism makes them support each other in practice: curriculum IPE provides a profound ideological background for employment and education, while the realistic orientation of employment and education injects fresh content of the times into curriculum IPE.

3. Content reconstruction and element mining

The core of the deep integration of curriculum IPE and employment education lies in the systematic reconstruction of the traditional professional curriculum content system and the accurate excavation of the professional value elements contained in it. This process is not a simple mechanical patchwork of "knowledge+ideological politics", but an organic integration based on discipline logic and career growth law. First of all, we need to break the original syllabus, which mainly lists knowledge points, and turn to build a trinity content framework of "professional knowledge-professional skills-professional accomplishment". Under this new framework, the teaching objectives of each chapter should clearly include the value-oriented dimension, and the hidden resources such as professional ethics, industry norms, craftsman spirit and feelings for home and country should be explicitly integrated into the whole teaching process. Secondly, universities should implement differentiated mining strategies according to the characteristics of different disciplines. Science and engineering majors should focus on excavating scientific spirit, engineering ethics and innovation responsibility, and guide students to establish the ambition of serving the country through science and technology [9]. Humanities and social sciences majors should focus on social responsibility, awareness of the rule of law and cultural self-confidence, and strengthen the sense of mission to serve the society. Economics and management disciplines need to focus on explaining the principle of good faith, the concept of sustainable development and the global vision, and cultivate management talents with a macro pattern. Through this kind of classified policy, we can ensure that ideological elements naturally penetrate like salt in water, avoid blunt preaching, and enable students to form a correct view of career choice and labor while mastering professional skills.

At the specific operational level, content reconstruction requires teachers to thoroughly sort out the history of professional development and the frontier dynamics of the industry, and find the combination of professional knowledge and national development strategy. This reconstruction enriches the teaching content, endows professional skills with the soul of the times, and makes the course a bridge between personal career planning and national development needs. The fusion mapping matrix of ideological elements in multi-disciplinary professional courses and employment and education is shown in Table 1. Through the in-depth reconstruction of content, professional courses have truly become the navigator of students' career planning and the melting pot of values shaping.

Table 1 Key points of IPE and employment education in various disciplines

Disciplinary Category	Core Knowledge Points	Ideological/Value Elements	Employment Education Orientation	Implementation Entry Points
Engineering	Structural Mechanics & Design	Engineering ethics, safety red lines, craftsmanship spirit	Establish quality bottom lines, strengthen sense of responsibility for national strategic projects	Design a "Safety Responsibility Commitment"; combine case studies to discuss accountability
Medicine	Clinical	Benevolence of	Strengthen belief in	Introduce

	Diagnosis/Treatment & R&D	healers, reverence for life, research integrity	honoring life, resist profit-at-all-costs mentality	doctor-patient communication simulations; emphasize identification with grassroots service
Law	Contract Law & Intellectual Property Protection	Fairness & justice, rule-of-law awareness, contract spirit	Cultivate faith in the rule of law; guide toward career paths upholding social justice	Integrate legal aid into moot court activities; explore role positioning during transitional periods
Agriculture	Crop Breeding & Ecology	Sentiment for agriculture, rural areas & farmers; green development; food security	Strengthen determination to serve rural areas; establish sustainable development concepts	Explain technologies in the context of rural revitalization; analyze the strategic significance of green agriculture
Economics & Management	Marketing Management & Business Operations	Honest business conduct, social responsibility, global vision	Shape a spirit of compliant operations; pay attention to national strategic industrial layouts	Analyze cases of multinational business failures; explore responsibilities and opportunities under the Belt and Road Initiative

4. Method innovation and classroom transformation

The innovation of teaching methods and the transformation of classroom form are the key measures to get through the "last mile" of employment and education and curriculum IPE. Universities should vigorously promote the teaching method of situational immersion and role substitution, and use digital technology to build virtual career scenes, so that students can face ethical choices and career challenges in simulated real workflows. Universities should strengthen the proportion of inquiry-based learning and project-based learning, turn industry pain points into research topics, and guide students to naturally express their profound recognition of professional responsibility and social responsibility in the process of solving complex engineering or social problems. In addition, universities need to reconstruct the interaction mechanism between teachers and students. Teachers should change from simple knowledge imparting to "guide" and "interlocutor" of professional values, and stimulate students' inner value conflict and moral thinking through Socrates-style questioning and reflection. The classroom teaching model of "three-dimensional collaboration and value internalization" is shown in Figure 1.

This model emphasizes the subjectivity and interaction in the teaching process, and shows that only when students personally participate in and experience the process of value discrimination can the goal of employment and education really take root, thus building a dynamic, open and energetic new classroom ecology.

Three-Dimensional Collaborative Value Internalization (Teaching Model)

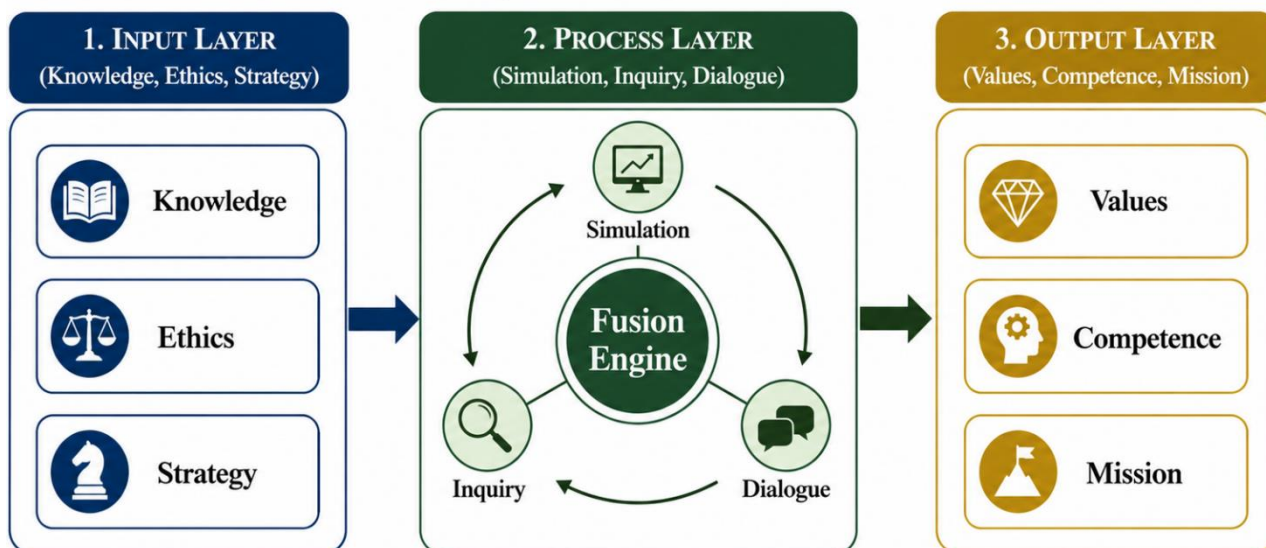


Figure 1 Classroom teaching model of "three-dimensional collaboration and internalization of value"

5. Mechanism guarantee and ecological construction

Promoting the deep integration of employment and education in the new era and IPE in universities requires not only micro-innovation in teaching, but also the macro-mechanism guarantee of top-level design and the construction of all-round education ecology [10]. At present, there are generally functional barriers between educational administration, student work, employment guidance and secondary colleges in universities, which lead to the separation between "teaching" and "management" and "class" and "career". Therefore, the first task is to break the departmental barriers and establish a cross-departmental collaborative linkage mechanism. This requires universities to set up a leading group of "great employment-great ideological and political work" led by school-level leaders, to make overall plans for talent training programs, to bring employment quality indicators and the effectiveness of ideological and political construction of courses into the same assessment system, and to form a work pattern with consistent goals and shared responsibilities. Secondly, universities must reconstruct the incentive mechanism for teachers' evaluation, change the single orientation of focusing only on papers and projects, and take the actual effect of teachers' excavating ideological elements in the curriculum and guiding students to establish a correct professional outlook as an important basis for evaluating and appointing professional titles, and stimulate the endogenous motivation of teachers' active integration. Universities also need to improve the cooperation mechanism between schools and universities, introduce industry enterprise tutors to participate in curriculum design and evaluation, ensure that the teaching content is close to the industry frontier and professional standards, and make the classroom seamlessly connect with social needs.

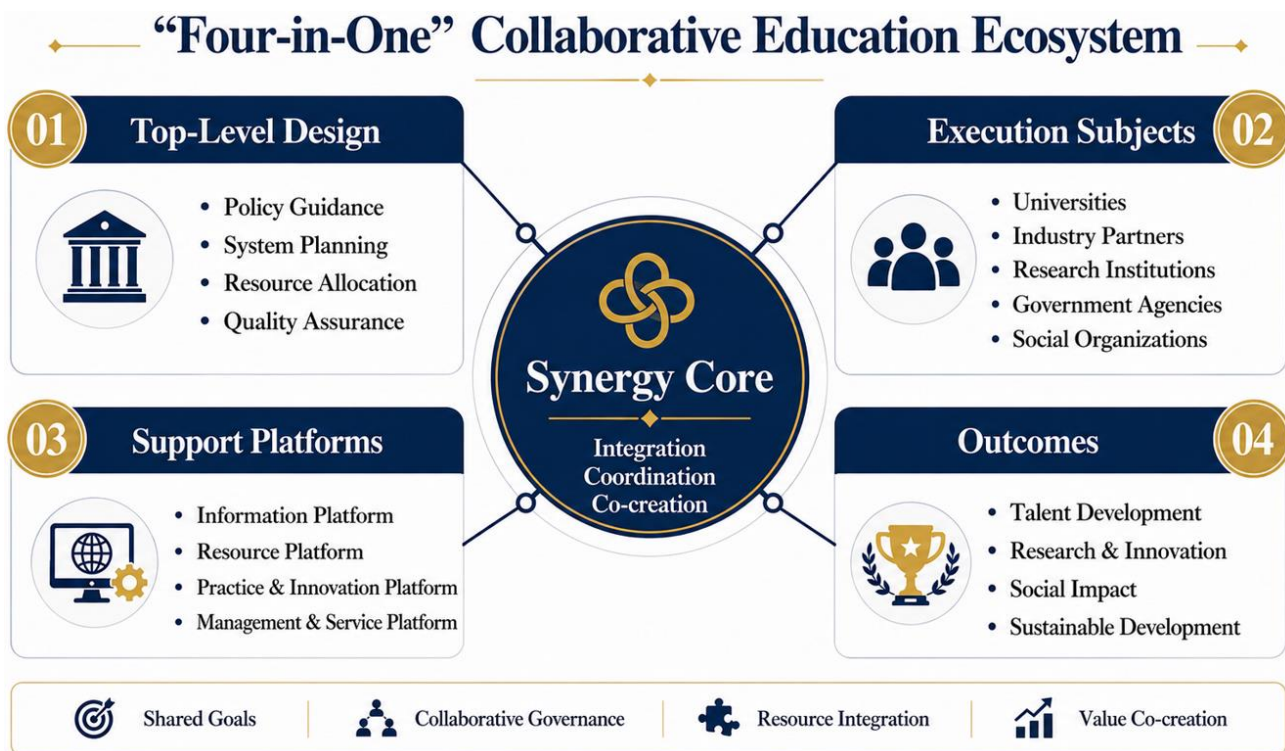


Figure 2 Schematic diagram of the ecological framework of "four in one" collaborative education

On the level of ecological construction, universities should strive to create a three-dimensional educational environment with all staff, whole process and all directions. The construction of this ecological system aims to extend the concept of employment education from the classroom to every corner of dormitory, community and social practice, forming a ubiquitous hidden education field. The ecological framework of "four in one" collaborative education is shown in Figure 2. Through this systematic and structured mechanism guarantee and ecological construction, the integration of employment education and curriculum IPE in the new era will jump from a point breakthrough to an overall one, ensuring continuity and long-term effectiveness.

6. Conclusions

Under the background of the new era, it is a tactical choice to meet the employment challenge and a strategic necessity to implement the fundamental task of cultivating people by virtue. Through systematic theoretical deduction and path design, this article demonstrates the high consistency of the two in goal orientation, process logic and value connotation, and reveals the internal mechanism of breaking traditional barriers and realizing organic integration. Successful integration practice must be based on scientific content reconstruction, that is, according to the characteristics of different disciplines, the hidden resources such as craftsman spirit, feelings of home and country, and awareness of the rule of law will be transformed into explicit teaching objectives, so that professional skills training and professional literacy cultivation will resonate at the same frequency. The innovation of classroom teaching mode is the key to landing. By constructing an immersive and exploratory new classroom, students' subjective consciousness can be effectively stimulated and the professional values can be deeply internalized. This integration process can not only rely on a single breakthrough, but also rely on the institutional guarantee of top-level design and all-round ecological construction. Only by establishing a cross-departmental collaborative organizational structure, a perfect evaluation and incentive mechanism and a resource platform for

school-enterprise-society linkage can we form a joint force of all employees, the whole process and all-round education and ensure sustainability and long-term effectiveness. Looking forward to the future, universities should further institutionalize and normalize this integration model and make it the gene of talent training.

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