

# On Huang Yanpei's Thought of Great Vocational Educationism<sup>1</sup>

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**Abstract:** Mr. Huang Yanpei, an outstanding democratic educator in modern times, devoted himself to the cause of vocational education in China, reformed and innovated the traditional education that was disconnected from society, and made outstanding contributions to the development of vocational education in China. "Great Vocational Educationism" is an educational theory put forward by Mr. Huang Yanpei according to the current situation of vocational education development and the needs of social development, which discusses the development direction of vocational education in China from the aspects of educational connotation, objectives, teaching mode, etc. This article starts from the core content of "great vocational education doctrine", analyzes its characteristics and values, and discusses the inspiration of great vocational education doctrine to modern education.

**Keywords:** Huang Yanpei; Great Vocational Educationism; Vocational Education Practice

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Under the great vocational education doctrine, relevant government departments have established relevant policies and systems to protect the education of vulnerable groups, promote cooperation between enterprises and vocational schools, and strengthen the relationship between profession and all sectors of society. The great vocational education doctrine not only conforms to the development trend of vocational education in China, but also has distinctive Chinese localization characteristics. In the development process of vocational education in the new era, the connotation of the great vocational education doctrine should be constantly explored, Let it play a different role in the new era to promote the development of vocational education in China.

## 1. The Core Content of Huang Yanpei's Great Vocational Educationism

### 1.1 Concept of vocational education

The concept of vocational education can be divided into broad sense and narrow sense, while Huang Yanpei's "Great Vocational Educationism" insists on the broad sense understanding, that is, all education contains the meaning of occupation. The main task of educators is to impart professional knowledge and work skills to students, so that students can have a skill through learning. Huang Yanpei has drawn the distance between vocational education and other types of education. If he has a discriminatory or unequal attitude towards vocational education in concept, it will be more difficult to develop the already weak vocational education. Therefore, we should strengthen exchanges and communication between vocational education and primary and secondary schools, universities, learn from and learn from excellent teaching experience, and promote the development of vocational education<sup>[1]</sup>.

Therefore, Huang Yanpei advocates to set up vocational education in general education teaching to cultivate students' skills, so that students can learn survival skills that can be applied to careers on the premise of receiving basic education, and should set up a variety of vocational courses as far as possible, leaving sufficient space for students to choose, starting from

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their own interests and strengths, to engage in suitable and favorite occupations.

## **1.2 Vocational education objectives**

As for the teaching objectives of vocational education, Huang Yanpei clearly proposed that students should "pay more attention to the common big goal", that is, teachers should pay attention to cultivating students' sense of responsibility and patriotism in the teaching process. The purpose of possessing a skill is not only to meet the needs of individual survival and development, but also to make contributions to the development of the country and society. The teaching objective of vocational education is to deliver useful talents to the society. The starting point of vocational education is to solve the problem of students' livelihood, but it is more important to promote social and national development and improve students' ideological and moral quality and professional skills. In 1919, Huang Yanpei criticized the phenomenon that vocational education at that time only focused on cultivating students' vocational skills. If he only focused on improving students' vocational skills and professional level, but ignored students' ideological sentiment and cultural quality, no matter what kind of education, it would inevitably become rigid. The talents trained by this kind of education could not become the pillars of national development and social progress, He is only an apprentice with skills. Therefore, in 1922, he solemnly advocated that vocational education should set a "big goal" in "Thoughts on the Five Years of the Establishment of the Chinese Vocational Education Society", that is, to cultivate students' independent inquiry ability, correct values and sentiments, and the concept of lifelong learning, which should not be limited to cultivating students' vocational skills, but should cultivate outstanding talents who can promote social development and make outstanding contributions in all walks of life<sup>[2]</sup>. He believes that the ultimate goal of vocational education is to make "those who have no jobs have jobs" and "those who have jobs enjoy their jobs".

## **1.3 Vocational education and all sectors of society**

Under the concept of big vocational education, Huang Yanpei believes that all enterprises in society should strengthen the connection with vocational education, and solve the contradiction between supply and demand of traditional vocational education and enterprise demand from the needs of social vocational development. The development of education, especially the development of vocational education, cannot be divorced from the development of society. The development of vocational education can only be promoted based on the needs of social positions. He has repeatedly published articles advocating that the practitioners of vocational education should not be idealists who have ideas but do not practice and bookworms who only focus on textbook knowledge. The leaders of vocational schools must maintain high enthusiasm, have the mentality of embracing all rivers and embracing diverse ideas, actively communicate with education and social enterprises of all ages, organize students to participate in social movements, and do not separate students' real life and learning, Vocational schools should be built on the basis of the needs of social development. In essence, it is to socialize vocational schools.

## **1.4 The Running Mode of Vocational Education**

Huang Yanpei advocated the development of curriculum and teaching materials, the design of teaching content, the establishment of education majors, and the planning of school running mode from the perspective of practical problems and needs from the perspective of the needs of social development. At the same time, he believed that "if Gai School does not communicate with the society, Weite Vocational School will not achieve good results". "Therefore, the responsibility is not only borne by the education community, but also shared with the professional community. In addition, Huang Yanpei also advocated to let enterprises participate in vocational education, establish an industry university association, and cooperate with schools and enterprises in running schools to solve the employment problem of vocational students and improve the employment rate of graduates. He also believes that vocational schools should give full play to local characteristics and enterprise advantages, set up factories or farms related to classroom content, regularly let students practice according to the teaching content, and improve students' practical operation ability and comprehensive ability<sup>[3]</sup>.

# **2. The Enlightenment of Huang Yanpei's Great Vocational Educationism in the New Era**

## **2.1 Constructing the "Concept of Vocational Education"**

The traditional concept of vocational education has some problems, such as single teaching methods, narrow education objects, closed teaching environment, etc. , which leads to the over utilitarianism of modern vocational education. This narrow education concept is contrary to Huang Yanpei's "great vocational education doctrine", which separates vocational education from other types of education. There are discriminatory and unequal attitudes towards vocational education in the concept, and

modern vocational education is seriously disconnected from society, It is in an isolated and closed state, and the talents sent by vocational schools do not match the social vocational needs. The traditional concept of vocational education has not met the needs of the development of the new era society, but also seriously hindered the development of vocational education itself. Therefore, vocational education should establish a "big vocational education concept", determine the purpose of vocational schools in a broad sense, get rid of the traditional narrow educational concept, and broaden the field of vocational education.

## **2.2 Combining practical teaching with theoretical teaching**

Huang Yanpei believes that in teaching activities, teachers should put theoretical knowledge into practice and combine learning with doing. He believed that in vocational education, teachers should not only teach students basic theoretical knowledge, but also lead students to carry out specific practical operations, learn while doing, verify theoretical knowledge in practice, summarize practical experience in theoretical learning, and improve students' professional skills and responsibility skills in activities combining theory with practice. That is to say, students can build comprehensive, three-dimensional and systematic professional knowledge and literacy in the activities of combining hands with brains, theory with practice<sup>[4]</sup>.

## **3. Conclusion**

To sum up, Huang Yanpei's concept of "great vocational education" is characterized by practicality, sociality and human nature, and can adapt to different historical conditions and social development. It not only promotes the development of modern vocational education, but also inspires educators in the new era to optimize and improve the problems in vocational education at this stage. In view of the excessive utilitarianism of vocational education at this stage and the monotonous teaching methods, vocational schools must base themselves on the needs of social development, strengthen the connection with other types of school education and social enterprises, build a "concept of major vocational education", combine practical teaching with theoretical teaching, strengthen the importance of vocational education for vulnerable groups, implement diversified educational functions and school running forms, and promote the development of modern vocational education.

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