

Analysis of the Collaborative Training Model for Labor Education and Professional Competence of New Era College Students

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Abstract: In the context of the new era, the separation of labor education and vocational quality cultivation in universities hinders the effectiveness of education. Based on the internal logic and compatibility of the collaborative cultivation of the two, starting from the theoretical basis, this paper establishes systematic, practical, and individualized cultivation principles, sets phased training goals, builds a cultivation system that integrates content, implementation, and guarantee, innovates a collaborative mechanism of multiple entities' linkage, process-based assessment and evaluation, and long-term operation guarantee, providing theoretical support and practical paths for universities to construct a collaborative cultivation model, improve the quality of talent cultivation, and enhance the vocational adaptability of college students.

Keywords: New Era College Students; Labor Education; Vocational Quality; Collaborative Cultivation; Training Model

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1. Introduction

Labor education in the new era occupies a key position in university talent cultivation. Vocational quality is the core ability that college students can adapt to career development. The collaborative cultivation of these two is an inevitable requirement for the implementation of the fundamental task of cultivating virtue and fostering talents in new era higher education, and it is also a key method to improve the employment competitiveness of college students and meet the social demand for talents. Currently, labor education and vocational quality cultivation in universities are mostly in a separated state, lacking systematic integration design, and it is difficult to form a cultivation synergy. This paper, based on the requirements of the development of higher education in the new era, analyzes the internal logic of collaborative cultivation of the two, explores scientific cultivation principles, systems, and mechanisms, and hopes to construct a collaborative cultivation model suitable for the growth and career development of college students, providing theoretical references and

practical ideas for universities to improve the education system and enhance the quality of talent cultivation.

2. The Theoretical Foundation of Integrated Cultivation of Labor Education and Professional Competence

2.1. The Core Connotation and Era Value of Labor Education

In the context of the new era, labor education in universities has transcended the traditional scope of physical labor. It has become a comprehensive educational form that integrates ideological guidance, skill cultivation, and value formation. Its core essence lies in guiding college students to establish correct labor concepts, enabling them to master labor skills, and cultivating labor spirit, as well as fostering a series of labor qualities such as thrift, striving, innovation, and dedication. Its era value is manifested in three aspects. Firstly, it is a key carrier for implementing the fundamental task of fostering virtue, helping college students shape a sound personality and correct worldviews, outlooks on life, and values. Secondly, it conforms to the inherent requirements of the reform of higher education talent cultivation, promoting the deep integration of talent cultivation with social development needs. Thirdly, it is a crucial path for enhancing the comprehensive quality of college students, laying the ideological and ability foundation for them to enter the workplace and adapt to career development, and it is also an inevitable choice for cultivating new era individuals who take on the responsibility of national rejuvenation ^[1].

2.2. Components and Training Requirements of Professional Competence

In the career development process of college students, their professional abilities occupy a core and crucial foundational position. It mainly consists of three core aspects: professional cognition, professional ability, and professional character. Professional cognition refers to the rational judgment of the professional field, the requirements proposed by the major, and the actual situation of career development. Professional competence encompasses the specialized skills and general skills required when engaging in professional-related activities. Professional character, on the other hand, refers to the moral and behavioral qualities such as a sense of responsibility, dedication, and collaboration ability demonstrated in professional activities. Cultivating college students' professional competence should be both systematic and targeted. It is necessary to take the characteristics of the major as the starting point, closely combine with the actual needs of industry positions, and build a training system that conforms to career development. At the same time, it is also important to attach importance to the unity of knowledge and practice, integrate the cultivation of abilities into daily learning and practical activities, and highlight the key point of continuity, making it run through the entire process of university talent cultivation. Achieve a smooth transition of capabilities from campus to the workplace without any hindrance in between.

2.3. The Internal Logic and Compatibility of the Synergistic Cultivation of the Two

What this article intends to convey is that the synergy between labor education and professional quality cultivation is not simply a matter of adding the two together. In fact, it is the result of a deep integration based on educational goals and the training process. The internal logic of this integration is reflected in several aspects, such as ensuring consistency, complementing each other in content, and having similarities in the process. Both labor education and vocational quality cultivation take the cultivation of high-quality applied talents with all-round development as their core goal, which is in line with the fundamental requirements of higher education in the new era. Labor education can cultivate students' labor spirit and practical ability, which lays the ideological and ability foundation for vocational quality, and vocational quality has a clear career orientation. It can point out the direction for labor education, provide practical guidance and standards for training. In this way, in terms of content, they form a complementary and cooperative relationship. The compatibility between labor education and vocational quality cultivation mainly lies in the high degree of unity of their practical attributes. The practical process of labor education is actually a key carrier for vocational quality cultivation. The demand for cultivating professional qualities can also drive labor education to develop in a more precise and professional direction.

Labor education and professional quality cultivation complement each other. They move in the same direction and jointly achieve an educational cycle from quality cultivation to professional adaptation ^[2].

3. Principles and Objectives of Integrated Labor Education and Professional Competence Training

3.1. Core Guiding Principles for Integrated Training

In the era of new development, the integrated training of labor education and professional competence for college students should be based on the fundamental task of fostering virtue and cultivating talents. It should follow the core guiding principle of integrating systematicness, practicality and personalization. The systematicness principle requires integrating labor education and vocational ability cultivation into the entire process of college student talent cultivation, breaking down the barriers between disciplines, courses and practical links, and achieving an overall design of the cultivation content, implementation path and evaluation system And enable them to be coordinated and advanced to build a comprehensive and multi-level education system. It is necessary to ensure that labor education and vocational ability cultivation can be reflected in all stages of college student talent cultivation. Disciplines, courses and practical links should not be isolated from each other, but should form an organic whole. Only in this way can all-round developed college students be cultivated.

The principle of practicality focuses on the essential characteristics of labor and occupation, taking practice as the core carrier. It enables college students to exercise their labor skills and cultivate professional character in real labor scenarios and simulated occupation situations, so that theoretical knowledge and practical ability can be enhanced simultaneously. Given the differences in abilities among college students, it is necessary to take into account both common training and individual development, precisely match the training needs of students from different majors and at different stages, ensure that comprehensive training is targeted and effective, and help students form labor and professional abilities that are in line with their own development. In other words, it is necessary to take into account the different situations of each student Designing practical activities suitable for them cannot be generalized. Only in this way can each student grow and improve through practice.

3.2. Overall Goal Setting for Integrated Training

In light of the demand for high-quality applied talents in the new era and the positioning of college students' talent cultivation, labor education and professional ability training should be integrated. The overall goal is to cultivate college students of the new era, who should not only have excellent labor skills but also solid professional abilities. Through the deep integration of the two, college students can establish correct views on labor, profession, and values, abandon utilitarian labor cognition and impetuous career mentality, and cultivate professional spirit such as dedication, striving for excellence, and willingness to contribute. College students should master solid labor skills, professional general abilities, and professional position abilities, form standardized professional behavioral habits and efficient professional thinking patterns, have comprehensive qualities for career development, and ultimately achieve the coordinated improvement of college students' labor ability and professional ability, making them become comprehensive talents who can practice, be diligent in labor, adapt to career development, and meet social needs, laying a solid foundation for their future career development ^[3].

3.3. Phased Goals for Collaborative Training

Based on the growth pattern of college students and the characteristics of the preparatory stage for career development, collaborative training should set phased goals to achieve a gradual and in-depth training effect. In the lower grades of university, the cultivation of basic qualities should be the core, with a focus on conducting labor cognition education and career enlightenment education to help students understand the value of labor in the era, clarify the basic connotation of

professional qualities, cultivate basic labor habits and professional etiquette, and build a preliminary understanding of labor and career. In the middle grades of university, the key is to enhance abilities, combined with professional learning, carry out professional labor practice and vocational ability training, integrate labor skills cultivation and professional skills learning, hone professional-related labor abilities, improve vocational general abilities and professional basic qualities, form a preliminary career planning awareness, and in the higher grades of university, with a focus on comprehensive application and job adaptation, based on employment and career development needs, carry out practical activities such as on-the-job labor and vocational training, strengthen vocational job abilities and comprehensive application of labor skills, improve the vocational quality system, and enable students to have direct labor and career comprehensive abilities that can directly interface with job positions.

4. Integrated Training of Labor Education and Professional Competence

4.1. Design of the Content System for Integrated Training

The content system for contemporary college students' comprehensive cultivation of labor education and vocational abilities should be systematically and comprehensively designed on the basis of the intrinsic fit between labor education and vocational abilities. Currently, the educational content is fragmented. To break through this limitation, the content of labor education should be combined with vocational ability elements such as vocational cognition, vocational skills, and vocational responsibility. This encompasses various dimensions such as basic labor cognition, professional labor practice, and professional labor experience. Combining the content of labor education with the elements of professional capabilities can enhance the integration and shaping of labor concepts and professional awareness. Labor education can be used as a carrier to cultivate professional capabilities, and the spirit of labor, the spirit of striving, and the spirit of craftsmanship can be integrated into the process of cultivating professional ethics, professional capabilities, and professional behaviors. The design of the content system should follow the cognitive laws and career development laws of college students, allowing the content of labor education and the content of vocational ability cultivation to interpenetrate and form an organic connection. This can ensure that labor education and vocational ability cultivation form a collaborative educational force at the content level, laying a solid content foundation for the implementation of the collaborative training model^[4].

4.2. Construction of the Implementation Path for Integrated Training

The implementation path for the integrated training of labor education and professional competence needs to establish a multi-dimensional and three-dimensional implementation system, breaking through the barriers between theoretical teaching and practical teaching, and achieving effective linkage between on-campus training and off-campus practice. In the on-campus aspect, the integrated training content should be integrated into general education, professional education, and practical teaching systems. Through classroom teaching, the foundation of labor theory and professional competence should be consolidated. Immersive cultivation should be carried out through scenarios such as on-campus practical training and campus labor practice, strengthening the transformation from theory to practice. In the off-campus aspect, it is necessary to further promote school-enterprise cooperation and school-town linkage, build off-campus labor practice bases and vocational experience platforms, allowing college students to participate in labor practice in real occupational scenarios, and exercising professional skills and professional competence. At the same time, an online and offline integrated training platform should be established, using digital means to enrich the training forms and expand the coverage and actual effect of the collaborative training, ensuring that the implementation path is scientific, operable, and sustainable^[5].

4.3. Construction of the Guarantee System for Integrated Training

A complete and multi-level guarantee mechanism is crucial for the long-term effective operation of the labor education and professional competence integrated training model. It needs to be constructed from three core aspects: system, resources, and teams. In the system guarantee aspect, special management systems and implementation rules for integrated training

should be formulated, clearly defining the responsibilities and divisions of labor of each entity, establishing a complete assessment and evaluation system and incentive mechanism for integrated training, providing institutional support for the integrated training. In the resource guarantee aspect, increased investment in funds is needed, improving the hardware facilities such as venues and equipment for on-campus labor practice and professional competence training, integrating high-quality resources from schools and enterprises and townships, and building a resource-sharing platform to provide material support for the integrated training. In the team guarantee aspect, a team of dedicated and part-time teachers combined with strong professional competence should be formed, strengthening the training of teachers' labor education and professional competence cultivation capabilities, and attracting professional talents from enterprises to serve as off-campus instructors, improving the overall educational capacity of the teaching team, and providing a solid talent guarantee for the implementation of the integrated training model ^[6].

5. Mechanism Innovation for the Synergistic Cultivation of Labor Education and Professional Competence

5.1. Multi-party Collaborative Interaction Mechanism

It is necessary to establish a collaborative and interactive mechanism involving universities, enterprises, society and families. This mechanism is the key support for making labor education and vocational ability cultivation truly feasible. As the main body of education, universities should take on core responsibilities such as curriculum design, theoretical teaching and process coordination. Doing so can cultivate students' understanding of labor and their basic professional qualities. Enterprises should fully leverage the advantages of practical education, provide students with real professional scenarios and platforms for labor practice, and integrate industry standards and professional norms into practical teaching. Society should build diversified carriers for labor practice and professional experience, and create a favorable atmosphere that respects labor and values professional qualities. Families should strengthen their guidance on students' labor education, cultivate their labor habits and professional values. The four parties of universities, enterprises, society and families have jointly formed a shared educational community with the same goals, clear responsibilities and smooth interaction, breaking down the barriers among various training subjects and achieving the effect of organic integration and efficient utilization of educational resources ^[7].

5.2. Process-based Assessment and Evaluation Mechanism

For the synergistic cultivation of labor education and professional competence, a scientific process-based assessment and evaluation mechanism should be established. Abandon the single result-oriented evaluation model and achieve comprehensive, dynamic, and developmental evaluation characteristics. The assessment and evaluation should cover the entire process of training, including classroom learning, practical operation, career experience, and daily performance, and comprehensively consider students' labor ability, labor attitude, professional cognition, and professional behavior. The evaluation index system closely revolves around the goals of the synergistic cultivation of labor education and professional competence, taking into account the basic characteristics of labor competence and the professional characteristics of professional competence, and detailing quantifiable and observable evaluation standards. The evaluation method uses a comprehensive evaluation involving multiple parties, combining teacher evaluation, enterprise mentor evaluation, peer evaluation, and self-evaluation, ensuring objective and fair evaluation results. At the same time, strengthen the feedback and application of evaluation results, relying on evaluation to promote learning and improving, and promoting the continuous improvement of students' labor competence and professional competence ^[8].

5.3. Long-term Operation Guarantee Mechanism

The long-term operation guarantee mechanism plays a crucial role in the continuous effectiveness of the labor education and professional competence synergistic cultivation model. It should be constructed from three aspects: systems, resources,

and teachers. In terms of systems, improve the management system and implementation details for the synergistic cultivation, clearly define the implementation requirements and guarantee measures for each link, incorporate the synergistic cultivation into the overall planning of university talent cultivation, thereby forming rigid institutional constraints. In terms of resources, increase investment in funds, build on-campus labor education and professional competence training bases, integrate practical resources from enterprises and social institutions, and ensure the hardware needs in the training process. In terms of teachers, create a composite teaching team combining full-time and part-time staff, strengthen the training of teachers' labor education and career guidance capabilities, and hire senior practitioners from enterprises as off-campus mentors, enhancing the overall educational capacity of the teaching staff, providing solid institutional support, resource guarantee, and teacher support for the long-term operation of the synergistic cultivation model.

6. Conclusion

This study conducts a systematic research on the collaborative cultivation of labor education and vocational qualities for college students in the new era, clarifying the theoretical basis for their collaboration, establishing the cultivation principles and phased goals, constructing a cultivation system that integrates content, implementation, and guarantee, and innovating the operational mechanism of multi-party collaboration, process evaluation, and long-term guarantee. The research proves that the collaborative cultivation of these two aspects has inherent compatibility and practical feasibility. The proposed model provides ideas for optimizing the educational system in colleges and universities. In the future, the model needs to be dynamically improved in accordance with industry development and student needs to promote the implementation and effectiveness of collaborative cultivation, and to effectively enhance the comprehensive quality and vocational adaptability of college students.

Disclosure statement

The author declares no conflict of interest.

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