

Research on the Collaborative Educational Path between Specialized Courses and Career Planning Education in Higher Vocational Colleges

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Abstract: Specialized courses and career planning education at higher vocational colleges have the same basic goal of education. In fact, the two types of education often operate independently and do not fully improve the students' professional abilities. This paper studies the cooperative education paths of the two parties and presents the results in terms of theoretical logic, curriculum model and support system. Based on the above research, it has been concluded that the two types of education are in harmony in terms of goals, have a foundation of element coupling in content, and exhibit characteristics of symbiosis and mutual embedding in process; thus, together they form the internal structure of collaborative education. Based on the above, an all-encompassing system will be constructed by integrating the goals of curriculum construction, the content of teaching, and all kinds of teaching methods. In addition, the long-term support system is based on the three types of teacher cognition, the development of various resources and different forms of evaluation; thus, it provides a theoretical foundation for higher vocational colleges to promote close coordination among specialisation courses and career planning education.

Keywords: Higher Vocational Colleges, Specialised Courses, Career Planning Education, Collaborative Education, Curriculum Integration

Introduction

Higher vocational college students are at an important juncture in their lives and need to learn all kinds of professional skills while also making career choices and exploring different career options. The goal of special course education is to equip students with relevant professional knowledge and skills; at the same time, career planning education can help students form an idea of their future work and gain self-awareness. In fact, most of the special courses only focus on repetitive training for skills and do not pay much attention to improving students' career cognition and fostering career awareness; also, career planning courses often fail to meet the actual needs of students because they lack specific professional contexts. Separation of these two is not only preventing the full implementation of the educational functions of both types of education but also making it difficult for students to build an all-encompassing system of study and life. Jointly pursuing education for both is a good way to meet the students' demand for all-round development and an unavoidable need of curriculum reform. Given that the two types of education are quite similar, this paper will systematically explore the theoretical basis of cooperation, build an integration model at the curriculum level, and examine long-term support mechanisms to offer a conceptual reference for educational and teaching reform in higher vocational colleges.

1. Theoretical Logic and Internal Mechanism of Collaboration between Specialized Courses and Career Planning Education in Vocational Education

1.1 Value Alignment: The Intrinsic Unity of the Educational Objectives of the Two Types of Education

The aim of specialised course education is to organise knowledge in a particular area of study and develop the relevant technical skills. The aim is to enable students to acquire some professional skills for particular jobs and cultivate all kinds of vocational qualities in their daily lives. Career planning education, on the other hand, seeks to help students form a clear picture of themselves and the world of

work, set goals for their career development, and cultivate skills in career selection and management to establish their own career direction. Although the two seem to take different paths, they both aim to solve the problem of students' vocational education. The first is that professional ability will help students live better; the second is that, through career cognition, students can find purpose in learning and live a meaningful life. The two are in good agreement on the all-around development of the people^[1].

Learning about one's profession is also a way for people to explore different kinds of work and grow as individuals. The sense of achievement and self-efficacy that students gain from overcoming technical difficulties and completing project tasks are direct sources for the formation of a professional identity; thus, skill training can go beyond operational experience and become a process of shaping one's own professional character. At the same time, clear career goals can also motivate students' inner will to learn professionally, and thus, what were once external demands from school have become their own aspirations in life. Both types of education hope to help students go from "campus individuals" to "professional practitioners" smoothly, and their common goal is to promote all-round development of students' professional abilities.

1.2 Element Coupling: An Interaction Between Curriculum Content and Occupational Requirements

Curriculum content refers to the specific content of educational goals, and special courses and career planning education are naturally in line with the elements of content. The knowledge system and skill standards in the special courses directly reflect the main technical requirements and operating modes of certain areas in the industry, and this content provides direct material for students to learn about the professional world and understand job requirements. Typical cases, project tasks and introductions to industry standards in special courses often have abundant material for career education. For example, we can present the trend of technological development to spark the students' interest in careers and motivate them to pursue high-quality jobs with a sense of social responsibility. There is endogeneity among professional knowledge and vocational ability, so at the level of content integration, the two types of education can be combined.

The content of career planning education is also closely related to one's actual job situation. To improve career cognition, one needs to know more about what is actually contained in a particular field; thus, effective career exploration should be based on the experience platform provided by professional practice. Career planning education helps students achieve self-awareness; as a result, their performance and feedback in the process of professional learning serve as an important reference. It also helps students learn about the professional world, and the industry fields covered by special courses are among the most accessible objects of knowledge. The two kinds of courses can be used together to develop a way of career planning based on professional learning, and at the same time, the transmission of professional knowledge will also have richer meaning and support in the context of career development^[2].

1.3 Process Symbiosis: Simultaneous Construction of Knowledge Acquisition and Professional Identity

The formation of students' professional ability is a gradual and cumulative process, and specialisation of course teaching and career planning education have the characteristics of symbiosis and mutual embedding in the dimension of the educational process. The teaching process of special courses is not only about imparting knowledge and training in skills; it is also a type of immersion in which students gradually come into contact with, understand and internalise the specific professional culture. Teachers' own professional attitudes, adherence to technical standards and understanding of industry values in teaching professional knowledge can also indirectly affect students' professional values. With repeated training in skills, project experience and technical application, students gradually come to feel the charm and significance of the profession themselves. The first feeling of self began in school, and now it serves as the foundation for my work life.

Career Planning Education is now in the school's curriculum to help students plan for their future careers. Help students view their current professional studies in light of the long-term development of their careers, so that they can form an understanding and expectation of their professional roles, as well as some skills. The combination of knowledge acquisition and the formation of professional identity has changed the character of professional learning; it is no longer just about mastering skills but also an

active process of exploring professional values and cultivating professional qualities. Interweaving and symbiosis of the two types of education at the process level can motivate people to learn more about their careers and provide a practical basis for career planning. The two together form the foundation of the educational logic in higher vocational colleges^[3].

2. Construction of a Deeply Integrated Model at the Curriculum System Level

2.1 Integrated Design of Curriculum Objectives

The integration of curriculum objectives offers a logical basis for cooperation between the two types of education, and its main purpose is to break the traditional pattern of setting curriculum objectives by keeping the cultivation of professional competence and guidance for career development separate. The curriculum objectives of the specialised courses have long focused mainly on mastering knowledge and developing skills, and attention has not been paid much to students' career cognition and career planning abilities. On the other hand, the goals of career planning education are often set separately and do not align well with the process of professional learning. The first goal of integrated design is to establish, at the level of curriculum standards, a correspondence between the requirements for professional competence and indicators of career development, so that each specialisation course can achieve the function of teaching knowledge and skills, as well as bear the educational responsibility of fostering students' professional identity and career decision-making ability.

Specifically, the incorporation of curriculum objectives should be carried out in the following three ways. The first is to integrate the goals of professional ability with elements of professional character, so that students learn the rules and ethical awareness of a particular technology during the process of learning it. The second is to embed the dimension of career cognition in the knowledge learning objectives to guide students to build an understanding of the corresponding professional field at the same time as they learn knowledge. The third is that the goals of skill training are self-improvement oriented; that is to say, students can explore their own career interests and build career confidence through the process of learning new skills. Based on the general, multi-level and integrated design introduced above, the teaching goals of the special courses will be extended from the original focus on ability cultivation to a joint system of professional development and career planning.

2.2 Infusion-Based Arrangement of Teaching Content

Infusion-based arrangement of teaching content is a specific way to achieve the integration of curriculum objectives, and its essence is to systematically incorporate elements of career planning education into the knowledge system of special courses. The traditional teaching content of specialisation courses is mainly based on the logic of disciplinary knowledge and the sequence of technical skills, with little attention paid to students' needs to learn about the professional world. Infusion-based organisation should integrate career cognition, career exploration and career decision-making in all parts of the special course teaching without damaging the integrity of the knowledge structure of the special course. It is not an external addition but the natural extension of the link between professional knowledge and occupational needs.

The specific ways of arranging the infusion can be divided into three tiers. In the special theoretical course, teachers can introduce the latest trends in the industry and representative job-related cases to enable students to learn theoretical knowledge and understand the real world at the same time. Instructors of special-skills courses can add high-quality requirements for professions, such as job descriptions, operating standards and quality consciousness, to all parts of skill training to help students better understand the professional role of these skills and master the relevant technical skills. Specialised expansion courses can have all sorts of topics related to career development, and instructors can guide students to think about the outcomes of their professional studies in the context of their own lives. Therefore, career planning education will no longer be a separate subject but rather all-encompassing experiences integrated into the lives and studies of the students^[4].

2.3 Coordinated Innovation and Application of Teaching Methods

Joint development and application of teaching methods should be carried out to achieve the general goals and convey relevant knowledge to the students. Most of the old teaching methods for special courses are one-way lectures by the teacher, and students have little chance to practice. Career Planning

Education is based on experience, reflection and exploration; thus, its teaching method can be applied to create special classrooms. At the foundation of coordinated innovation is the combination of the methodological strengths of the two types of curricula to build a new teaching model that can effectively transmit professional knowledge and motivate students to think actively and explore independently.

Project-based learning can give students all the chances to achieve their goals, gather materials, solve problems and learn through all kinds of practical work, and in doing so, gain some experience of working in a career. Situational simulations can be used in class to create an authentic professional environment for students, have them experience how to apply professional knowledge in simulated professional situations, and determine whether they are suitable for their abilities and interests. Organising collaborative group learning can help develop students' professional communication skills and also provide a reference system for them to learn from others and understand themselves better. The combined application of these teaching methods can make the special classroom a good place for students to learn about the professional world and form their professional identity; thus, it provides solid operational support for the integration of the two types of education at the teaching level^[5].

3. Exploration of Long-term Collaborative Education Models in the Support System

3.1 Cognitive Integration and Competence Interconnection of the Teaching Staff

Teachers are the first link in the implementation chain of cooperative learning, and their own educational ideas and ability systems will determine the extent of its application. Specialised course teachers have had long been deeply engaged in certain technical areas and possess relatively deep knowledge systems in professional fields, but they often lack an organised understanding of the concepts and methods of career planning education. Although career planning teachers have professional knowledge in career guidance, they may not be well-versed in specific fields of work and therefore find it difficult to connect the content of their guidance with students' actual situations in learning about work. The two main problems to be addressed in the development of collaborative education are cognitive disconnections and competence gaps.

Cognitive integration aims to have teachers of different subjects go beyond their own disciplinary boundaries and build an all-encompassing view of students' development. Specialized course teachers need to know that leading career cognition and supporting career choices are not additional teaching tasks but rather the educational functions that professional education should bear inherently. Career planning teachers should take part in special classes and training courses to learn about students' learning traits and development needs in actual teaching. Competence interconnection refers to the cross-transfer of teaching competencies; specialized course teachers learn some basic methods for career guidance, can sensitively find entry points for career education in special courses, and at the same time, career planning teachers are gradually gaining some basic knowledge about related professional fields and can provide more accurate career guidance based on this foundation. The two-way convergence at the level of cognition and ability provides the foundation for integrating the two types of education in daily life in terms of human resources^[6].

3.2 Multidimensional Integration and Development of Teaching Resources

Teaching materials are a type of resource that can help to achieve the goal of collaborative education and affect its effectiveness and sustainability. Under the old model, teaching materials for special courses and those for career planning education have been developed separately; specialised training facilities, course textbooks and case libraries are mainly used to support the teaching of professional skills, and career assessment tools, career information databases and career activity materials meet the demands of career guidance. Due to the division of these two types of resources, it is difficult for students to build a continuous link between their vocational studies and career exploration, and thus the goal of integrated education cannot be achieved.

The first purpose of multidimensional integration is to remove obstacles to resource sharing and build a common resource base that can support the achievement of the two goals of education. Specialised training rooms are for training skills, but they can also be places for career experience; by introducing real workflow processes and standard requirements from actual workplaces, they help students get an early feel for their future roles in vocational education. In the construction of the school-based teaching resource repository, special cases and career materials should be added, typical

work tasks related to corresponding career development paths should be presented, and by accessing these special resources, students can learn about their future careers naturally. With the addition of industry and enterprise resources, more flexible cooperation models need to be established to integrate activities such as enterprise visits and job internships with the teaching schedule of special courses, and it must be ensured that external resources are used in line with the basic purpose of education. All of the above will help support the joint education activities outside of school.

3.3 Various Transformations and Guiding Functions of the Evaluation System

The evaluation system has offered some suggestions for teaching, and if we wish to promote the continuous development of collaborative education, we need to revise the evaluation system accordingly. The old way of assessing students focuses on how well they have learned the professional knowledge and how skilled they are in operating skills; it does not pay much attention to cultivating students' career cognition and improving their career planning ability. A one-way mode of assessment has had the effect of making both teachers and students focus only on learning observable abilities and pay less attention to cultivating professional qualities and career awareness. If collaborative education is to be fully realised, then the forms of organisation for assessment at the school level should also be diversified and varied.

The main content of the diversified transformation is to add career development indicators to the general framework of student evaluation. In addition to the original skill test, observations and assessments of the understanding of professional norms and the perception of job roles will also be conducted for special courses. Formative assessment can better show the changes in students' career cognition at different times during professional learning, and its contents can include classroom behaviour, participation in projects, self-assessment, etc. Application of the evaluation results should also be given a guiding function; that is to say, it should be used to improve students' grades and continually refine teaching methods. Teachers can find out about the shortcomings in students' career cognition from the evaluation results and adjust their teaching content and methods; when students are aware of their own growth and deficiencies in professional qualities through evaluation feedback, they can be more proactive in revising and planning. A good system of assessment that is both diagnostic and formative can help to advance the continuous improvement of collaborative teaching in schools.

Conclusion

This paper will present the theoretical logic, curriculum model and support system of the collaborative educational path for special courses and career planning education in higher vocational colleges. Based on the above analysis, the two types of education are in harmony at the objective level and work together to promote the all-round development of students' professional abilities; there is a foundation of element coupling at the content level, and an interactive relationship is formed between professional knowledge and occupational demands; finally, there is symbiosis and mutual embedding at the process level, jointly building knowledge acquisition and professional identity during the course of education. The above are the internal factors that promote the joint development of the two types of education. Based on this, the deep integration at the curriculum level should focus on the following three directions: integrated design of curriculum objectives, infusion-based organisation of teaching content, and coordinated innovation and application of teaching methods; thus, special classrooms need to be transformed into important places for students to explore the professional world and build their professional identities.

The continuous progress of collaborative education needs to be organised and supported at all times. Cognitive integration and competence interconnection of the teaching staff provide the human resources for daily integration; multi-dimensional integration and development of teaching resources offer the material basis for the collaborative concept, and various transformations in the evaluation system provide institutional support for integration activities. In the future, many more specific directions for research will be available, such as applying collaborative models in all aspects of life, following up on the effects of collaborative education, integrating resources through information technology, and so on; we will continue to study this area in depth.

Fund Projects

Key Project of the 14th Five-Year Plan for Educational Science in Heilongjiang Province,

"Research on the Integration Path of Career Planning Education and Professional Course Education in Higher Vocational Colleges from the Perspective of 'Mass Entrepreneurship and Innovation'", Project No.: ZJB1424174

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