Narrative Generation and Ideological and Political Guidance Strategies for College Students' Employment Anxiety under the Impact of Artificial Intelligence

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Abstract. The fear of losing their jobs has grown more salient for college students in the face of the speedy development of generative artificial intelligence and its implications for the nature of work. Little existing research has explored anxiety emotions in relation to narrative and how they are constructed and spread on this level, with the majority of studies being on the psychological variables or on larger employment outcomes. This research uses social constructivist narrative theory and LABOV narrative six element analysis method, with 7 fresh graduates of various academic disciplines as subjects, to find out the process of employment anxiety narratives generated by the subjects. The results show that the central theme of “AI's impact on employment” passes through two pivotal behavioral nodes, namely “whether to engage in AI-related education” and “how to explain failure,” resulting in three role stories: “victims,“ “observers,“ and “resisters. Metaphoric devices and final admonitions/lectures are used to achieve social emotional diffusion in these narratives. Based on these findings, the study recommends a political education strategy focused on "narrative reconstruction" that includes changing narrative motifs, helping to differentiate their roles, improving discursive symbols and building an integrated "curriculum-service-practice" political education system. It is systematic negative anxiety narrative deconstruction, which helps students change the negative narrative of technology into a positive one, and helps to provide solutions to ideological and political education that can actively adapt to the AI era.

Keywords: Artificial Intelligence, College Students' Employment Anxiety, Narrative Generation, LABOV Six Elements, Social Constructivism, Ideological and Political Education.

1. Problem Statement

With a huge increase in the number of university graduates and a decline in employment potential in traditional industries, the employment issue has arisen, such as the mismatch of employment and supply, the gap in educational credentials, and regional imbalance affecting employment choice. As the technology of generative AI like ChatGPT and DeepSeek becomes mainstream, Goldman Sachs estimates that as many as 300 million jobs around the world might be affected, with 7% potentially being displaced and 63% potentially being supplemented by the technology [1]. The AI revolution is causing technological anxieties, which are existential for graduates because of the direct effects on the employment market and on privacy protection and data sovereignty [2] and is a major concern of fresh graduates: "AI job displacement. As an example, 64% of the graduates in translation programs have experienced a decrease in employment opportunities during the past decade, and only 30% have obtained specialized jobs, thanks to real time machine translation systems [3]. The general employment apprehension instantly disseminates through social media, both offline and online, and has an significant impact on employment decisions.

The existing studies mainly study psychological dimensions of individual employment anxiety (IEA) and its roots in a lack of psychological capital [4], social support [5] and self-efficacy [6]. In this vein, many of these studies focus on the question of "which psychological traits can alleviate anxiety" without taking into account the construction and dissemination of anxiety narratives. While the employment-related anxiety narratives of college students are widespread, the considerable studies conducted so far mainly focus on changes in the employment structure and quantitative changes due to the emergence of generative AI [7] and fails to explore how AI emergence shapes and

propagates the narratives of college students' employment anxiety. Thus, it is necessary to study the employment anxiety discourse of college students from a "narrative" point of view, to explain the logic of its formation.

Since its inception in the 1980s by Connery and Crandinin, educational narrative research has become one of the core methodologies in the field of educational studies, leading the "narrative turn" in educational research [8]. This methodology constructs a three-dimensional inquiry space of "time-society-space," viewing education as an experiential process of continuous interaction between individuals and social contexts, and emphasizing the revelation of the meaning structure of educational practices through storytelling. [8] In the late 1990s, Ding Gang introduced it to China, systematically proposing research approaches such as experience collection, meaning interpretation, and ethical norms, making educational narrative an important research paradigm that connects educational theory with life practice and highlights the subjectivity of learners [9]. In the field of ideological and political education, General Secretary Xi Jinping emphasized that "being able to tell stories and telling them well is crucial," thus defining ideological and political education narrative as "a practical activity that interprets ideas through storytelling to promote the comprehensive development of learners" [10]. Wu Xing and Chen Jiaxin pointed out that educational narrative research follows the basic procedure of "problem extraction-experience collection-text analysis-meaning interpretation" for in-depth studies, addressing the limitations of traditional research confined to grand speculation and highlighting the micro-level characteristics of ideological and political education research [10]. However, existing literature mostly focuses on the dissemination of mainstream ideology, and the systematic application of narrative analysis methods to the study of the generation mechanisms of college students' employment anxiety remains insufficient.

This study adopts Dewey's empirical philosophy and social constructivism as theoretical foundations, positing that "reality" constitutes narrative products continuously articulated, validated, and reproduced through daily linguistic interactions. Anxiety is thus conceptualized as "a reality constructed through storytelling," with the phenomenon of "AI displacing human jobs" emerging as a shared narrative motif. Anxiety transcends individual psychological factors to become a public reality disseminated through language, metaphors, and digital metrics. The theoretical merits of this perspective include: ① Redefining "anxiety" as an intergenerational narrative product rather than an individual symptom; ② Focusing on "how stories are told, how they are perceived, and how they spread," thereby addressing gaps in traditional variable studies regarding narrative processes; ③ Providing actionable pathways for ideological-political interventions—merely by altering narrative motifs and storytelling methods, collective emotions can be effectively reshaped.

In summary, this study employs the LABOV narrative six-element analysis method to conduct narrative research focusing on recent undergraduate graduates in higher education institutions. The aim is to reveal the narrative generation of employment anxiety among college students under the impact of generative artificial intelligence, and further propose targeted ideological and political education intervention strategies. This research seeks to provide beneficial solutions for universities in addressing employment anxiety among college students in the era of artificial intelligence.

2. Research Design

The research approach used in this study is a qualitative approach that is based on empirical research with a sociolinguistic theory and social constructivist narrative perspective. Using a case study approach, semi-structured interview outlines were created according to the six elements of LABOV's framework of analysis of narratives. By coding the data obtained, we examine the connections between the role categorization, thematic pattern, diffusion ways, and ideological-political guidance strategies in college students' anxiety narratives in the context of the emerging impacts of artificial intelligence, as illustrated in Figure 1.

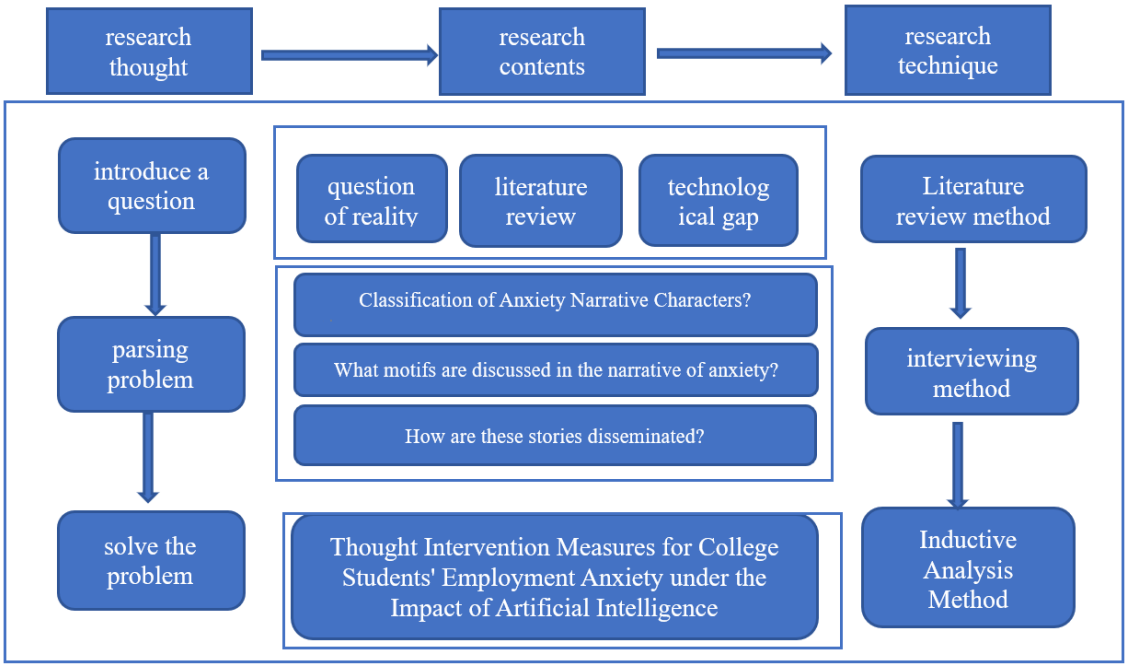

Figure 1. Illustration of research though, contents and technique

In terms of sample selection and sampling techniques, a purposive sampling of recent graduates was used, with a focus on the inclusion of a wide range of academic disciplines (humanities, sciences, arts) and job-seeking expectations. Theoretical saturation was used as the criterion to stop sampling, and guided by the principles of grounded theory. This gave a final sample of N=7 which not only met the depth requirements, but also no new categorical attributes were added to the research conclusions, giving clear-cut boundaries.

In collecting the data, this study used a semi-structured interview outline to guide coding, which was based on LABOV's six elements of the theory of narrative: abstract, positioning, complex actions, evaluation, results, and epilogue (see Table 1). The interviews were carried out according to the ethical principles put forward by Professor Ding Gang [9] with both offline and online approaches. Informed consent and anonymity was obtained from all the participants and all sessions were audio-recorded and transcribed for analysis.

Table 1. Operational Definitions of the Six Elements of LABOV Narrative in the Context of College Students' Employment Anxiety Under the Impact of Artificial Intelligence

essential factor	Operational Definition (Context of Employment Anxiety)
Abstract	Respondents summarized the core conflict of 'How AI affects my job search' in one sentence, typically starting with 'I first realized AI might replace me because...'
fixed position	Specify three key elements: time (year/month), location (online/offline setting), and key stakeholders (e.g., interviewers, classmates, teachers).
complex action	The interviewees 'job-seeking behaviors after the shock included observable actions such as' number of resumes submitted, " whether they systematically learned AI skills, 'and' whether they shifted to other career paths.'
appraise	The respondents' subjective attitudes toward the impact of AI included attribution styles (external attribution/internal attribution), emotional vocabulary (positive/negative), and metaphorical rhetoric.
bear fruit	Objectively quantifiable outcome indicators, such as "zero offers," "halved manuscript fees," "anxiety peak score (0–10 points)," and "somatic symptoms (insomnia/binge eating)."
end	Respondents elevated their personal experiences into collective recommendations through the format of 'a message for younger students,' demonstrating the social diffusion of narratives.

This study employed delayed replication to obtain reliability, utilized "member testing and peer review" to ensure validity, and maintained full documentation throughout the process to ensure transparency.

3. Research Findings

3.1. Narrative Subject

Based on LABOV narrative framework, this study systematically analyzed the seven interviewees to find that there is a six-step chain structure in the narration: "summary — positioning — complex actions — evaluation—results—conclusion. The respondents were divided into three groups: "victims, " "observers," and "resisters" based on three dimensions: identification of the primary factors responsible for their setback in the job search, the proportion of negative to positive factors in the chain, and whether or not systematic learning content was used by AI. (Table 2)

Table 2. Basic Information of Respondents

interviewee	small A	small B	small C	small D	small E	small F	small G
sex	woman	woman	man	woman	woman	woman	man
specialty	law	administration	psychology	art	journalism and communication	translatology	Computer Science and Technology
School type	Double First-Class Undergraduate Program	Double First-Class Undergraduate Program	Double First-Class Undergraduate Program	Double First-Class Undergraduate Program	Undergraduate degree	Double First-Class Undergraduate Program	Double First-Class Undergraduate Program
Job search status	wait for employment	Employed (state-owned enterprise employee)	Employed (Special Program)	Internship (Photography Studio)	wait for employment	Unemployed (aspiring to become an international school teacher)	Employed

All three, namely 211 Law Student A, 211 Public Administration Student B, and 211 Arts Student D, blamed the setbacks in finding a job primarily on AI technology taking up a lot of jobs. Throughout their stories, they used words like "low-end replacement, " "cruelty, " and "overeating. The actions they took were submitting multiple resumes, or changing to unrelated position, indicating a passive and negative attitude as seen in Table 3, Table 4 and Table 5.

Table 3. Interviewee for small A

interviewee	small A
Abstract	The mock trial course, triggered by AI-generated complaints and reduced internship opportunities in law firms, establishes the core narrative that 'a large number of entry-level legal positions are being cost-effectively replaced by AI.'
fixed position	During the second semester of my junior year in April 2024, my scope of engagement encompassed both on-campus mock trials and off-campus law firms, with key stakeholders including instructors and law firm partners.
complex action	Over 400 resumes were submitted for centralized distribution, but were rejected due to "lack of qualification certificates and AI's capability to handle assistant duties"; the applicant was subsequently forced to transition to non-specialized positions such as sales and catering.
appraise	The failure in job hunting is primarily attributed to AI's high efficiency and low cost, which can replace most entry-level legal jobs, leading to a generally negative evaluation.
bear fruit	The somatic symptoms include persistent insomnia; peak anxiety scores of 7–8 on a 10-point scale; and the perception of "effort being futile" when no offer is made.
end	Admonishing younger students to 'avoid blind competition in the AI era,' the message subtly conveys resignation to AI's impact and adopts a victim's perspective.

Table 4. Interviewee for small B

interviewee	small B
Abstract	Taobao's official document writing service has seen its rates slashed by half due to AI-generated content, while repeated rejections and price cuts caused by AI plagiarism detection have fueled the narrative of' AI eroding writing compensation.'
fixed position	From August to November 2023, the online order-taking platform and key stakeholders included anonymous clients and platform store staff.
complex action	I'm learning how to leverage AI to enhance official document writing while juggling multiple commitments—submitting applications to multiple agencies, preparing for civil service exams, and obtaining a driver's license (to become a Didi driver)—all in an effort to escape the 'AI-induced erosion of official document writing.'
appraise	The decline in personal income was attributed to AI disrupting trading order, resulting in lower manuscript fees, stricter demands, and generally negative evaluations.
bear fruit	Somatic symptoms included insomnia and binge eating; peak anxiety score was 7 out of 10; income dropped to 3,000 yuan/month, which was later alleviated by obtaining a permanent position in a state-owned enterprise as a civil servant.
end	The emphasis on 'there's no need to engage in a zero-sum battle with AI; seize opportunities and experiment more' reflects a passive adaptation to AI rather than an active technological taming approach.

Table 5. Interviewee for small D

interviewee	small D
Abstract	Customers and photographers at the studio expressed amazement at how 'AI generates images in seconds with lightning-fast and high-quality results,' causing a sharp decline in the cost-effectiveness of apprentice training programs. This phenomenon has sparked widespread anxiety about 'AI photo editing replacing photographers' jobs,' forming the central narrative of the issue.
fixed position	In 2023, key stakeholders in photography studios include both professional photographers and clients.
complex action	Enhance the emotional value of photographic content, seek aesthetic qualities that AI cannot replicate, and continue to develop curatorial expertise as a strategic alternative.
appraise	AI is often likened to a 'ferocious beast,' underscoring its disruptive impact on the photography industry, though it has yet to be fully adopted by professionals.
bear fruit	The somatic symptom is binge eating; the peak anxiety score is 7.5, with no clear offer yet, still relying on the irreplaceability of "emotional value".
end	Conclude with the statement 'Even if AI emerges, youth means incurring trial-and-error costs,' adopting a cautious wait-and-see approach while maintaining a safe distance.

Observers: Xiao C (211 Psychology) and Xiao E (Journalism). The reduction in positions is primarily attributed to "excessive industry competition" or "economic downturn." While acknowledging the instrumental value of AI, they believe it cannot truly replace core professional competencies. Anxiety levels are moderate and manageable, with actions mainly involving multi-directional exploration and "limited use" of AI. Emotional stability is maintained, as shown in Table 6.

Table 6. Psychology for small C and small E

211 Psychology	small C
Abstract:	Through interview experiences such as 'At large corporate HR departments, AI agents can replace many basic psychological counseling functions for candidates with computer science and large model backgrounds,' the core narrative was established that 'psychology resumes have become more marginalized due to AI.'
fixed position:	During the 2023 summer online application process and campus study rooms, key stakeholders included interviewers and peer groups.
Complex actions:	Abandoning the traditional corporate career path, he switched to civil service exams and self-media content creation, using AI for mock interviews without delving deeper into AI technology learning. Ultimately, he secured a teaching position through a graduate program in agriculture with guaranteed admission, convinced that AI cannot replace human teachers.
news	small E
Abstract	The roommate's internal recommendation for a position was canceled due to the emergence of' AI Editing Super Factory, 'establishing the core narrative that' the advent of AI editing tools has reduced new media roles but cannot be replaced.'
fixed position	In March 2024, campus dormitories and internship units, key contacts included peer groups and internship companies.
complex action	He transitioned to journalism internships and self-studied AI writing frameworks, yet still avoided pure AI editing roles.
appraise	The argument that 'journalism requires human interviews' and thus cannot be temporarily replaced by AI reflects a dual stance: acknowledging AI's instrumental role while denying its intrinsic value.
bear fruit	No somatic symptoms; moderate anxiety score of 5; no offers but emotions are controllable.
end	The emphasis on 'mastering AI to create better content' reflects a cautious yet limited approach to progress.

Protesters: 211 Translation Xiao F, 211 Computer Xiao G. They say that the emergence of AI is a market filter, eliminating a lot of low-level jobs but unable to replace high-level professionals. On the emotional level, they are typically open, and look for answers. Throughout the story, there is an emphasis on being proactive, with phrases like "actively learn" AI, "become a high-end talent," and "get job offers. Table 7 and Table 8 show that they are generally optimistic, and behaviourally, they take positive action towards resisting such as self-financed training in ‘trados', taking internships to gain experience, and concentrating on cutting-edge techniques relating to AI.

Table 7. Psychology for small F

interviewee	small F
Abstract	During classroom observations, it was noted that 'AI translation' outperformed humans in speed, coverage, and accuracy. When questioned about its competitive advantages over humans during interviews, this triggered the core narrative of 'AI replacement anxiety.'
fixed position	In September 2023, key stakeholders included interviewers from major tech companies and classmates from the classroom.
complex action	Declined low-cost translation jobs → Self-funded 3,000 yuan to learn Trados (AI translation software) → Added 'AI post-editing' to resume → Shifted focus to high-end interpreting and international education.
appraise	Clarify the principle of 'AI filtering out low-end candidates, while I aim to become the remaining gold,' viewing technological threats as a market purification mechanism rather than the primary cause of job-seeking failures.
bear fruit	No significant somatic symptoms, with a 7-point anxiety score but clear career path. Has received an education training offer with a monthly salary of 12k; still feels "too many candidates for limited opportunities," and is attempting interviews at international schools.
end	They lamented, 'Even in the face of AI's relentless wave, we must still turn scraps into gold,' ultimately transforming their self-narrative from victims to active resistance fighters.

Table 8. Psychology for small G

interviewee	small G
Abstract	From an early age, students recognize that 'AI writes simple code better than humans,' thus making 'not becoming low-skilled programmers replaced by AI' the central narrative of their career goals.
fixed position	In 2023, professional classroom sessions and visits to autonomous driving companies were conducted, with key participants including interviewers from major manufacturers and classroom students.
complex action	Use AI to refine resumes and simulate interviews; submit 1,000 applications to secure 1 internship; self-study cutting-edge AI content, and encourage peers on public platforms to 'avoid low-level competition'.
appraise	AI is described as a 'catalyst' that eliminates repetitive tasks and creates high-end jobs, with its positive impacts being predominant.
bear fruit	No significant somatic symptoms, with peak anxiety score of 8–9; satisfaction unit has been signed.
end	"AI platforms are yours, but development depends on your own efforts," a statement that demonstrates technical confidence and proactive resistance.

3.2. Narrative Motifs

3.2.1. Primary motif

In LABOV's chain of narration, the semantic unit "AI Displacement of Jobs" functions as a "threat anchor" which appears in seven interview transcripts. This motif is given different meanings in different contexts in the abstract, and then divided into three secondary themes to show the distinction between protesters, bystanders and victims.

3.2.2. Secondary theme

(1) Victim secondary motif: It is how AI comes out: I am made redundant.

The positioning paragraph, after introducing the central idea, specifically depicts the situation of unemployment through scenarios such as "AI writing", "AI mediators" and "AI image editing". The evaluation paragraph is completely devoid of technical description of learning and only uses negative self-deprecating words like "cruelty" and "replacement. The result paragraph specifies, for example, with the victim's role in the thematic context explicitly threatened, the measurements such as "zero offers", "halved royalties" and "anxiety peaks at 7-8".

(2) The bystander secondary motif: "The professional core boundaries remain temporarily unbreakable"

Although the primary theme is introduced, there are boundaries that are quickly placed: “AI cannot intervene” – “News sentiment requires human expression” and “AI cannot replace the core functions of psychological counselors”. “The section of the evaluation is a wait and see approach where instrumental value is acknowledged, and intrinsic value is denied. The complex action phase exhibits 'multi-directional experimentation' and not 'technical learning', and the outcome section does not contain any somatization of anxiety reaction, which means that the theme is not an immediate threat, but rather a 'partial cause'.

(3) struggler's second theme: “The strong live, the weak die”

During the evaluation stage, the narrator moves the meaning of 'grabbing' to 'screening' and the meaning of 'becoming replaced' to 'becoming the winner after screening'. The complex action section shows high cost domestication behaviours and the outcome section quantifies the benefits by using terms such as '12k offer' and 'satisfied offer received, ' thus completing the thematic transition from threat to opportunity.

3.3. Generation Mechanism

Previous studies mainly focus on treating “AI job displacement” as a fact, and then investigating its psychological impact, without considering these questions: ① How do individual construct a

complete anxiety narrative? ② How is the same threat differentiated into three anxiety narratives: as a victim, as a bystander, and as resistant? This paper uses the LABOV six element operational chain to recreate the micro-level pathway of creation of narratives.

3.3.1. Telling Stories Through Temporal Sequence and Spatial Positioning

In the narrative structure of ‘AI Displacement of Jobs, ' respondents must explain in one sentence what they see as the ‘first time they saw how AI could threaten them with replacement'. This is followed by challenging questions of ‘time, place, and characters', thus making the theme real.

Then, more difficult actions were asked about, keeping to the order of events. First, participants were asked to remember transition behaviors that they had engaged in, such as submitting thousands of resumes, taking civil service exams, and changing career paths, to ensure that the theme had been brought to fruition. They were then asked further whether they had learnt AI skills and thus the temporal chain of coping and upgrading responses after the impact was provided.

The story ends by providing a number of outcomes, measured through 'offer reset' and 'anxiety scores, ' as well as personal motifs for the future, through 'leaving a message for juniors, ' to allow for further dissemination.

3.3.2. Differentiating roles in dynamic interactions

The main theme was 'AI taking over human jobs', and an analysis of the respondents' behaviours revealed they have two main turning points: when learning AI skills and when crediting job-seeking failures, which resulted in sub-themes.

All respondents recognized that AI could have an impact on the markets for jobs, but it was a decision to seek professional training in AI that was a key differentiator. The champions see AI as a necessary ability, sharing experiences such as “self-funded Trados training” or “AI post-editing is added to resumes” – these rejections are seen as part of the regular screening process in the market, and therefore as an opportunity for growth. However, victims refuse to learn AI skills and feel "AI replacement" is the cause of their failures, and they will try any trick to secure a position, such as "submitting multiple resumes" or "switching to unrelated positions,", believing that "hard work is meaningless". “Observers have a more balanced perspective, noting that while AI can be a useful tool, it also depends on other factors such as “overly competitive industries” and “economic downturns,” and that they are emotionally neutral.

The three narrative roles create different dynamics regarding self-technology: "resisters" who are aware that generative AI isn't a labor agent, but rather a "filter" to embrace threats as a force for development and growth. The "Victims" view technology as an "invader", rationalize losses by blaming others, do not learn about technology and lose their subjectivity in materialistic situations. In "Bystanders" the human-machine interface is suspended, highlighting the instrumental qualities and irreplaceability of technology as a way to provide a psychological sense of security for the moment.

3.3.3. Diffusion in Evaluation and Epilogue

The narration of individual emotions to collective ideologies occurs through the use of metaphorical expressions and admonitions at the evaluation and the closing stages of the narrative. In the interview assessment phase, each was asked to give a "metaphorical description" of what they felt AI was like, in relation to their job role. The final section always uses the words "Leave a message for junior students" as the closing words.

The protesters used metaphors like 'survival of the fittest' and 'selection mechanism,' and slogans like 'embracing AI' and 'aligning with technological trends,' to transform the personal stories of each protester into a shared story of resistance.

The victim uses metaphors such as ‘beasts' and admonitions such as ‘stop blind competition' and ‘explore alternative possibilities, ' to make personal failure a materialistic collective fear of being replaced by AI.

Observers often employ metaphors such as "double-edged sword" and "assistant" along with admonitions like "maintaining irreplaceability" to distinguish professionalism from "technological substitution," thereby generating relatively moderate perspectives.

In summary, these three elements collectively form the core narrative of AI anxiety. The voices of protesters align with the national discourse on "new quality productivity," while those of victims resonate with subcultures like "lying flat" and "anti-involution." Observers, however, express themselves more gently. The key to ideological-political intervention lies in breaking down these isolated perspectives and providing college students with narrative outlets.

4. Ideological and Political Guidance Strategies

The narrative generation mechanism revealed in this study provides a clear pathway for precise intervention in ideological and political education. The essence of ideological guidance lies in reconstructing anxiety narratives and re-producing meaning, thereby achieving a transition from passive response to proactive leadership.

4.1. Systematic reconstruction at the narrative discourse level

(1) Advancing narrative motifs from technical substitution to mastery

Ideological and political education should proactively steer narrative shifts by emphasizing positive themes such as "AI empowerment and the development of new quality productivity" and "lifelong learning to adapt to societal changes." By drawing on historical lessons from past technological revolutions, students should be guided to dialectically understand the essence of technological advancement and its machine-like attributes, recognize the opportunities for industrial upgrading and new avenues for personal growth embedded within these developments, and ultimately integrate individual career planning into the national narrative of promoting technological self-reliance and building a modern industrial system.

(2) Identifying critical junctures in narrative differentiation

To address two critical aspects— "whether to pursue AI learning" and "how to attribute employment setbacks" —ideological and political education requires targeted interventions. The goal is to transform the acquisition of AI skills from a passive response to survival pressures into proactive engagement that capitalizes on contemporary opportunities. Secondly, students should be guided to adopt rational attribution strategies, avoiding simplistic blame for setbacks on external uncontrollable factors. Instead, they should be encouraged to objectively assess their personal growth potential, thereby steering their narrative roles toward becoming positive "resisters" who actively shape their circumstances.

(3) Promoting the transition of communication symbols from negativity to rationality

Negative metaphors like "involution" and "lying flat" carry strong emotional resonance. Ideological and political education must actively intervene in the reproduction of discourse symbols, promoting the development of positive metaphors such as "treasure trove" and "sifting through the sands of time." Advisory content should focus on themes like "actively adapting to changes" and "leveraging unique strengths," fostering a rational and optimistic employment discourse environment to break the social chain of negative narratives.

4.2. Building a System for Ideological and Political Guidance

4.2.1. Curriculum-based Education: Shifting Narrative Themes from Substitution to Service-Oriented Mastery

Curriculum-based education serves as the logical starting point for narrative reconstruction. Currently, students lack systematic and dialectical understanding of artificial intelligence's technical essence and human-machine relationships. To mitigate the implicit risks of technological obscuration, it is essential to transform the materialistic tendencies in educational processes by placing "human beings" at the core of education and balancing instrumental rationality with value rationality in goal-oriented perspectives [14]. Ideological and political education must intervene at the cognitive source

level, embedding positive narrative systems into curriculum frameworks to achieve a paradigm shift in narrative themes.

First, the thematic value interpretation should be implemented through core curricula. Courses such as "Current Affairs and Policies" and "Career Guidance" should systematically incorporate specialized modules including "Artificial Intelligence and Social Development," "New Productivity Forces and Occupational Transformation," and "Technological Ethics and Youth Responsibility." These modules aim to guide students in dialectically understanding the relationship between technological substitution and job creation, fostering individual agency, and helping them transcend the psychological assumption of being "substituted workers" while establishing expectations of becoming "technology-enabled professionals." Research by Zhang Yu and Mu Le confirms that "traditional occupational structures are undergoing transformation, with emerging professions and positions continuously emerging. The value of innovative, emotional, and decision-making tasks is becoming increasingly prominent, as the inertia of 'degree-centric' thinking is being replaced by 'innovation-centric' approaches." [12]

Secondly, the cognitive habits of meaning constructors within the hidden curriculum. Engineering disciplines should prioritize ethical education for engineers, while humanities and social sciences programs should emphasize unique human strengths such as critical thinking, emotional engagement, and value judgment. Ding Gang emphasized that "dialogic learning with artificial intelligence enhances reflective and questioning abilities, stimulating higher-order thinking and innovation." Through continuous interaction with AI, students transition from lower-order cognitive processes to higher-order thinking, achieving a transformative shift from being mere "knowledge recipients" to "meaning constructors." [13] This skill acquisition inherently deconstructs victim narratives and serves as a practice for reconstructing subjectivity.

Meanwhile, online courses and new media platforms should be leveraged to curb the social spread of negative narratives. Scholars Zhang Yu and Mu Le caution that generative AI poses three major risks: information volatility, information cocoons, and information distortion. These risks may lead young people to question "what constitutes truth" and "what is correct," or even develop skepticism toward the real world due to misinformation.[12] To address this, ideological and political education must proactively dominate online discourse spaces. By providing high-quality content, it can counteract the viral spread of negative metaphors like "involution," "lying flat," and "beasts," fostering a rational, uplifting, and inclusive campus digital ecosystem. This approach effectively disrupts the social diffusion of anxiety-driven narratives at the communication chain level.

4.2.2. Service-Oriented Education: Providing Targeted Support at Critical Nodes of Narrative Role Differentiation

The core mission of service-oriented education is to provide precise cognitive intervention and competency support at two critical junctures: whether to acquire artificial intelligence skills and how to attribute employment setbacks, thereby facilitating students 'proactive transformation from' victims 'and' observers 'to' resisters'.

Firstly, career development services should prioritize fostering "internal attribution" perspectives. These services must serve an educational role in reshaping attribution patterns. On one hand, by leveraging authoritative data platforms to release emerging career salary reports and industry talent demand white papers, they can dispel the misconception that "AI will lead to widespread unemployment" through objective evidence, helping students establish rational career expectations. On the other hand, implementing a "micro-certification system" that breaks down AI application skills into quantifiable digital badges enables human capital appreciation. When students see their competencies recognized through certification, their tendency to attribute setbacks externally will shift toward recognizing growth opportunities internally.

Secondly, narrative therapy should be incorporated into mental health services. By guiding students to recount their own "AI anxiety stories," we can identify underlying motifs, characters, and metaphors, helping them discover exceptions within the narratives. This approach facilitates the loosening of rigid threat narratives and the construction of more adaptive alternative narratives.

Meanwhile, the "Comprehensive Ideological and Political Education" collaborative framework ensures precise implementation of service-oriented education. The effectiveness of service-oriented education relies on a team of ideological and political educators who are politically astute, emotionally engaged, innovative in thinking, and broad in vision. A three-dimensional collaborative education model should be established, comprising "expert theoretical provision—frontline teacher guidance—peer role modeling." Concurrently, emphasis should be placed on "educator competency renewal" [12]. Systematic thematic training programs should enhance all teachers' cognitive literacy in generative AI and narrative intervention skills, facilitating their transition from knowledge transmitters to value-shaping agents [13].

4.2.3. Practice-based Education: Strengthening Identity Recognition as a "Striver" Through Experiences

Narrative reconstruction should be confirmed in the real life activity. Practice-based learning is about providing students with the opportunity to engage in “learning by doing” and to see firsthand the real-world possibilities of technology to benefit humanity. This process helps to convert the positive stories imposed from outside into the beliefs of value within. Value formation is a socialized process, it is in the very process of social engagement, social relation and social environment that value is formed. Acceptance of rules and institutions in the social interaction has to be developed by conflicts, reflection, and adaptation processes with the real social interaction of young people. [12]

There is first the "fear of displacement" to address in real world situations. This is done through visiting students and interns to top AI technology companies and best in class digital transformation factories, making the phrase “technology is not the first driver of labour” a reality on the ground. This helps to defuse the narrative that AI is taking people's jobs and diminishes that threat. Students will be able to form a framework of thinking that technology is not a replacement of man, but a supplement to human beings; let technology serve human beings, that is, a practical implementation of "new paradigm of human-machine collaborative education" put forward by Ding Gang [13].

Secondly, an awareness of technical ethics is raised as a result of social practice engagement. Students are encouraged to utilize the AI skills for national policies and programmes like Rural Revitalization and Community Governance. They have an opportunity to learn more about “why we learn” and “for whom we serve” by practicing the principle of “technology for good”. “When students can see how artificial intelligence can make humanistic care more capable, and make technology more social, it's more than a cold competitive tool.”

In the meantime, the evaluation system needs to be reformed so that process education can be further developed in practice and the development of practice can be assessed. A new evaluation system should be introduced that has multi-dimensional, process-oriented, and value-added features, which includes students' problem definition skills, collaborative communication abilities, and ethical reflection capabilities in AI practice projects as evaluation criteria. Various assessment schemes such as peer assessment, assessment by industry mentor and consumer feedback should be implemented. AI-powered tools can monitor the journey of learning and emotions of the students during practical procedures and offer teachers accurate guidance and intervention chances. This reform direction is also an institutional guarantee for the continuous development of practice-oriented education, and it is also a great encouragement to students' higher-order thinking ability, inquiry ability, moral quality, and humanization awareness.

5. Results and discussion

This study is grounded in the rapid development of generative artificial intelligence, innovatively integrating social constructivist narrative theory and Dewey's philosophy of experience to conceptualize "job anxiety" as a "narrative reality" collectively constructed, validated, and perpetuated through linguistic interactions. By applying the LABOV narrative six-element analysis framework, it reveals how the core theme of "AI displacing human jobs" becomes embodied in individual narratives, how it differentiates into three roles— "victim," "observer," and "resister" —at

two critical behavioral junctures, and how metaphorical devices and epilogue admonitions facilitate social diffusion. This elucidation of generative mechanisms shifts the focus of ideological and political education interventions from passive response to pre-existing anxieties to proactive engagement in reconstructing the narrative generation process itself.

Based on research findings, this study proposes systematic ideological and political guidance strategies. At the discourse level, it promotes narrative motif shifts, implements targeted interventions at differentiation nodes, and transforms communication symbols. At the practice level, it constructs an "curriculum-service-practice" education system, systematically rewriting the challenging narrative of "AI-induced employment anxiety" into a growth-oriented narrative of "AI empowerment."

Of course, this study has certain limitations. Although the sample size (N=7) has reached theoretical saturation, the broad representativeness of the conclusions still requires validation through subsequent large-scale studies. The proposed ideological and political guidance strategy system remains at the theoretical level, and its practical effectiveness needs to be validated through future implementation and optimization.

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