

Study on the Comprehensive Quality Evaluation System of Students in Higher Vocational Colleges from the Perspective of “Integration Five Domains of Education”

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Abstract: From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, establishing and improving a comprehensive quality evaluation system for students in vocational colleges is conducive to promoting students' all-round development and accelerating the construction of a skilled society. From the perspective of “integration of moral education, intellectual education, the construction of students' comprehensive quality evaluation system in higher vocational colleges is not only the only way to cultivate skilled talents, but also the cornerstone to promote the overall development of students in higher vocational colleges. However, there are still some problems, such as the single evaluation subject and the one-sided evaluation content, which hinder the construction of the comprehensive quality evaluation system of students in higher vocational colleges. Therefore, this paper puts forward some improvement strategies to construct an evaluation system with the participation of multiple subjects, and carry out three-dimensional evaluation of students' development, hoping to provide useful reference for optimizing the comprehensive quality evaluation system of students in higher vocational colleges.

Keywords: “integration of moral education, intellectual education, physical education, aesthetic education and labor education”; Evaluation system; Comprehensive quality; Higher vocational college

Fund Project:

- (1) Research Achievements of the 2023 Jiangsu Province Higher Education Reform Research Project (2023JSJG248);
- (2) Research results of the sub project of the 2022 Jiangsu Province Education Reform Pilot Project (Comprehensive Quality Evaluation Reform of Vocational College Students in the New Era);
- (3) Partial research results of the 2022 Jiangsu Province Transportation Vocational Education Research Project (2022-A04).

1. Introduction

In June 2019, the Central Committee of the Communist Party of China and The State Council issued the Opinions on Deepening Education and Teaching Reform and Comprehensively Improving the Quality of Compulsory Education, which clearly proposed that we should adhere to the combination of moral education, intellectual education, physical education, aesthetic education, labor education, and comprehensively develop quality education, establish the strategic position of moral, intellectual, physical, aesthetic and labor education in education. Under the guidance of this policy, it has become the top priority to comprehensively promote Chinese path to modernization to comprehensively implement the fundamental task of cultivating virtues and morality, and cultivate socialist successors with all-round development of moral, intellectual, physical, aesthetics and labour education. From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, establishing and improving the comprehensive quality evaluation system for vocational college students is crucial for cultivating socialist successors and promoting the construction of a socialist modernized country. Based on this, this article focuses on the necessity, existing problems, and improvement strategies of the construction of the comprehensive quality evaluation system for vocational college students from the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”,

in order to provide useful references for cultivating skilled talents and accelerating the construction of a skilled society.

2. The necessity of constructing a comprehensive quality evaluation system for students in vocational colleges

2.1 The realistic needs of cultivating skilled talents

The cultivation of skilled talents requires putting people first, giving full play to the guiding role of teachers, and effectively improving the comprehensive quality of students. From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, vocational colleges follow the growth laws of students, promote the comprehensive development of students’ moral, intellectual, physical, aesthetics and labour education, and establish and improve comprehensive quality evaluation system for students, which is a practical need to cultivate skilled talents. On the one hand, from the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, the training of skilled talents urgently needs higher vocational colleges to take scientific diagnosis as the basic way to improve the quality of classroom teaching, promote the standardization of student training process, and stimulate the subjective initiative of students’ independent learning. On the other hand, from the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, the establishment of a scientific and reasonable comprehensive quality evaluation system for students in higher vocational colleges can not only clarify the existing problems faced by the training of skilled talents, but also force higher vocational colleges to improve their educational level and teaching quality, so as to train more high-quality skilled talents.

2.2 The cornerstone of promoting the all-round development of students in higher vocational colleges

From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, higher vocational colleges strengthen the construction of students’ comprehensive quality evaluation system, which can quantify students’ learning tasks in stages, help students complete the transformation process of knowledge level and practical ability from quantitative change to qualitative change, and realize students’ all-round development. Higher vocational colleges include students’ professional practical skills and theoretical knowledge levels in the evaluation and assessment scope, which can systematically understand their mastery of skills and theoretical knowledge, thereby improving the training plan and system for skilled talents, and effectively promoting students’ comprehensive development.

3. Problems in the Comprehensive Quality Evaluation System for Vocational College Students

On the one hand, the evaluation subject has singularity. Under the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, the evaluation system of students’ comprehensive quality in higher vocational colleges has the problem of single evaluation subject, which is manifested in the following two aspects. First, the evaluation subject presents the phenomenon of centralization. At present, the main body of students’ comprehensive literacy evaluation in some vocational colleges is still the teaching staff, ignoring the important roles of ideological and political teachers, student work department, academic affairs office, counselors, families and other subjects. Second, students’ self-evaluation is formalized. At present, some higher vocational colleges have not endowed students with the effectiveness of self-evaluation and mutual evaluation, which leads to a low sense of participation among students and leads to a lack of sufficient scientificity in the comprehensive evaluation results.

On the other hand, the evaluation content is one-sided. From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, there is a problem of one-sided evaluation content in the comprehensive evaluation system of students’ quality in higher vocational colleges, which makes it difficult for teachers to fully grasp students’ mastery of skills and learning outcomes. At present, some higher vocational colleges have not yet integrated the requirements of “integration of moral education, intellectual education, physical education, aesthetic education and labor education” into the construction of students’ comprehensive quality evaluation system, only evaluating students’ skill and knowledge levels, ignoring the requirements of “integration of moral education, intellectual education, physical education, aesthetic education and labor education” for talent cultivation. This results in a lack of objectivity and comprehensiveness in the evaluation results. In addition, in the process of constructing the comprehensive quality evaluation system of students, some higher vocational colleges lack assessment standards for students’ practical training and social practice activities, which leads to incomplete evaluation of students’ ability and restricts the training of skilled talents.

4. Strategies for Improving the Comprehensive Quality Evaluation System of Vocational College Students from the Perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”

On the one hand, higher vocational colleges should construct an evaluation system with the participation of multiple subjects, so as to promote the evaluation subjects from single to diversified. From the perspective of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, higher vocational colleges should establish a student comprehensive quality evaluation system with the participation of enterprises, society, parents and students, and focus on evaluating students’ professional quality and technical skills, so as to make talent evaluation more comprehensive and scientific, and ensure the high-quality cultivation of skilled talents. In this process, higher vocational colleges should build scientific, reasonable, comprehensive and systematic evaluation indicators based on the talent training requirements of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, and conduct comprehensive and multi-dimensional evaluations of students.

On the other hand, higher vocational colleges should carry out three-dimensional evaluation of students’ development in accordance with the requirements of “integration of moral education, intellectual education, physical education, aesthetic education and labor education”, and judge the basic performance of students’ ability in three aspects: cultural foundation, independent development and social participation, so as to realize the comprehensive integration of “virtue” and “skill”, “professional” and “ability”. In other words, higher vocational colleges should shift the focus of student evaluation work from assessing theoretical knowledge and skill levels to conducting comprehensive assessments of students’ moral, intellectual, physical, aesthetic, and labor performance in all aspects. On this basis, higher vocational colleges need to establish a data analysis platform, incorporate the comprehensive quality evaluation system of students into the platform, collect various data information of students through network information carriers, and thus form a personal portrait of students, and clearly present their development advantages and existing problems. Further, higher vocational colleges need to find the existing problems or deviations in time, and correct or improve them, so as to give play to the educational guidance and feedback improvement functions of evaluation.

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