

The Reform Path of Ideological and Political Education in Higher Vocational Colleges from the Perspective of "Comprehensive Education"

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Keywords: Comprehensive Education; Ideological and Political Education; Educational reform; Path exploration

Abstract: This article aims to explore the application and path of the concept of "Comprehensive Education" in the reform of Ideological and Political Education (IPE) in Higher Vocational Colleges (HVC). Firstly, this article expounds the importance of the educational concept of "Comprehensive Education" and its significance in the reform of IPE in HVC, and clarifies the research background and value. Subsequently, the article clarifies the research purpose, that is, aiming at the challenges and problems faced by the current IPE in HVC, and puts forward effective reform paths. The main part of this article systematically discusses the path of IPE reform in HVC from five aspects: strengthening the construction of instructional staff, innovating instructional resources and means, perfecting assessment mechanism, strengthening practical links and promoting subject integration. Through in-depth analysis, this article puts forward a series of targeted and operable reform suggestions in order to solve the problems existing in IPE in HVC. The concept of "Comprehensive Education" plays an important guiding role in the reform of IPE in HVC. By implementing a series of reform measures, the quality and effect of education can be effectively improved.

1. Introduction

On the broad stage of tertiary education, as a beacon to lead the reform and development, the educational concept is self-evident [1]. As an innovative and comprehensive educational model, "Comprehensive Education" emphasizes the educational concept of full participation, full coverage and all-round penetration, which has far-reaching significance for improving the quality of education and promoting the comprehensive development of students [2]. In the reform of IPE in HVC, "Comprehensive Education" is not only the innovation of traditional education mode, but also the key to cultivate high-quality technical and technical talents with social responsibility, innovative spirit and practical ability [3]. It requires educators not only to pay attention to the imparting of knowledge, but also to the shaping of students' moral character, the cultivation of their abilities and the edification of their emotions, so as to realize the comprehensive development of students' morality, intelligence, physique and beauty [4]. Facing the new requirements of tertiary education in the new era, it is of great significance to explore how to effectively integrate the concept of "Comprehensive Education" into IPE in HVC, which will promote the deepening of teaching reform and improve the effectiveness of education [5].

This study mainly analyzes the application status of the concept of "Comprehensive Education" in the reform of IPE in HVC, and makes clear its specific role in improving teaching quality and enhancing students' ideological and political quality. In view of a series of problems existing in the current IPE in HVC, including the disconnection between instructional content and the development of the times, the lack of innovation in instructional resources and the unreasonable structure of teachers, this article will systematically sort out and analyze them in order to provide theoretical basis for solving these problems.

2. An analysis of the current situation of IPE reform in HVC from the perspective of "Comprehensive Education"

The concept of "Comprehensive Education" is to educate all people, educate all people, and educate all people in all directions, which is one of the core concepts of education reform in the new era [6]. All-round education emphasizes the joint participation of schools, families, society and other forces to form a joint force of education. The whole process of educating people pays attention to the whole process from students' enrollment to graduation, ensuring the continuity and systematicness of education [7]. All-round education requires comprehensive optimization in educational content, methods and environment to promote the comprehensive development of students.

At present, IPE in HVC is gradually exploring the reform path suitable for its own characteristics under the guidance of the concept of "Comprehensive Education" [8]. In terms of instructional content, this course attempts to combine theoretical knowledge with social practice to enhance the pertinence and effectiveness of teaching. In terms of instructional resources, the IPE in HVC actively introduces new teaching modes such as case teaching and discussion teaching to stimulate students' interest and initiative in learning. In terms of instructional staff, colleges and universities constantly optimize their structure and improve teachers' professional quality and teaching ability.

However, the problems existing in IPE in HVC cannot be ignored, as shown in Table 1:

Table 1 Overview of Issues in IPE Courses in HVC

Category of Issues	Specific Problem Descriptions
Teaching Content & Methods	Outdated instructional content lacking relevance and specificity; Singular instructional resources lacking interactivity and innovation
Teaching Faculty	Overall quality of teaching faculty not high, lacking professionalism and practical experience; Insufficient teacher training, unable to meet the demands of educational reform
Student Engagement	Students lack interest in ideological and political courses, resulting in low engagement; Passive classroom performance from students, lacking initiative and enthusiasm
Assessment System	Assessment system is one-dimensional, emphasizing knowledge memorization while ignoring ability cultivation; Assessment criteria are unclear, making it difficult to objectively reflect students' actual situations
Teaching Resources	Scarce teaching resources, with outdated textbooks and cases not being updated in a timely manner; Backward teaching facilities, unable to meet the needs of modern teaching
Practical Teaching	Weak practical teaching links, lacking opportunities for hands-on operation and experience; Disconnection between practice and theory, making it difficult to achieve the goal of learning for application
Campus Cultural Atmosphere	Campus cultural atmosphere is not strong, lacking the influence and guidance of IPE; Singular campus activities, lacking diversity and innovation

The existence of these problems not only affects the quality and effect of IPE in HVC, but also restricts the in-depth implementation of the concept of "Comprehensive Education" in tertiary education [9-10]. It is of great significance to deeply analyze these problems and seek effective solutions to promote the deepening of IPE reform in HVC.

3. "Comprehensive Education" perspective of higher vocational IPE reform path exploration

Under the guidance of the concept of "Comprehensive Education", the reform of IPE in HVC needs to start from multiple dimensions in order to comprehensively improve the quality and effect of education. Strengthening the construction of instructional staff is the primary task of reform. In view of the problem that some teachers' ideological and political quality is not high and their teaching ability is not strong, this article holds that colleges and universities should continuously improve their professional quality and teaching level through regular training, research and academic exchange activities. These trainings should cover the latest educational concepts, instructional resources and the frontier trends of IPE, so that teachers can better adapt to the needs

of IPE in HVC in the new era.

Traditional instructional resources often focus on imparting knowledge, but ignore the cultivation of students' ability and emotional edification. This article holds that innovating instructional resources and means is the key link of reform. Teachers should use case analysis, group discussion, role-playing and other instructional resources to integrate IPE into the curriculum to stimulate students' interest and initiative in learning, as shown in Figure 1:



Figure 1 Examples of instructional resources

The new instructional resource can not only help students better understand and master ideological and political knowledge, but also cultivate their critical thinking, teamwork ability and social responsibility.

Perfecting the assessment mechanism is an important guarantee to ensure the effectiveness of the reform [11]. Universities and teachers should establish a scientific evaluation system to evaluate and feedback the effect of IPE course construction. This assessment system should cover many aspects, such as instructional content, instructional resources and students' learning achievements, and comprehensively and objectively reflect the actual situation of ideological and political construction of the course through a combination of quantitative and qualitative methods. Teachers should adjust teaching strategies and methods in time according to the assessment results to ensure the sustainability and effectiveness of the reform.

Strengthening practice plays an important role in the tertiary education system, which is not only an important way to improve students' practical operation ability, but also a key link to cultivate their deep sense of social responsibility. In order to achieve this goal, teachers must make full use of practical teaching and social practice to build a bridge between classroom and society for students. Table 2 illustrates how these practical links can help students grow up by listing different types of practical links and their specific implementation methods, thus fully embodying the importance and value of practical links in the tertiary education system.

Through practical teaching, students can apply what they have learned in simulated or real situations, solve practical problems, deepen their understanding of theory and exercise their practical ability. However, social practice goes further, which requires students to go out of the shackles of traditional classrooms, go deep into every corner of society, experience the national conditions and people's feelings, and feel the pulse and temperature of society. This experience can make students more intuitively realize their responsibilities and missions as members of society, thus inspiring their inner sense of social responsibility. The above instructional resources can realize the perfect integration of theory and practice, so that students can master knowledge and cultivate

the ability to solve practical problems.

Table 2 Specific Applications and Outcomes of Practical Sessions in Higher Education

Type of Practical Session	Specific Implementation Methods	Contributions to Student Growth
Practical Teaching	Simulated Operations in Labs	Enhances students' hands-on abilities and experimental skills, facilitates the integration of theoretical knowledge with practical operations
	Corporate Internships	Enables students to understand industry status, elevate professional qualities, establish career networks, and lay foundations for future employment
Social Practice	Social Surveys	Cultivates students' problem-solving awareness, data analysis capabilities, and critical thinking, deepening their understanding of social phenomena
	Community Service	Strengthens students' social responsibility and civic awareness, teaches teamwork and communication skills, and improves problem-solving abilities
	Volunteering	Exercises students' organizational and coordination abilities, fosters a spirit of selflessness and dedication, and enhances understanding and empathy for disadvantaged groups
School-Enterprise Collaboration Projects	Joint Participation in R&D Projects	Allows students to learn professional knowledge in real-world projects, understand corporate operational processes, and enhances innovation and team collaboration skills
	Establishment of Internship and Training Bases	Provides students with long-term, stable practical platforms, promotes the integration of industry, academia, and research, and accelerates the transformation of knowledge into productive forces
Innovation and Entrepreneurship Training	Participation in Innovation and Entrepreneurship Competitions	Stimulates students' innovative thinking, exercises comprehensive abilities such as project planning and marketing, and lays foundations for independent entrepreneurship
	Experience in Entrepreneurship Incubation Parks	Offers entrepreneurship guidance, resource matching, and other services, helping students transform entrepreneurial ideas into practical actions and accumulate entrepreneurial experience

Finally, promoting the integration of disciplines is the core of building a collaborative education system. In tertiary education, the course of ideological and political theory occupies an indispensable position, which should be closely linked with various courses and support each other to jointly promote students' all-round growth. By deepening the comprehensive integration of ideological and political courses with other courses, we can eliminate the barriers between disciplines, realize the exchange of needed educational resources and efficient allocation, and then provide students with a richer and more coherent educational experience. This collaborative education mode is helpful to improve students' comprehensive literacy and ability, and also injects impetus into the comprehensive development and promotion of tertiary education.

4. Conclusions

Under the guidance of the concept of "Comprehensive Education", this article deeply discusses the path and strategy of IPE reform in HVC. Through the systematic analysis of the construction of instructional staff, the innovation of instructional resources, the improvement of assessment

mechanism, the strengthening of practical links and the integration of disciplines, this article draws a series of targeted and operable reform suggestions. Research suggests that only by fully implementing the concept of "comprehensive education" can the quality and effectiveness of HVC international political education be improved, and more high-quality technical and skilled talents be cultivated.

The reform path of IPE in HVC from the perspective of "Comprehensive Education" not only provides new ideas and methods for tertiary education, but also provides useful guidance and reference for practical teaching. These practical significance and values will strongly promote the in-depth development of IPE reform in HVC. With the continuous development of the times and social progress, tertiary education will assume more important missions and responsibilities. Therefore, we need to continue to pay attention to the development trend of IPE reform in HVC and constantly explore new reform paths and strategies. The future research direction can further focus on how to better integrate the concept of "Comprehensive Education" into the whole process and all aspects of tertiary education. Through in-depth research and practical exploration, we believe that the reform of IPE in HVC will continue to make new breakthroughs and progress, and make greater contributions to cultivating more high-quality technical and technical talents.

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