



An Analysis of Strategies for Strengthening the Formative Educational Functions of Employment and Entrepreneurship Curricula in Higher Education

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Abstract: In the contemporary landscape of higher education, employment and entrepreneurship curricula assume the fundamental mission of fostering virtue and nurturing talent. Nevertheless, current programs often encounter challenges such as the insufficient integration of moral education, monotonous instructional models, a lack of comprehensive evaluation frameworks, and weak supporting conditions, which collectively restrict the full realization of their educational functions. Based on a systematic analysis of the significance and current status of these functions, this paper develops strategies to advance the educational impact of employment and entrepreneurship training. These initiatives promote the profound integration of vocational education with value orientation, assisting students in establishing sound career and entrepreneurial perspectives while significantly enhancing the overall efficacy of the educational process.

Keywords: employment and entrepreneurship curricula; educational function; value guidance

1. Introduction

As the internal development of higher education continues to deepen, the objectives of career and entrepreneurship education transcend traditional metrics such as employment rates and the number of startups. The profound value of this education lies in cultivating a new generation of well-rounded individuals who possess both moral integrity and professional competence. Since career and entrepreneurship courses are inherently linked to the career trajectories and life planning of students, they encompass rich educational elements and opportunities for value-based instruction. Consequently, analyzing how to strengthen the educational function of these courses carries significant theoretical value and practical importance.

Moral education occupies a critical position within the career and entrepreneurship curriculum through value guidance and the shaping of professional outlooks. Research indicates that the primary educational task of these courses is to guide students in establishing correct professional values and aligning personal aspirations with the broader framework of national development. The integration of moral education enhances student sensitivity toward entrepreneurial and employment opportunities. By analyzing individual strengths, weaknesses, and professional interests, students can better align themselves with career objectives when supported by a core of sound professional mindset[1]. Furthermore, the process of seeking employment and starting a business presents numerous challenges that test the psychological resilience and collaborative abilities of students. Moral elements effectively guide students through scientific self-exploration, allowing them to make responsible life decisions by combining personal interests and capabilities with core values. This integration also facilitates the development of creative thinking, professional ethics, legal awareness, and a sense of social responsibility[2]. As a vital link in the comprehensive education framework, career and entrepreneurship courses connect students, teachers, corporate mentors, and alumni. This curriculum serves as a key hub for integrating ideological, professional, and vocational education, thereby maximizing the overall educational impact.

Despite the consensus on its importance, current research and practice reveal several deficiencies in the educational functions of career and entrepreneurship courses. At the conceptual level, many courses prioritize technical skills over fundamental principles, leading to a blurring of educational goals. Practical instruction often focuses excessively on techniques such as resume preparation, interview skills, and the drafting of business plans. These educational objectives are frequently marginalized by quantitative indicators such as employment and contract rates[3]. Furthermore, some institutions demonstrate insufficient emphasis on innovation and entrepreneurship, resulting in low participation and a narrow focus on winning competitions rather than understanding the intrinsic value of the discipline[4]. Systemically, the separation of entrepreneurship education from general career guidance in 2012 has not yet resulted in a mature model for moral integration due to resource constraints. Many instructors lack a comprehensive understanding of the importance of moral education, leading to a disconnect between educational philosophy and curriculum content. The exploration of moral elements remains superficial, and the management mechanisms for evaluating the integration of moral education into career courses are

currently inadequate.

2. Significance of Integrating Moral Education with Employment and Entrepreneurship Curricula

In contemporary higher education, the cultivation of high-quality talent constitutes a fundamental mission that aligns with national strategic interests and social stability. The deep integration of moral education into the career and entrepreneurship curriculum represents a critical pathway for fulfilling the core task of character building and moral cultivation. This integration offers several dimensions of significance for the development of higher education.

2.1 Expanding the Breadth and Depth of Employment and Entrepreneurship Education Curricula

While traditional career education focuses on the development of qualified professionals and entrepreneurs, the systematic integration of social responsibility and professional ethics into career planning shifts the focus from operational skills to value-based education. Consequently, the curriculum is no longer limited to technical aspects such as resume preparation or business plan drafting. Instead, it encompasses professional ethics, industry standards, and social obligations. This evolution ensures that the course content remains closely aligned with authentic workplace environments and the practical social realities that students encounter, thereby enhancing the practical and social relevance of the instruction.

2.2 Innovating the Content and Modalities of Employment and Entrepreneurship Curricula

Career and entrepreneurship courses serve as a bridge between theoretical learning and social practice, emphasizing the unity of knowledge and action. Unlike traditional academic disciplines that prioritize the transmission of professional knowledge, these courses highlight the shaping of attitudes and values. Moral education provides a rich foundation for pedagogical innovation by introducing case studies that reflect contemporary spirits and national character. Methodologically, the curriculum employs interactive and experiential modes such as situational simulations, role-playing, and project-based learning. These methods act as ideal vehicles for moral instruction, enabling an organic unification of knowledge acquisition, capacity building, and value guidance. Students engage with the material through emotional resonance and behavioral experience, which significantly improves the warmth and effectiveness of the educational process.

2.3 Enhancing the Reliability and Validity of Employment and Entrepreneurship Education

The effectiveness of such education depends on whether the curriculum resonates with the developmental needs and value pursuits of the students. When the curriculum incorporates professional ethics, such as integrity and dedication, alongside an entrepreneurial spirit of innovation and responsibility, it connects directly with the highest levels of self-actualization. Students no longer perceive these courses merely as requirements for credits or skill acquisition; rather, they view them as essential pathways for exploring life directions and realizing personal value. This stimulation of internal motivation enhances the trust and acceptance students have toward the course content. Moreover, moral integration allows students to understand the professional world and entrepreneurial ecosystems from multidimensional perspectives, including political, economic, and social factors, which leads to a more mature cognitive framework and more sustainable educational outcomes.

2.4 Strengthening the Guidance of Career Values for Students

Issues such as delayed employment often reflect a blurring or deviation of career values among students, such as an over-reliance on public sector positions or a purely income-based evaluation of professional success. These utilitarian perspectives can lead to mismatched human resources and structural contradictions in the employment market. By embedding positive value frameworks into the curriculum through theoretical explanation and role modeling, educators can address the ideological confusion of students. This process encourages students to move beyond narrow utilitarian views and consider their career choices within the broader context of national needs and social development. Such guidance is indispensable for helping students establish a correct outlook on employment and success, ensuring that personal ideals are integrated into the progress of the nation.

3. Strategies for Advancing the Educational Functions of Employment and Entrepreneurship Curricula

The implementation of strategies for integrating employment and entrepreneurship education with character cultivation requires a multifaceted approach.

3.1 Expanding the New Connotations of the Employment and Entrepreneurship Curriculum

Drawing upon the McClelland iceberg model, the curriculum encompasses both explicit and implicit components. The explicit dimension focuses on expanding content that aligns closely with industrial demands, including frontier courses and simulated practical training. This specialized system incorporates strategic thinking, venture capital operations, and negotiation strategies to transform professional knowledge into practical capabilities. Simultaneously, the curriculum must explore implicit dimensions such as professional character, entrepreneurial qualities, and underlying values. By reconstructing interdisciplinary materials and integrating entrepreneurial elements into classroom management, the system fosters an entrepreneurial mindset and national pride. This integration encourages students to align their personal career pursuits with national development goals, facilitating self-actualization through social contribution and promoting long-term career success.

3.2 Enriching the Teaching Methods and Content of Employment and Entrepreneurship Curricula

The enrichment of teaching methodologies further enhances the quality of career instruction. Traditional moral education techniques, which include persuasion, role modeling, and emotional cultivation, provide a systematic foundation for value construction within employment courses. In recent years, innovative approaches such as the presentation-assimilation-discussion class, flipped classrooms, and immersive instruction have emerged as effective tools for achieving the goal of nurturing mission-driven talent. At the operational level, career guidance focuses on structured competency development by embedding grassroots service values into mainstream modules such as career anchor theory and industry mapping. Practical workshops, which utilize AI-driven interview training and peer-led governance case studies, allow for targeted policy delivery to meet diverse career aspirations across public and private sectors. For entrepreneurship-focused modules, the emphasis remains on innovation and risk-based decision-making through project-driven learning in authentic environments.

3.3 Constructing Aligned Faculty and Nurturing Environments

establishing a comprehensive faculty team and a supportive educational environment is essential for sustaining these initiatives. Higher education institutions benefit from a triple-mentor system that combines academic, corporate, and entrepreneurial expertise. By engaging external professionals and entrepreneurs, universities ensure the effective integration of moral guidance with practical career advice. Furthermore, the use of digital platforms to showcase the professional ethics and resilience of successful alumni provides a powerful source of inspiration for students. Because the classroom serves as a primary window to society, creating a campus culture that simulates real-world environments through internships and second-classroom activities is vital. These environments help students refine their self-perception and social understanding, which ultimately facilitates a precise match between individual capabilities and professional requirements.

4. Conclusion

Guided by the fundamental mission of cultivating virtue through education, this study systematically explores how employment and entrepreneurship courses in higher education enhance their inherent educational functions across multiple dimensions. The findings suggest that the integration of moral education constitutes the core essence of the curriculum. These courses should transcend mere technical training for job seeking or competition coaching, as their primary value resides in value guidance and character formation. Internalizing moral education throughout the entire instructional process achieves a unity between practical techniques and underlying principles, which serves as the logical starting point for fulfilling the educational purpose of the curriculum.

Innovation in pedagogical paths remains a critical factor for success. Regarding instructional content, it is essential to identify and incorporate ideological elements that guide students toward establishing sound professional values. In terms of methodology, the curriculum must extend beyond traditional classroom boundaries by leveraging practice bases and simulation projects to cultivate the comprehensive qualities of students. Furthermore, the collaborative efforts of faculty members, corporate mentors, and distinguished alumni are necessary to build a holistic educational community that integrates diverse perspectives and expertise.

Finally, structural support and guarantee mechanisms provide the necessary foundation for these initiatives. Strengthening faculty teams and optimizing resource allocation are vital for creating a stable and sustainable educational ecosystem that bridges in-class instruction with extracurricular activities. This comprehensive environment ensures that the integration of moral and professional education remains consistent and effective, ultimately facilitating the long-term development of students in a shifting social landscape.

Acknowledgments

This paper is a phased outcome of the 2025 Special Scientific Research Project of Beijing International Studies University titled Research on the Influence Mechanism of Counselors on High Quality Employment of College Students under Grant No. XSFZ25A003.

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