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Research on "three-dimensional reconstruction" reform of localized higher vocational career planning curriculum in Hainan

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Abstract: The construction of the Hainan Free Trade Port has raised higher requirements for the local adaptability and sustainable development capabilities of higher vocational talents. However, current career planning courses in higher vocational colleges suffer from issues including disconnect between course content and local industry needs, weak practical sessions, and insufficient cultural immersion, making it difficult to support students in employment and entrepreneurship within the Free Trade Port. Based on the industrial characteristics of the Hainan Free Trade Port and the positioning of higher vocational education, this paper proposes a three-dimensional reconstruction framework of "industry connection—practical empowerment—cultural immersion". By optimizing course content, innovating teaching models, and strengthening guarantee mechanisms, it constructs a career planning curriculum system tailored to local demands, thereby providing theoretical references and practical pathways for enhancing talent cultivation quality in Hainan's higher vocational colleges and supporting industrial development of the Free Trade Port.

Keywords: Hainan Free Trade Port; higher vocational education; career planning course; three-dimensional reconstruction; localization

1 Introduction

The construction of the Hainan Free Trade Port has driven the rapid development of key industries such as the seed industry, deep-sea technology and aerospace, as well as distinctive sectors including cultural tourism and tropical agriculture, creating an urgent demand for a large number of localized technical and skilled talents who are able to settle, secure employment, and pursue long-term development [1]. As the main channel of talent supply, higher vocational education shapes students' career cognition, local employment willingness and development capabilities through career planning courses. At present, career planning courses in Hainan's higher vocational colleges are characterized by severe homogeneity, inadequate localization, and insufficient practicality: course content adopts universal templates and fails to align with the industrial needs of the Free Trade Port; teaching focuses on theoretical lectures with few practical local scenarios; and weak cultural immersion results in low levels of local identity and career belonging among students. Against this backdrop, exploring the three-dimensional reconstruction reform of career planning courses is not only a response to the strategy of building Hainan into a strong educational province, but also a critical measure to address the mismatch between talent supply and demand and enhance the quality of employment [2].

2 Practical dilemmas of career planning courses in Hainan's higher vocational colleges

2.1 Disconnected course content and inadequate local industrial adaptability

Current courses focus primarily on generic professional competency training, and lack targeted analysis of job requirements for leading industries in the Hainan Free Trade Port, including tourism, modern services, and tropical high-efficiency agriculture. They fail to integrate localized content including local enterprise employment standards and career development pathways. Interpretations of talent policies and entrepreneurship support measures for the Free Trade Port remain inadequate, leaving students with a vague understanding of local employment and entrepreneurship opportunities and causing their career planning to be misaligned with regional industrial needs [3].

2.2 Weak practical teaching and limited empowerment effects

Practical activities are predominantly limited to general forms such as mock interviews and career assessments, with a serious lack of in-depth collaboration with local enterprises. Students have limited access to real workplace scenarios. Local practical platforms are insufficient, providing few internships, on-the-job experiences or entrepreneurship opportunities tailored to the distinctive positions of the Free Trade Port. This results in a mismatch between vocational skills and job requirements, leading to superficial practical competency training [4].

2.3 Inadequate local cultural immersion and low employment willingness

Courses fail to fully integrate Hainan's local cultural elements—such as revolutionary red culture, ecological culture and Li & Miao ethnic culture—and lack value guidance regarding the mission of Free Trade Port construction and regional development opportunities. Students exhibit weak local identity and career attachment, and many choose to seek employment off the island after graduation, causing local talent brain drain and running counter to the Free Trade Port's need for talent retention [5].

3 Core framework and reform pathways for the three-dimensional reconstruction of courses

3.1 The first dimension: industry connection — building course content adapted to local industries

Integrate local industrial content in a modular manner. Aligned with the Hainan Free Trade Port's "3+N" industrial system, modules such as "Understanding Free Trade Port Industries and Positions" and "Interpretation of Employment Standards of Local Enterprises" should be introduced. Schools may invite human resource directors and technical backbones from local enterprises to participate in curriculum design, translating vocational competency requirements for featured positions such as cultural tourism services, tropical agricultural technology and cross-border e-commerce into teaching content.

Incorporate local policies and entrepreneurial resources. Systematically sort out the Free Trade Port policies on talent settlement, entrepreneurship subsidies and skill upgrading, and develop special topics on practical local employment and entrepreneurship policies. Integrate resources from industrial parks such as Jiangdong New Area in Haikou and Yazhou Bay Science and Technology City in Sanya into the course case library to help students seize local development opportunities.

3.2 The second dimension: practical empowerment — innovating local scenario-oriented teaching models

Build collaborative practical platforms integrating colleges, local authorities and enterprises. Jointly develop practical bases with local enterprises and industrial parks to carry out three-level practical training including on-the-job internships, project training and entrepreneurship incubation. Organize students to participate in local practical projects such as services along Hainan's coastal tourist highway and e-commerce promotion of tropical agricultural products to enhance job adaptability.

Adopt digital and experiential teaching. Apply virtual reality technology to simulate featured workplace scenarios in the Free Trade Port and develop localized career experience cabins. Implement project-based teaching combined with local

case studies to guide students to formulate career plans based on local industrial demands.

3.3 The third dimension: cultural immersion — constructing value guidance for enhancing local identity

Integrate local culture and mission education. Explore the professional spirits embedded in Hainan's revolutionary red culture and ecological conservation culture, and offer special topics such as "Free Trade Port Construction and Youth Responsibility" and "Growth Stories of Local Talents" to strengthen students' local belonging and sense of mission. Establish a dual-tutor mechanism for cultural inheritance. Invite local industry experts and outstanding alumni to serve as industrial tutors, who can share their experiences in career development and entrepreneurship in Hainan. Meanwhile, on-campus teachers can integrate local cultural immersion into daily teaching, guiding students to align their personal development with the overall progress of Free Trade Port construction.

4 Guarantee mechanisms for curriculum reform

Institutional guarantee: Align with Hainan's integrated vocational education policies, incorporate localized career planning courses into talent cultivation programs, and specify course credits and assessment criteria. Establish a dynamic content update mechanism to regularly adjust teaching modules in line with industrial development.

Teaching staff guarantee: Form teaching teams consisting of on-campus teachers, local enterprise tutors and industry experts. Improve teachers' understanding of local industries and teaching capabilities through school-enterprise mutual employment and local industrial training programs.

Resource guarantee: Seek support from education authorities and enterprises to set up special funds for curriculum reform. Develop local industrial databases, career case libraries and policy resource libraries to support course implementation.

5 Conclusion

The three-dimensional reconstruction and reform of localized career planning courses in Hainan's higher vocational colleges addresses adaptability issues through industry integration, solves insufficient practicality via practical empowerment, and strengthens local identity through cultural immersion. The integrated three-dimensional framework forms a curriculum system fully tailored to Free Trade Port demands. This reform responds to the requirement of integrated vocational education in building Hainan into a strong educational province, enhances students' local employment and entrepreneurship capabilities, and provides stable talent support for Free Trade Port industrial development. Future efforts should further deepen school-enterprise collaboration, improve dynamic adjustment mechanisms, continuously optimize course quality, and help Hainan's higher vocational colleges achieve the core goal of cultivating local talents for local development.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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