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2025,Volume 3, Issue 2
Contemporary Education Frontiers
Online ISSN: 3029-1860
Print ISSN: 3029-1879

Research on College Students' Career Planning and Employment Guidance Strategies from the Perspective of New Quality Productivity

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Abstract: New quality productivity focuses on scientific and technological innovation, knowledge-driven, and deep integration among industries, which can bring new models and opportunities for social development. As an important force in the future social construction, college students' career planning and employment status are not only of great significance to personal development, but also have a far-reaching impact on the construction of the national talent team and the sustainable development of the economy. In the context of new productivity, the demand of the employment market has changed. The previous relatively single guidance mode and lagging curriculum content have been difficult to meet the actual needs of the current employment market. This paper mainly discusses the concept and characteristics of new quality productivity and its new requirements for talent training, analyzes the problems existing in college students' career planning and employment guidance, and puts forward strategies for college students' career planning and employment guidance from the perspective of new quality productivity.

Keywords: New quality productivity; College students; Career planning; Employment guidance; Strategy

Online publication: March 26, 2025

1. Introduction

With the slowing down of domestic social and economic development, the imbalance between the demand for social posts and the supply of college graduates has become increasingly significant, resulting in a difficult employment situation in modern society. Under the background of the era of new productivity, the industrial structure continues to develop in the direction of optimization and upgrading, and a large number of emerging industries have mushroomed. As an important potential force of knowledge innovation, college students' career planning must closely follow this trend and plan the layout in advance to better adapt to the new employment situation. Therefore, it is of great

significance to explore college students' career planning and employment guidance strategies from the perspective of new quality productivity for improving the quality of college students' employment.

2. Concept of new quality productivity

Under the tide of the new era, new quality productivity has emerged. It regards innovation as the core driving force. It is a form of productivity formed by the integration of many factors, such as emerging technologies, new production factors, and new production organization methods. It contains development potential and change energy that cannot be underestimated.

The new productivity has brought comprehensive and in-depth changes to the field of education. In terms of the allocation of educational resources, it breaks through the inherent limitations of traditional resource allocation, promotes all kinds of educational resources to converge to places where there is demand more accurately and efficiently, and effectively improves the efficiency of resource utilization. In terms of teaching methods, relying on the technical means contained in the new productive forces, such as intelligent teaching tools and digital learning platforms, we can realize the transformation from the traditional teaching mode to the modern teaching mode, and create a more diverse and flexible learning experience for students [1].

3. New requirements for new quality productivity for talent cultivation

3.1. Prominent demand for innovation ability

The new quality productivity takes innovation as its soul, which requires the students cultivated by colleges and universities to possess sharp innovative thinking and strong innovative ability. Students should not only master solid professional skills but also be able to identify problems at work, put forward innovative solutions, and promote technological innovation and product upgrading. For example, in the field of intelligent manufacturing, students need to be able to use new technologies and methods to optimize and innovate the production process and improve production efficiency and product quality [2].

3.2. Interdisciplinary knowledge fusion

With the fuzziness of industrial boundaries and the cross-integration of technology, jobs under new quality productivity often require practitioners to have interdisciplinary knowledge. In addition to mastering professional knowledge, college students also need to understand the basic knowledge of related disciplines. For example, talents in the field of industrial Internet need to integrate multi-disciplinary knowledge such as computer science, automation control, mechanical engineering, etc., to adapt to complex and changeable working scenes.

3.3. Digital literacy improvement

Digital technology is widely used in new productivity, which requires college talent to have high digital literacy. Students should be proficient in digital tools and platforms, and be able to use big data, artificial intelligence, and other technologies for data analysis, production management, and other work. For example, practitioners in the e-commerce industry need to use digital marketing tools for precision marketing, and practitioners in the logistics industry need to optimize distribution routes through the logistics information system [3].

3.4. Enhanced awareness of sustainable development

New productivity pursues green and sustainable development. College students should establish the concept of sustainable development and pay attention to resource conservation and environmental protection in their work. For example, in the field of new energy vehicle manufacturing, students should understand battery recycling technology to ensure that the production process and product life cycle are environmentally friendly.

4. Employment challenges faced by college students

4.1. Intensified competition for employment and higher requirements for comprehensive quality

Under the background of the gradual transformation of social and economic operation modes, the ability of traditional industries to absorb the labor force is showing a declining trend. At the same time, the size of the graduate group continues to expand. At present, the focus of employers in selecting talent has changed significantly, and the requirements for talent's comprehensive quality are increasing. They not only expect candidates to have solid professional knowledge, but also hope that they have cross-domain knowledge reserves. This change in employment standards effectively reflects the new demand of the market for human resources. The imbalance between supply and demand in the job market deserves high attention. Graduates from different disciplines face significant differences in job hunting. At present, the development trend of emerging industries is strong, and the scale continues to expand, creating a large number of job demands. However, the cultivation of corresponding professional talents failed to match the pace of industrial development in time. This has led to a seemingly contradictory situation in some frontier fields: on the one hand, there is a shortage of talent, and on the other hand, there is excessive competition. At the same time, with the deepening of industrial upgrading in some traditional disciplines, the number of relevant posts has declined. This change makes graduates of these disciplines rethink and adjust their employment expectations.

4.2. Diversified employment opportunities and skills adaptation challenges brought by the digital economy

At present, college graduates in China are facing opportunities and challenges brought by the new market environment in the process of job hunting. With the rapid innovation of digital technology, the traditional employment pattern is undergoing a reshaping. In the past, career choice was often restricted by geographical location, but now this restriction has been greatly broken through. Taking the cross-border e-commerce platform as an example, it has built a platform for college graduates in inland areas to participate in international business activities. Online education institutions also provide students in remote areas with the opportunity to become online course designers for enterprises in first-tier cities. This breakthrough in the spatial dimension is of great significance, as it can effectively alleviate the employment pressure caused by the imbalance of regional development and promote a more reasonable allocation of talent resources nationwide.

Emerging industries are booming, giving birth to many non-traditional jobs. These positions have unique requirements for the knowledge structure of practitioners. However, the specialty setting of some colleges and universities failed to keep up with the pace of industrial reform. In the teaching process, the disconnection between theoretical teaching and practical needs still exists. This often means college graduates need to spend a long time

adapting to the skills required for work after they enter the workforce.

The rise of flexible forms of employment, such as the casual economy, has brought more job choices and broadened employment channels. However, in the development process of this trend, the problem of imperfect labor rights and interests security system has gradually become prominent. Emerging professional groups such as network anchors and freelance designers are facing many practical difficulties. The lack of social security has become a hidden worry for them, and the path of career development is not clear enough, which has hindered their career development. If these problems are not effectively solved for a long time, they will have a negative impact on the sustainable development of new forms of employment.

4.3. Contradiction between the acceleration of technology iteration and the sustainability of career development

In today's era, the speed of technological upgrading is faster, and the cycle is continuously shortened, which has brought great challenges to the cultivation of professional ability. In the past, a set of knowledge systems was enough to support a person's entire career, but now, in just three to five years, the former knowledge system may lose competitiveness. This change has had many effects. From a personal perspective, career choices have been impacted, and people have to re-examine their career direction. From the perspective of the labor market, its operation rules have also changed fundamentally. The long-term and stable career development model in the past is gradually replaced by the rapidly changing skill demand. The requirements of the labor market for talent's skills are constantly changing, which makes the traditional career development path difficult to sustain. People need to constantly adapt to the new skill needs to keep up with the pace of the development of the times.

The fragmentation trend of career development paths has been shown at many levels. The clear and definite career promotion ladder in the past is gradually becoming indistinct. Now, it is more common for flexible job adjustment and frequent skill remodeling. This change is particularly evident in the youth groups at the beginning of their careers. They often have to bear the pressure of both job adaptation and skill upgrading. When the working experience has not been fully accumulated, the impact brought by the rapid iteration of technology forces practitioners to re-engage in learning. This cycle makes career development fragmented. The phenomenon of age threshold in some industries essentially reflects that, under the pressure of rapid technological iteration, enterprises tend to choose young practitioners with strong learning ability, which further increases the uncertainty of career development.

5. Problems in college students' career planning and employment guidance

5.1. College students' weak awareness of active planning

At the university learning stage, most students focus on the study of theoretical knowledge and the cultivation of professional quality, and regard the completion of the learning tasks arranged by the teachers as the most important thing. At the same time, many students feel that it is natural to find a job after graduation, so they lack sufficient attention to social information and do not know much about the specific requirements of various industries. This situation has led to a large deviation between their career goals and the actual situation, which has also become a key factor for them to change jobs frequently and even encounter unemployment after graduation [4].

5.2. Lack of career preparation and clear direction

Career preparation is a key cornerstone for college students who are about to enter the workplace. However, in reality, many college students fail to change their learning mode in time after entering colleges and universities, and still adhere to the old habit of "learning only for learning," with vague learning goals.

In this state, it is easy for college students to miss the critical period of career planning. They lack an in-depth understanding of the social employment situation and are unable to adjust their development direction according to the needs of the employment market. As a result, these college students are often at a disadvantage in the fierce employment competition [5].

5.3. Employment guidance ignores the individual differences of students

In the current employment guidance work in colleges and universities, teachers usually guide students to focus on the relevant industries of their major. For planning majors, teachers usually introduce students to professional counterparts such as well-known local advertising companies, and mention some related supporting industries, or industries with less stringent requirements for professional skills. However, in this process, teachers often do not fully consider the personalized needs of students.

5.4. Short employment guidance cycle without significant effects

At present, many colleges and universities put the focus of employment guidance work on fresh graduates. This mode of work makes the cycle of employment guidance relatively short, and it is difficult to have a sustained and long-term impact. Due to the short guidance cycle, it is difficult for students to fully internalize the relevant contents of employment guidance into their own knowledge. They often just browse the employment guidance programs given by teachers quickly, lack in-depth thinking and understanding, and cannot effectively apply these suggestions to their career planning and job hunting practice [6].

For those fresh graduates who enter the internship period ahead of time, the problem is more prominent. Once they set foot on the internship post, the employment guidance given by teachers will basically stagnate. In the process of an internship, these students are bound to encounter all kinds of problems and pose many puzzles in career development. This situation will not only have an adverse impact on students' work experience and personal growth during the internship, but also pose hidden dangers to their future career development.

6. Career planning and employment guidance strategies for college students from the perspective of new quality productivity

6.1. Integrating traditional cultural elements and awakening the awareness of career planning

In the contemporary higher education system, career development education should get rid of the shackles of the traditional mode, and turn the essence of traditional culture into a powerful carrier to guide students to build career cognition. In the course of college students' career development and employment guidance, teachers can design a teaching activity that integrates traditional cultural elements. The gradual concept of life development in *The Analects* of Confucius for politics is taken as a starting point to help students form a phased cognition of career

development.

At the beginning of the class, the teacher did not directly teach the career planning theory, but arranged students to work in groups, and systematically sorted out the job requirements of different positions in the machinery industry according to the teaching of "everything is pre-established" in *The Book of Rites · The Doctrine of the Golden Mean*. In the specific implementation stage, the teacher asked students to simulate the job competition scene of the technical department of an automobile manufacturing enterprise. Each team should position its role according to the job description of R&D engineer, production management, quality inspection, etc., issued by the enterprise, combined with its own interests and abilities. In order to let students have a deeper understanding of professional quality, teachers specially set up the "ancient adage for today" link, requiring students to quote at least two classic sentences of traditional culture when writing the competition statement, so as to demonstrate the logic of their career choice [7].

For example, one student skillfully used the sentence "no step in a step can lead to a thousand miles" in *Xunzi Quanxue* to explain his plan for long-term technology accumulation when competing for the position of R&D of a new energy power system. This practice closely combines the traditional academic philosophy with the development of modern technology, showing a unique perspective of professional cognition. This teaching activity focuses on the practical level of the unity of knowledge and action. The teacher stipulates that after completing the theoretical level of career exploration, students must develop specific and operable skills improvement programs. For example, a student who is determined to devote himself to the field of intelligent manufacturing, when analyzing the job requirements of industrial robot technology, took the craftsman spirit contained in "the skillful can do it" in *Mozi · Sutra* as the criterion, and carefully formulated a detailed plan, which covers the contents of participating in robot operation system training, obtaining automation engineer certificate, etc. [8].

In order to verify the feasibility of the scheme, teachers can specially invite the technical director of the enterprise to comment on the scene, so that the career planning guided by traditional culture can be directly tested by industrial practice. In the after-school extension of teaching cases, teachers set up a "career development portfolio," requiring students to regularly record and update the progress of their career preparation before graduation. After a period of observation and comparison, it was found that the students participating in the project have significantly improved in terms of the clarity of career goals and the enthusiasm to participate in practice compared with the students in parallel classes.

6.2. Strengthening self-driven mechanisms and guiding personalized career goal setting

Under the background of the development of new productive forces, college students' career planning education urgently needs to get rid of the shackles of the traditional model and build a set of guidance system with students' growth law as the core. At present, there is a phenomenon worthy of attention in some colleges and universities. Taking a junior majoring in mechanical engineering as an example, when participating in the innovation and entrepreneurship competition, facing the product design task assigned by the instructor, the student showed significant goal ambiguity. The scheme submitted in its initial stage covers both the development of smart home equipment and the idea of improving agricultural machinery. It is full of creativity on the surface, but it lacks professional pertinence in practice. After in-depth communication, it was found that the student's cognition of occupation only remained in the relatively simple concepts such as "high salary" and "popular," and he lacked a systematic understanding of the matching degree between his knowledge structure, practical ability, and career goals [9].

In view of this representative problem, the employment guidance center of colleges and universities plans and implements the "exploration plan of career adaptability." This plan creates a closed-loop training mechanism of "three-dimensional cognition–practical verification–dynamic correction" to help students gradually establish a scientific self-assessment system in a real professional environment. The program has set up a career awareness workshop. The students participating in the workshop need to complete a composite self-diagnosis file, which covers a professional ability radar chart, a professional values ranking table, an industry development research report, etc.

Taking students majoring in information engineering as an example, under the guidance of their tutors, students systematically sorted out a number of practical projects they participated in during their university. After analysis, it is found that it has outstanding performance in the development ability of embedded systems, compared with a weak level of algorithm design. Referring to the industry survey, the student adjusted his original career goal from an AI algorithm engineer to an IOT hardware engineer. To test whether the adjusted career orientation is reasonable, the employment guidance center cooperates with the local science and technology park to arrange a two-month enterprise project training for students. In the process of participating in the research and development of an intelligent storage robot, students have a deeper understanding of the hardware debugging job. At the same time, in team cooperation, students find out that they have a certain potential in the preparation of technical documents, and then expand their career planning to the direction of "technology + management" compound posts.

In this system, students are no longer simply passively receiving knowledge, but are in a real professional situation and actively embark on the journey of exploration. The core point of this model is to encourage students to gradually complete the role transformation from passive acceptance to active exploration in the process of a continuous alternating cycle of practice and cognition, so as to promote the continuous improvement of their professional quality and ability [10].

6.3. Deepening the empowerment of labor knowledge and building a ladder-like curriculum system

Under the background of new productivity, it is extremely urgent to build a systematic labor knowledge education system for college students' career planning and employment guidance. At present, many students face the problem of weak basic knowledge of labor relations when applying for jobs. As far as the survey of graduates in colleges and universities is concerned, many students' mastery of knowledge such as the length of probation period, the coverage of work-related injury insurance and medical insurance is not ideal. This lack of knowledge will have an impact on the stability of students' careers and may also put them in a passive position when they encounter labor disputes.

Based on this, colleges and universities need to build a phased and multi-level labor law curriculum system to transform abstract legal provisions into specific practical ability training. Taking the elective course "Protection of Workplace Rights and Interests" as an example, this course uses the live teaching method of simulating the labor arbitration tribunal to integrate the knowledge of labor law into the education of career planning. Teachers can select the case of the sudden death of interns working overtime in an Internet enterprise as a teaching case, and have students reproduce the key links in the case, such as labor contract signing, attendance record verification, and industrial injury identification. Students should analyze whether the six-month probation period set by the enterprise is legal according to Article 19 of the Labor Contract Law, discuss whether sudden death constitutes an industrial injury according to Article 15 of the Regulations on Industrial Injury Insurance, and simulate the writing of an

application for labor arbitration. In this process, the teacher timely explained the working hour regulations, overtime wage calculation methods, and other practical knowledge in the labor standard system, and guided students to mark the possible labor risk points when drawing their personal career development roadmap. At the end of the course, students visit the local labor and personnel dispute arbitration court to observe a real trial, and each student is required to write a case analysis report based on the observation experience. Such a step-by-step teaching design can enable students to master the legal provisions and learn to use the "claim basis" analysis method to deal with practical problems [11].

The course effect evaluation results show that the incidence of labor disputes among students participating in the project has significantly decreased compared with students not participating in the project in the three years after graduation, and the career stability has also significantly improved. The key to the success of this teaching mode lies in the organic integration of the labor market regulation theory in labor economics, the rights and obligations relationship in labor law, and the occupational safety standards in labor protection. With the help of case studies, students' knowledge transfer ability is effectively enhanced. Through this channel, students can build a complete thinking framework of labor rights protection at the stage of career preparation, and then lay a solid foundation for their lifelong career development.

6.4. Implementing hierarchical and precise guidance to meet the needs of multiple chemical situations

From the perspective of new quality productivity, when promoting college students' career planning and employment guidance strategies, the implementation of hierarchical and accurate guidance has important practical significance for meeting students' personalized development needs. At present, the structure of college students is increasingly diversified, and students' professional cognition level, practical ability reserve, and future development direction show significant differences. The traditional "one size fits all" employment guidance model has been difficult to adapt to the requirements of the development of the times.

In the case of digital media art majors, colleges and universities can carry out layered guidance practice according to the characteristics of student groups in the process of employment guidance curriculum reform, and then form an operation mode with reference value. The employment guidance center cooperates with the professional teachers' team. First, by means of a questionnaire survey and career assessment, the students are divided into three groups: skill application type, project management type, and independent entrepreneurship type, and then targeted training programs are formulated for them respectively.

For skill application-oriented students, the teaching focus should be on the deepening of professional technology. To this end, we can introduce a certified curriculum system that conforms to industry standards and arrange experienced senior animators to adopt the project-based teaching mode. Taking the 3D role modeling module as an example, the gradient training link of gradual transition from basic modeling to commercial project practice is designed to enable students to master professional technology in the process of gradual and in-depth learning. For project management students, the school should set up cross-professional elective courses to broaden their knowledge and vision. At the same time, students are encouraged to participate in the whole process of managing school enterprise cooperation projects. For example, in the virtual reality exhibition hall construction project, students are required to fully participate in the practice of all links from demand analysis, team coordination to quality

monitoring, so as to cultivate their comprehensive ability of project management. For entrepreneurial student groups, schools need to build a complete training chain, namely "curriculum learning–entrepreneurship incubation–market test." Successful alumni are invited as mentors to guide the student team to develop campus cultural and creative products. After that, student teams participate in the University Science Park for market-oriented operation and accumulate entrepreneurial experience. After a period of follow-up observation, it is found that the employment matching degree of graduates of this major has been significantly improved through the above targeted training methods. Entrepreneurial students have made some achievements on the path of entrepreneurship, and project management students have also gained more recognition in the job market, which can better meet the job requirements of enterprises.

The key to the success of this hierarchical guidance mode is to build a dynamic adjustment mechanism. The mechanism will carry out the assessment and classification work every semester according to the growth status of students. In this way, different types of students can obtain appropriate development support, so as to ensure the effective promotion of the hierarchical guidance mode and help students develop better [12].

6.5. Strengthening school enterprise cooperation and increasing students' internship opportunities

From the perspective of new quality productivity, the strategy of promoting college students' career planning and employment guidance should be practice-oriented to build a school-enterprise collaborative education mechanism. Taking the College of Computer Science in Colleges and universities as an example, the "project embedded" talent training mode carried out by the college and information technology enterprises in the region provides a reference for the in-depth cooperation between colleges and enterprises. The college specially establishes a teaching steering committee, which is composed of professional teachers and the technical backbone of enterprises, and adjusts the practice teaching plan every semester according to the dynamic changes of industry development. For example, under the situation of rapid upgrading of artificial intelligence technology, the college upgraded the original programming course to "intelligent application development workshop." Enterprise engineers bring real projects into the classroom to guide students to complete the entire development process from demand analysis to product deployment, so that students can accumulate project experience in practice and better adapt to the needs of future career development.

In the specific implementation process, students' ability training presents three stages of gradient change. At the initial stage, the technical backbone of the enterprise came to the school to teach, focusing on strengthening students' understanding of the industry and the training of basic skills. Taking the network security enterprise as an example, its engineers selected the case of "application of data encryption technology in the financial system" to lead students to analyze the real attack and defense scenarios. This teaching mode, based on the actual work scene, effectively improves students' engineering thinking ability. The second stage involves implementing the "double tutorial system project practice." Students join the enterprise R&D team and participate in the research and development of real projects. Just like in the smart campus construction project, 12 students and engineers formed a mixed team and completed the deployment of IOT equipment and system debugging tasks in three months. During this period, business mentors will organize weekly project review meetings to guide students to apply theoretical knowledge to engineering practice. In the third stage, we will set up a customized post practice. Enterprises arrange suitable

positions for students and build a dynamic evaluation mechanism according to their own characteristics. For example, when students practice on a cloud computing platform operation and maintenance, the enterprise arranges special personnel to guide them and regularly provide feedback on students' growth to the school. Finally, some students obtained the retention qualification of enterprises by virtue of their outstanding performance in independently solving server cluster failures during their internship.

6.6. Promoting employment reform and innovation based on ideological and political classroom

Ideological and political classroom occupies an important position in college students' education, and is a key educational position. It has unique and irreplaceable advantages in promoting employment reform and innovation. The organic integration of career planning and employment guidance into the ideological and political classroom teaching process can help college students establish a correct outlook on career and employment, and enhance their competitiveness in the job market.

The core of a project-based learning classroom is to create a good atmosphere for free discussion. In the face of open-ended projects, teachers need to focus on cultivating students' "growth mentality" through multiple rounds of work feedback and correction, so that students can slowly adapt to and recognize this learning mode from the heart, learn to summarize experience in the feedback of teachers, and realize self-improvement.

Teachers can assign the topic of "contemporary social youth employment values." At the initial stage of the project, many students just extracted the relevant content of policy theory directly from the network or textbooks. As a result, the contents of the students' works are seriously homogenized, lacking depth and innovation. In response to this situation, teachers guide students to change their way of thinking, encourage them to break through the limitations of conventional thinking, and deeply analyze the unique perspective of social problems from the overall perspective. For example, a series of supportive policies issued by the state to help youth employment is deeply interpreted, and students are guided to analyze the logic behind the policies and the desired goals. Under the guidance of teachers, some students start from the perspective of social structure changes to explore the development and changes of youth employment values in different times. In the learning process, teachers use modern educational technology to open the real-time bullet screen function and provide strong support for students' free discussion. In class, the students had a heated debate around different views, and the sparks of thoughts frequently collided. In their spare time, students also continued to discuss on the online platform and actively shared their unique insights and new discoveries.

In the teaching process, the fierce conflict of views among students makes them gradually realize that employment choice is not a single dimension. Under this opportunity, teachers timely introduced the concept of "dynamic occupational adaptability." With the continuous promotion of industrial reform, it is of great significance for students to understand the continuous learning in such an environment. This kind of speculative training based on the real situation has effectively changed the students' previous thinking mode that employment is simply understood as job matching.

7. Conclusion

In short, with the continuous and in-depth development of new productivity, new industries, formats, and models are

springing up. In the face of this situation, colleges and universities need to actively optimize and adjust the curriculum, integrate the knowledge related to new quality productivity into professional teaching, and improve students' adaptability to the new environment. At the same time, we should strengthen cooperation and communication with enterprises, build a platform for practical training, so that students can get more opportunities to contact real work scenes, and effectively improve their professional skills.

Disclosure statement

The author declares no conflict of interest.

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