

Research Article

An Optimization Model of Applied Career Planning for Innovative and Entrepreneurial Talents Based on Credible Neural Networks

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The best career goals are determined in accordance with their own careers by thoroughly analyzing and weighing their own interests, hobbies, abilities, and characteristics in light of their own career's subjective and objective conditions, as well as by measuring, analyzing, and summarizing those conditions. To accomplish this, we follow the trend and develop sensible plans. This study investigates career planning and the development of creative and business-minded skills using well-respected neural network technology. According to the research, the neural network technique in this study has the highest accuracy of the three ways. The maximum accuracy rate can reach 78.3%, according to the trend in the figure. Data mining is next with the highest accuracy rate at 62.9%, and big data is last with the highest accuracy rate at just 46.7%. As can be seen, this approach is more suited for evaluating the correctness of theoretical knowledge. Shaanxi can optimize the benefits of higher education and improve students' understanding of career planning and social competitiveness by incorporating the concept of career management into the practice of developing applied abilities.

1. Introduction

The career planning, innovation, and entrepreneurship education of college students have an impact on not only their individual development but also the future growth of the national economy and society. To continually raise the bar of career planning instruction for college students against the backdrop of innovation and entrepreneurial education, it is necessary for the government's collaboration, support, and efforts, as well as those of institutions and graduates. During school, college students take part in social practice by participating in innovative and entrepreneurial training programs and other activities and pursue the unity of practice and cognition, helping students to plan their careers in time and accurately, improve their professional cognitive ability and self-evaluation ability, fully understand their own personality characteristics and quality advantages, realize days and nights in Wuhan's job suitability, and maximize their own potential and characteristics [1]. Therefore, from the perspective of university students, this

paper studies the career planning of university students and the cultivation of innovative and entrepreneurial talents. Career planning is not simply looking for a job. Its original intention is that students can fully understand and grasp themselves and combine their own characteristics and professional expertise to achieve their own life goals through planning and design to form a complete and systematic career blueprint. Career planning is an important content of employment guidance in the institution of higher learning. It is an important tool to help students in higher vocational colleges to clarify their career development direction and scientifically plan their career development path. Higher vocational colleges and students are placing more significance on career planning as a result of the constant rise in employment pressure and the constant improvement of students' employment awareness [2]. Higher vocational colleges currently face a number of issues, including weak student foundations, teachers who lack an innovative mindset, and a lack of an innovative environment on campus. One of the key problems that all higher vocational

colleges need to address is how to create an innovative talent training system that is three-dimensional and comprehensive. To explore career planning for university students and the development of innovative and entrepreneurial talents, it is important to establish the educational concept of developing students' potential and placing a priority on their sustainable development. This is because innovation and entrepreneurship training programmes are being implemented in institutions of higher learning.

An essential supporter of the western region's economic growth is Shaanxi Province. Building new, application-focused undergraduate institutions in the area will be a crucial strategic move in the growth of the local economy. This essay investigates the development of inventive and entrepreneurial skills through career planning and the newly constructed applied technology type in Shaanxi Province. Under the guidance of the scientific outlook on development, with employment as the guide, with ability training as the core, with postneeds and professional standards as the basis, and with the objective of cultivating students' comprehensive professional ability, it solves the problems such as the disconnection between the professional curriculum system, teaching contents, and the actual needs of enterprises and employment posts. According to the curriculum development idea of combining work and learning, we build a professional curriculum system [3, 4]. Application-oriented skills training's objectives are to help students to discover a career that meets their personal development goals based on career planning, to establish the best fit between a person and a career, and to maximize the worth of each individual. The employment programmes set up by the government serve as a reliable source for the introduction of applied technical talents. Skilled skills are "revitalized" as the primary method for improving the mechanical and electrical construction ability. Engineering and education working together are adequate to address the mechanical and electrical talent gap. The reform and construction courses are viewed as the vital link in enhancing the caliber of ongoing education and teaching of mechanical and electrical talents, actively fostering the education of mechanical and electrical talents, enhancing the mechanical and electrical employment system, and enhancing the overall bearing capacity of various types of enterprises.

Career planning is an important part of university students' career development and employment guidance. It is an important tool to help university students establish their career development direction and scientifically plan their careers. Facing the increasingly severe employment form, the employment of university students is more and more concerned and valued by society, schools, and university students. To fully implement the innovation education of university students, all stakeholders must work together, from department leaders to teaching faculty and from administrative departments to student groups. This requires unifying thinking, scientifically planning the cultivation of students' innovative ability from the university's long-term development strategy, and requiring full cooperation from all parties. University students should establish their own career goals and carry out scientific career planning, which is obviously of great importance for

cultivating university students' professional awareness, improving their professional ability, enhancing their professional concept, and promoting their employment [5]. Establish a leading group of innovation and creation activities composed of scientific research, educational affairs, academic management, Youth League Committee and departments, set up innovative scientific research topics for students, arrange guidance teachers, set up innovative ability training courses, hold innovation and entrepreneurship competitions, prepare for the establishment of professional innovation associations, and carry out innovative and creative community activities, so as to constantly broaden the innovative vision of students. Therefore, according to their professional interests, university students can transform their career goals into a practical action plan, which is conducive to the realization of their career goals.

By carrying out career planning education courses, higher vocational colleges are not only conducive to the personal career development of university students but also conducive to the realization of the purpose of running a school [6]. Career planning and design can be taken as the entry point of Shaanxi applied talents' training mode, and the concept of career management can be infiltrated into the practice of Shaanxi applied talents training, so as to maximize the potential of higher education and enhance students' career planning awareness and social competitiveness. The innovation of this study is as follows. (1) This study analyzes the ability of career development based on credible neural network technology. The theoretical research and practice of talent training mode first appeared in general education. Subsequently, vocational education in the form of schools adopted this traditional training model in the early stages of development. With the progress of industry and the improvement of workers in social production, vocational education urgently needs to change the traditional form of talent training. A large number of educational concepts and theories with the characteristics of vocational education have emerged, including teaching methods and training models related to social work. (2) The organizational chart for the Shaanxi applied technology innovation capability training of professional staff is built. There have been significant advancements made in the fields of professional reform, the development of talent innovation consciousness, the creation of innovative works, and the skills and awards received in innovation competitions. Unlike the university's learning planning, career planning is apart from it. While career planning is a design that goes throughout a person's life and varies as time and environment change, academic planning is exclusively for the planning and design of the academic stage.

2. Related Work

Lack of career planning awareness and lack of understanding of college career planning are a common phenomenon among university students. Economic globalization brings opportunities to China's machinery industry, but it also increases challenges. Society urgently needs high-quality innovative talents. Therefore, this study puts forward some scholars' research on related content.

2.1. Research on Career Planning and Cultivation of Innovative and Entrepreneurial Talents. Hua et al. show that institution of higher learning shoulders the responsibility of cultivating talents and implementing double-innovation education, which is an important platform and turning point to complete the reform of college career planning and innovative and entrepreneurial talent training mode and realize the personal value and all-round development of university students [7]. According to Bai et al., education in innovation and entrepreneurship is primarily a form of practical education. Many institutions of higher education merely react inertly to the career planning course, fail to recognize the importance of innovation and entrepreneurship education as a key component of the talent training mode at their institutions, and do not actually incorporate it into the talent training mode in practice [8]. Wang et al. show that, due to the limitations of knowledge and experience, university students have some misunderstandings about social and career development, lack of perfect self-concept, and do not know how to plan their careers and cultivate innovative and entrepreneurial talents, which leads to 50% students' ignorance of career planning and scientific and reasonable career planning and innovative and entrepreneurial talents cultivation [9]. Zhang and Han think that the comprehensive quality of contemporary university students is low and there is no career plan, which needs to be further improved. The objective factors include the misleading of public opinion, the inadequate guidance of government policies, the influence of traditional family education ideas, the lack of career planning, and the dislocation between higher education personnel training and social needs [10]. According to Chen et al., all professors and students, as well as college administrators, must understand and value innovation and entrepreneurship education if a successful innovation and entrepreneurship education system is to be built in a higher education institution. Students can only voluntarily pay attention to their own career planning and the value of cultivating innovative and entrepreneurial talents by being truly made to make college teachers and students understand the value and significance of innovation and entrepreneurship education from a deep level, in teaching practice [11]. Yan et al. show that the lack of career planning and talent training in institution of higher learning is the direct cause of employment difficulties; especially, since the enrollment expansion of the institution of higher learning, the employment situation has become more and more severe. Whether the employment problem of university students can be effectively solved directly affects the stable development of China's higher education in the future and even the stability and harmony of Chinese society [12]. Qin et al. show that college students' career planning education helps college students to correctly understand and analyze themselves, understand their career needs from various angles, cultivate their ability of independent planning and entrepreneurship, and guide college students to realize their career, establish their career development goals, choose their job roles, and choose specialized courses that are in line with the most reasonable development path [13]. Wang show that career planning plays an important role in

mechanical university students, and the quality of career planning will definitely affect their whole life course. Success and failure, in fact, are the realization of the set goals, and the main factor that determines success or failure is the goals [14]. Frank et al. think that career education and the cultivation of innovative and entrepreneurial talents are not comprehensive and systematic. Only a few employment guidance courses are held at graduation, which cannot meet the needs of students' career development and the cultivation of innovative and entrepreneurial talents, and provide comprehensive guidance. Without really solving the fundamental problems in students' career development, they can only treat the symptoms rather than cure the root cause and even less treat both the symptoms and root causes [15]. Engel et al. show that "focusing on the development of students" should promote the development of career planning and the cultivation of innovative and entrepreneurial talents through the combination of all-round development and development of individuality, scientific spirit and humanistic spirit, theory and production practice, doing and being human, inheritance, and innovation, and developing intellectual and nonintellectual factors [16].

2.2. Methods and Contents of This Study. In accordance with the principle of fusing theory and practice, this paper begins by reading, gathering, and analyzing pertinent literature and materials. It then uses a combination of field investigation and data research, analysis and induction, theory, and practice to come to the proper conclusions and viewpoints. It mostly uses research techniques such as observation and analysis, literature searches, comparative studies, and other types of theoretical and empirical study. In order to address the present issues with career planning and the development of inventive and entrepreneurial abilities, this study focuses primarily on how to strengthen these processes.

In response to the pressure on employment that university students are experiencing, it offers suggestions and ideas from the perspective of college education and training and develops innovative talent training methods to improve students' employment ability to reform the college talent training mode so that university students can complete their education and training during their time in school. It also continuously improves the employment ability to adapt to the current challenging employment environment. We will create a setting where university students may experience innovation and entrepreneurship with the aid of technology, support them vehemently as they put their theoretical understanding of the subjects into practice, and give talent assurance for the development of a creative nation. We will boost graduate employment while providing comprehensive career planning instruction. Therefore, in light of the dire employment situation, it is especially crucial to use application technology to set career goals, achieve career planning, and successfully employ innovative and entrepreneurial talents. It is also crucial to figure out how to further strengthen university students' career planning education, improve their employment competitiveness, and encourage the corresponding employment of students.

3. Research Method

3.1. The Necessity of Career Planning Education and the Cultivation of Innovative and Entrepreneurial Talents. The career planning and design of higher vocational students should start from the entrance and run through the whole process of the whole college stage. Due to the complicated source of higher vocational students and poor psychological quality, after entering the university campus, many students no longer have the pressure of the college entrance examination, so they can fully relax themselves and begin to enjoy college life [17]. The orientation of talent training in higher vocational education comes from two aspects: one is the orientation of ability and the other is the orientation of training activities. The orientation of students' ability is based on the needs of career development and is determined based on the social work environment and humanism. Although in recent years, some newly built local undergraduate institutions of higher learning have also taken the banner of cultivating application-oriented talents, they still follow the development path of cultivating academic talents. Therefore, for the university of applied technology, it should change its ideas and concepts from the source in the specific mode of talent training, update its educational concepts, and scientifically understand and accurately grasp the essence and laws of the training of applied talents. The orientation of talent training activities is to realize the ability of career development, including training objectives, training contents, training process, and evaluation process. University students can conduct accurate professional analysis by using the methods and tools of scientific cognition to gain a thorough understanding of their professional interests, temperament, personality, ability, and other traits. They can also understand their advantages and strengths as well as their weaknesses. As indicated in Figure 1, professional ability, method ability, and social ability are among the skills needed for career advancement.

The theoretical research and practice of talent training mode first appeared in general education, and then, this traditional training mode was used in the initial stage of school-based vocational education. With the improvement of industrial progress and social production's requirements for workers, vocational education urgently needs to change the traditional talent training form, and a large number of educational thoughts and theories with vocational education characteristics have emerged as the times require, including teaching methods and training modes related to social work [18]. When evaluating the overall proportion of simple random sampling, the sample size is used to calculate the predicted main findings for various scale data, as well as the comparison results for various scale data. Use the general formula:

$$n = \frac{Nt^2p}{\Delta_p^2N + t^2p}. \quad (1)$$

Formula (1) is calculated according to the requirement that the absolute error of sampling should not exceed 5% with 95% confidence; that is, the sample size should be as follows:

$$n = \frac{Nt^2p(1-p)}{\Delta_p^2N + t^2p(1-p)}. \quad (2)$$

Then, the coefficient for the sample set is defined as follows:

$$\text{Gini} = 1 - \sum p_A^2. \quad (3)$$

Among them, the smaller Gini is, the higher the purity of the subset produced by branching.

Then, the Gini coefficient based on this division is as follows:

$$\text{Gini} = \frac{C_1}{C} \times \text{Gini}. \quad (4)$$

The process will culminate in the construction of a finite ordered subtree sequence with diminishing node numbers. Its measurement is written as follows:

$$Ra = Ra(M) + a, \quad (5)$$

where M is the number of leaf nodes of the tree, a is the complexity parameter, and $Ra(M)$ is understood as the composite cost of the sum of the weighted misclassification rate of the tree and the penalty value of complexity.

The establishment of talent training objectives not only is of directional significance to the talent training of a school and a major but also serves as a connecting link to a certain extent. From the above, it must reflect the overall development direction specified in the national education policy, and at the same time, it must meet the fundamental requirements for personnel training in the educational objectives [19]. They possess not only a good theoretical basis but also a wide range of professional knowledge, strong practical skills, high levels of thoroughness, and the capacity to apply and convert scientific and technological information. The university of applied technology should simultaneously abandon the conventional method of talent development, scientifically assess the level of its own talent development, reform the training curriculum, experiment with new training approaches, and ultimately cultivate high-caliber, application-focused talents. Adjust the career planning correctly during the implementation phase in response to changes in the real world to keep it relevant. Develop their ideal job over time by focusing on social needs and professional training goals before deciding on the goals that are best for their own development.

Setting realistic and doable professional goals is essential to creating career planning since it controls career development behaviour and outcomes. The purpose of talent development is the concretization of educational goals, and the curriculum and teaching goals are the concretizations of the methods used to achieve the training goals. As a result, it is crucial in tying the previous and subsequent together. Different schools have different talent training tasks. Therefore, the formulation of talent training objectives should not only be based on certain social and economic development and political and cultural background but also consider the level and position of each type of school. At

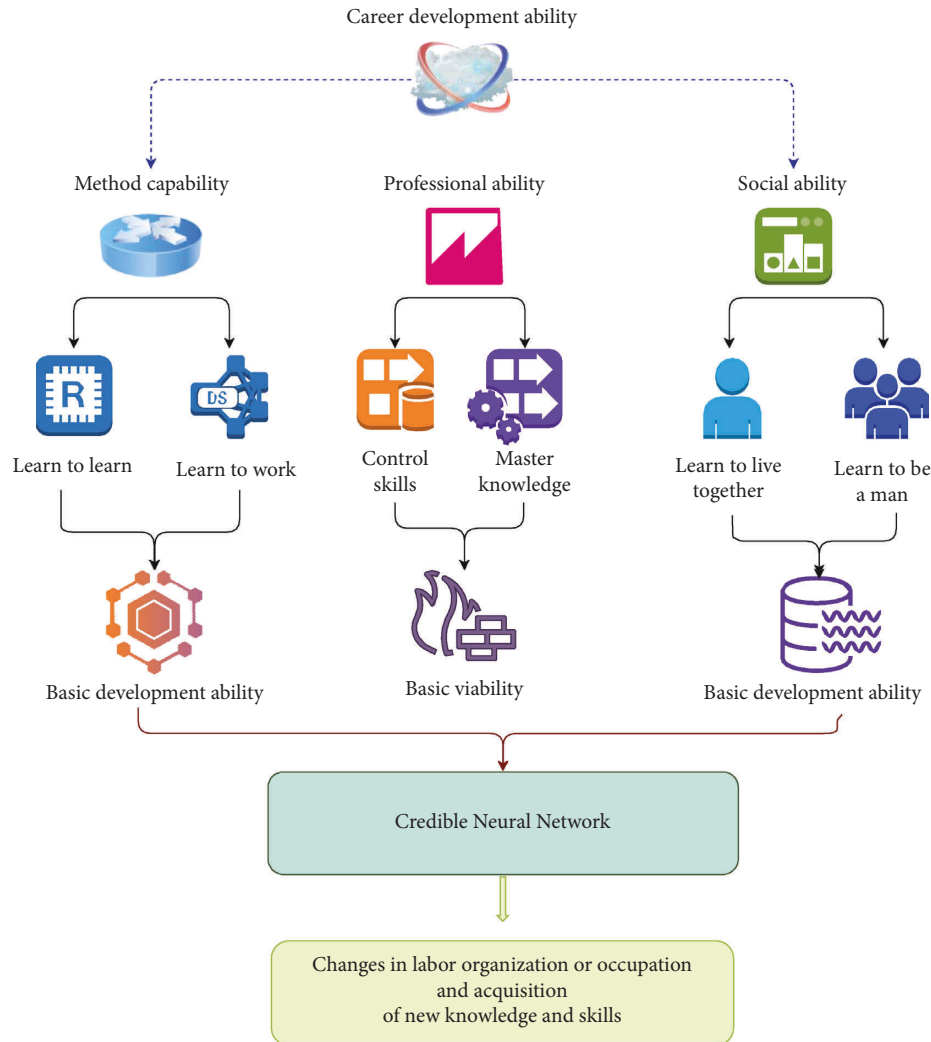


FIGURE 1: Career development ability.

present, the employment situation is increasingly grim. In order to achieve full employment and stand out in the competitive society, higher vocational students must improve their employment ability [20]. The acquisition of students' ability needs a reasonable talent training mode. Based on the perspective of students' career development and credible neural network, the rational positioning of talent training objectives, training content, training process, and evaluation process is a problem worth thinking about in the current university students' career planning and innovation and entrepreneurship talent training.

3.2. *The Basic Path of Professional Career and Innovation Ability Cultivation under the Application Type.* The cultivation of university students' innovative ability involves value orientation, a humanistic environment, social mechanism, and educational guidance. It is a complex systematic project, which needs the participation of families, schools, government, society, and other parties. As far as higher vocational colleges are concerned, the cultivation of talents'

innovative ability needs to update educational ideas, create innovative atmosphere, strengthen specialty construction, deepen teaching reform, cultivate innovative consciousness, stimulate teachers and students' enthusiasm for innovation, and pay attention to innovation system guidance. Under the fierce social competition, university students should strive to find a career that suits their actual situation. First, university students should make a career plan at the university stage to prepare for their own career development. University students must make a scientific career plan. As far as the goal of talent training is concerned, if it is not specified from the specific specifications of talent training, then the operability will not be strong, resulting in the whole process of education not being well controlled. Therefore, it is of great practical significance for universities and other institutions to make a reasonable positioning of talent training specifications in the process of education. Vocational institutions of higher learning should focus on the cultivation of professional awareness, cultivate their own professional development ability, lay a solid foundation for employment, and prepare for the all-round development of people.

Therefore, carrying out career planning education is convenient for university students to adapt to the workplace and can also adapt to the development of society and accept the challenges of social reality.

At the stage of college entrance education, it is necessary to consciously guide students to make career planning, to guide them to know more about the industries they are engaged in the enterprises in the industries and the related jobs and occupations, and to have a clear understanding of the basic situation of the related industries and enterprises, the current development trends of the industries, the operation modes of the industries, and the role of the industries in social life. Shaanxi applied technology specialty which has the characteristics of a “new specialty, big difference in technical categories and long industrial chain.” Through in-depth analysis of professional posts and market demand for talents, we actively promote school-enterprise cooperation, determine the training objectives of professional talents, and build a professional system of Shaanxi applied technology based on post groups. Shaanxi applied technology is applied to vocational and technical colleges, and the “training scheme of professional talents based on innovative ability” is designed and practiced, and its structure is shown in Figure 2.

Professional reform, the development of talent innovation consciousness, and the creation of innovative works, skills, and awards in innovation competitions have all seen significant advancements. The university’s learning planning is distinct from career planning. While career planning is a design that continues throughout a person’s life and varies with the passage of time and environment, academic learning planning is limited to the planning and design of the university stage. The frequency of occurrence in the containing transaction is determined by the frequency of a given dataset and the confidence. These are the definitions of the support and confidence measurement types:

$$\text{Support} = \frac{\sigma(A \cup B)}{N}, \quad (6)$$

$$\text{Confidence} = \frac{\sigma(A \cup B)}{\sigma A}.$$

The conditional mutual information between each pair of attributes is calculated through the training set:

$$I(X_i, X_j) = \sum_{x_i, x_j} P. \quad (7)$$

Select the class label that maximizes the posterior probability:

$$c = \arg \max \frac{P(x_{i1}, x_{i2}, \dots, c_j)}{P(x_{i1}, x_{i2})}. \quad (8)$$

The process will be more clearly described in the form of a program as follows:

$$\begin{aligned} &\text{For } i = 1 \text{ to } m, \\ &\text{For } j = 1 \text{ to } C. \end{aligned} \quad (9)$$

We will implement the project-based teaching method of “task driven and integration of theory and practice,” establish innovation platforms such as “professional studios” and “professional associations,” implement the open system of “experimental training rooms,” give consideration to the connection and linkage of the three classrooms, constantly cultivate students’ innovation consciousness, and improve their innovation ability. In the process of career planning, career planning is the result of the interaction of the external environment, its own characteristics, social environment, political economy, and other factors, which will cause continuous changes and changes in career development. The institution of higher learning establishes career planning files for university students through the application of technology. The institution of higher learning should classify and archive the comprehensive quality assessment, vocational training, professional skills mastered by exhibition students during the school period, career suggestions given by career planning experts, professional tutor comments, and other materials, so as to provide a scientific basis for employers to better select suitable talents. Graduates of the university of applied technology can adapt to the transition from school to work more quickly, have better professional quality, and get higher salaries after graduation. Enterprises also prefer to hire graduates of the University of applied technology because they have already acquired the skills and practical abilities required by their posts, thus, improving the effectiveness of talent training at the University of applied technology.

4. Results’ Analysis and Discussion

In this experiment, taking electronic information engineering as an example and facing the important strategic position of the electronic information industry in a city, a university realized that a number of large-scale enterprises engaged in the information industry have great demand for such talents, and the good development of the industry is crucial to economic development. The experiment is based on the proportion of each course credit in the total credit in the talent training program of a university in 2020 and 2021. The proportion of credits of each course in the total credits in the talent training program of a university is shown in Table 1.

It can be clearly seen from Table 1 that there is basically no major change in the curriculum, but the general courses and basic courses are the main ones, focusing on cultivating students’ basic abilities. Although the school advocates the curriculum of “broad foundation and emphasis on practice,” the proportion of independent practice courses is basically unchanged compared with before. Compared with before, some of the original courses have been set up as innovation and entrepreneurship courses, which increases the number of weeks of students’ graduation practice.

In the process of curriculum development, we should actively advocate the cooperative development of courses by industry and enterprises, promote the effective connection between the curriculum content and the demands of

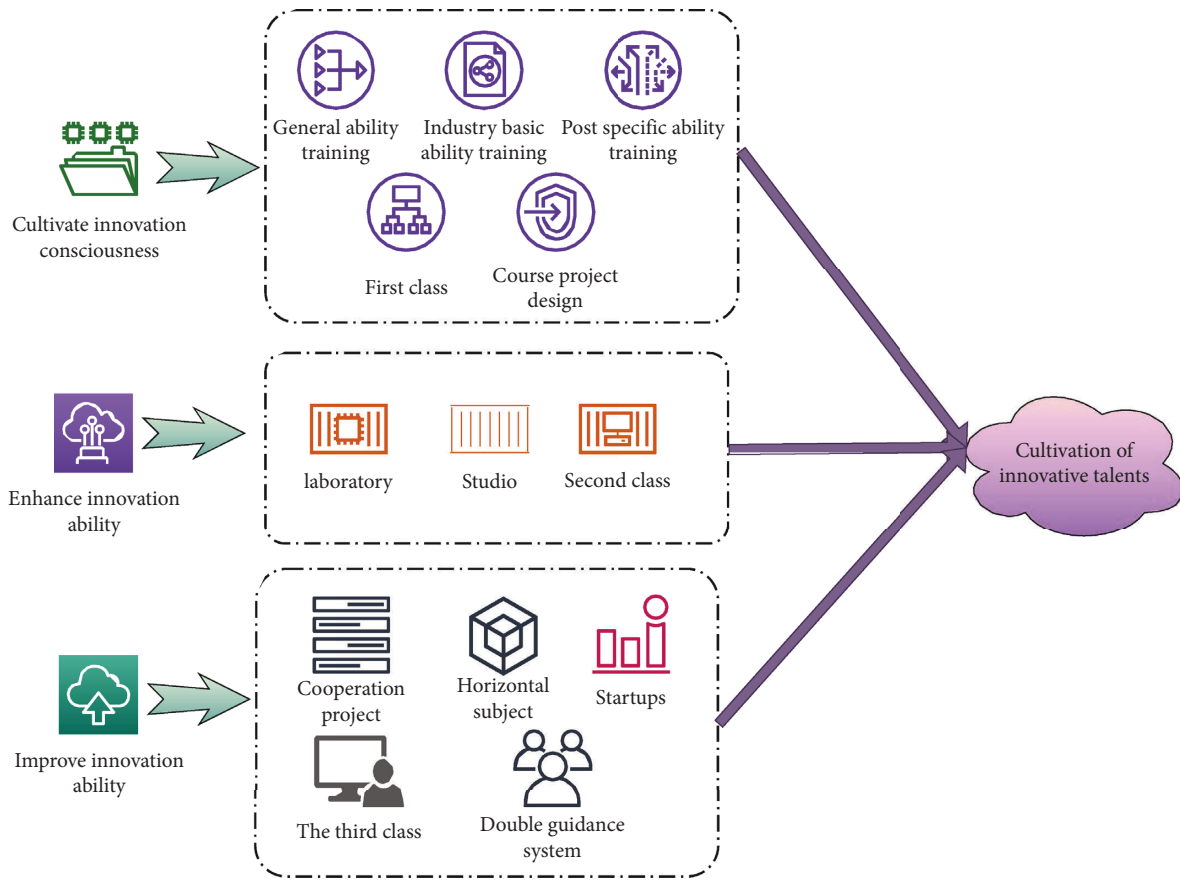


FIGURE 2: Structure chart of professional personnel training of Shaanxi applied technology innovation ability.

TABLE 1: Proportion of credits of each course in a university’s talent training program to total credits.

Course name	The proportion of total credits in 2020	The proportion of total credits in 2021
Basic course of subject	16	16
Professional elective	4.6	4.7
Specialized courses	6	9
Professional basic course	14	13

professional posts, so as to enhance students’ professional adaptability, and enable them to have the skills needed for future professional posts. Among them, the curriculum system of innovation and entrepreneurship is constructed in the quality development course. The proportion of credits of each course in the talent training program to the total school is shown in Table 2.

When asked about the students’ understanding of the requirements for talents in the numerical control industry, it can be seen from Figure 3 that average 55.55% of the students expressed “general understanding” and “very understanding” and “not understanding” accounted for 26.15% and 35.5%, respectively. It can be seen from Figure 4 that, in response to the question “do you think the future employment prospects of the technology major are good,” 54% of the students think that the employment prospects of the technology major are good, 30.15% of the students think that the prospects are bad,

and 44.8% of the students do not know about the employment prospects of the technology major. This shows that even though most of the students understand the clear learning objectives in the teaching process, the degree of connection between the learning objectives and the work is not high, and the students do not know much about the market situation of their major so that most of the students in grade three still do not know the future career direction. It can be seen from Figure 5 that when asked about the “career direction most willing to engage in in the CNC industry,” only less than 22.75% of the students choose “technical personnel,” 46.6% choose “management personnel,” and 31.55% choose “entrepreneurship,” which is inconsistent with the original intention of the school to train “grey collar” technical personnel.

According to the statistical data in Table 3, we found that the talents with bachelor’s degree or above accounted for 14%, the talents with junior college level accounted for

TABLE 2: Proportion of credits of each course to total credits in the talent training program of a university.

Course platform name	The proportion of total credits (before the reform)	The proportion of total credits (after reform)
Subject platform course	19–41	15–21
Quality development course	4–6	4–5
Public basic course	28–52	24–32
Professional courses	13–30	11–21

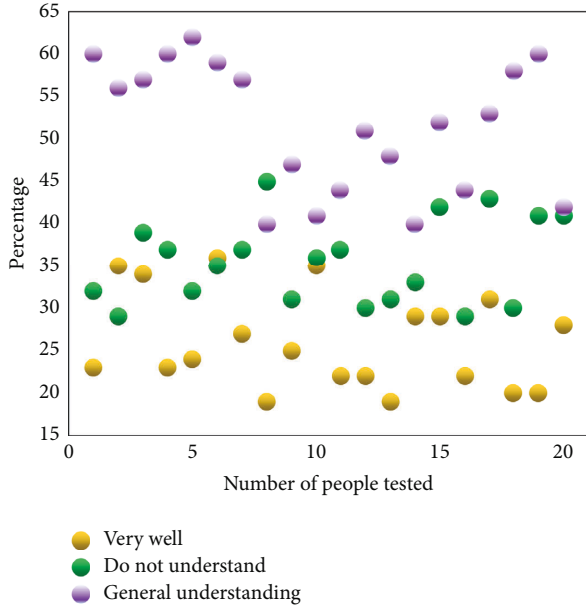


FIGURE 3: Students' understanding of enterprise talent ability requirements.

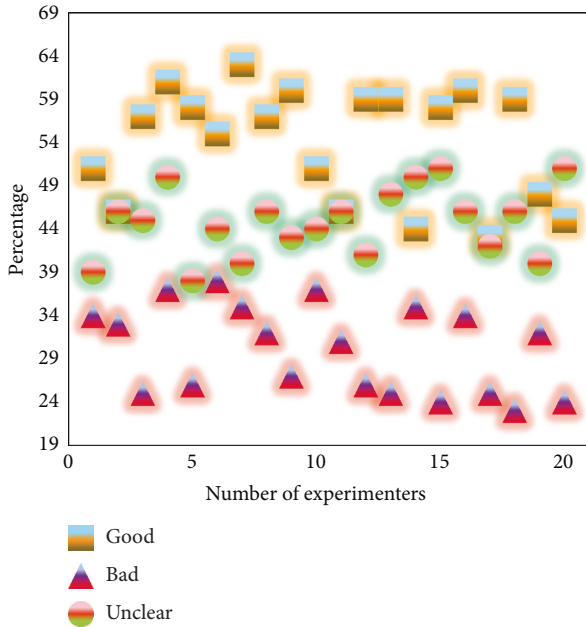


FIGURE 4: Students' cognition of occupation.

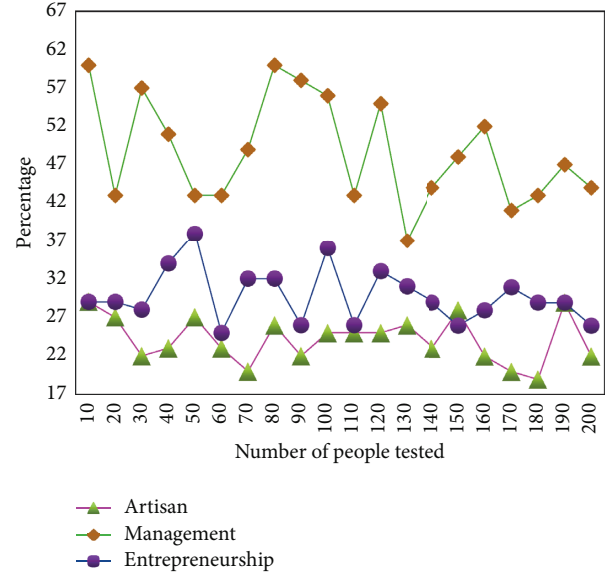


FIGURE 5: Students' career development intention.

39.6%, and the talents with technical secondary school and below accounted for 47.1%. It can be seen that China's higher vocational and technical education still has a large development space in personnel training.

In response to the question "is the frequency of professional practice in enterprise workshops high, and is the connection between enterprise practice and school training high?", as shown in Figure 6, it can be seen that 41.6% of the students think that the frequency of professional practice is "low," and only 27.4% of the students think that it is "high." On an average, 18.53% of the students think that the degree of connection between school training and enterprise practice is high, and the students think that the degree of connection between school training and enterprise practice is low.

In this experiment, the accuracy of theoretical knowledge is compared. This experiment adopts big data, data mining, and Shaanxi application technology. The experimental results are shown in Figure 7.

It can be found from Figure 7 that, among the three methods, the highest accuracy rate is Shaanxi application technology in this study. According to the trend in Figure 7, the highest accuracy rate can reach 78.3%, followed by data mining, with the highest accuracy rate of 62.9%, and finally big data, with the highest accuracy rate of only 46.7%. It can be seen that this method is more suitable for judging the accuracy of theoretical knowledge.

TABLE 3: Statistics of personnel training status.

Survey area	Education status				Job type			The above can be engaged in (%)
	Bachelor's degree or above (%)	Undergraduate (%)	Specialty (%)	Technical secondary school and below (%)	Programming (%)	Repair (%)	Operation (%)	
Northeast	1.3	17.9	48.9	32.0	13.3	16.8	69.8	0.3
Southwest	1.7	12.3	29.3	57.1	12.9	13.2	74.2	2.1
East China	0.8	6.8	40.6	52.2	12.9	20.1	62.2	5.7

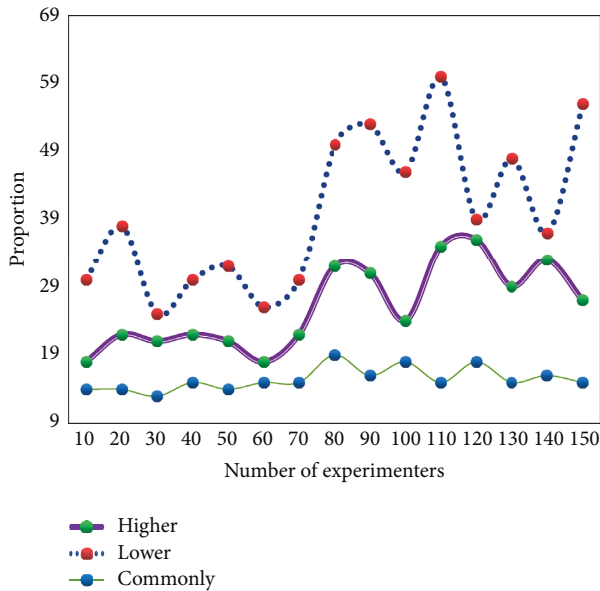


FIGURE 6: Enterprise practice.

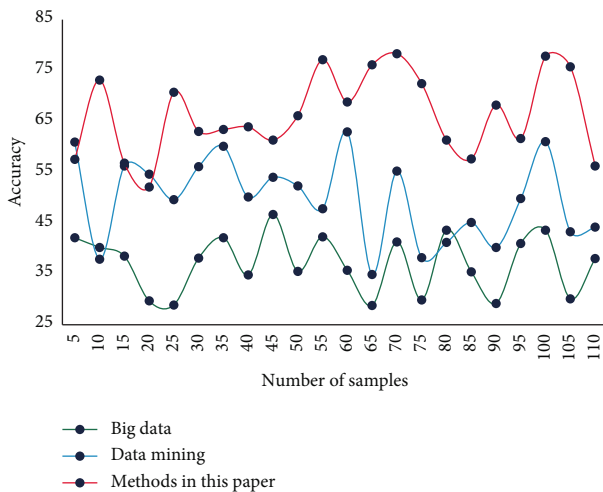


FIGURE 7: Changes in difficulty and accuracy of theoretical knowledge.

5. Conclusion

The design of a university student’s future career development course is based on their unique traits, opportunities, and limits. It is an action plan to identify career development paths, determine learning plans, training programmes, and

development plans, as well as to determine career direction and goals. The target requirements for fostering the sustainable development of applied technology institutions are to increase the quality of talent training by ensuring the quality of talent, developing an effective monitoring system, and providing effective external support. As a result, this essay investigates career planning, innovation, and entrepreneurship talent development from a Shaanxi applied technology perspective. The study demonstrates that the Shaanxi applied technology has the highest accuracy rate out of the three approaches in the paper. The maximum accuracy rate can reach 78.3%, data mining has the highest accuracy rate at 62.9%, and big data has the highest accuracy rate at just 46.7%, according to the trend in the graph. It is clear that this approach is more suited for determining how challenging and precise theoretical knowledge is. The goals, prospects, and pathways for the university’s development can be established through the planning of scientific application technology. The curriculum system, teaching system, and personnel training quality evaluation standard of applied technology personnel training are all discussed in detail and in depth in this study in the hopes that the majority of scholars will be interested in these subjects.

Data Availability

The data used to support the findings of this study can be obtained from the corresponding author upon request.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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