

Higher vocational colleges from the perspective of Humanism On the cultivation path of Ideological and political talents

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Abstract: by analyzing the connotation of humanism, this paper sorts out the internal unity between humanism and curriculum ideological and political education, vocational education and historical materialism, analyzes the problems existing in the cultivation of Ideological and political talents in Higher Vocational Colleges from the perspective of humanism, and combs and constructs the ideological and political goal framework of talent cultivation in higher vocational colleges. Finally, based on the three elements of teachers, courses and students, the specific implementation path of Ideological and political talents training in higher vocational colleges is given.

Key words: humanism; Ideological and political personnel training; Vocational education; Curriculum ideological and Political Education

1 Humanism

1.1 The connotation and development of Humanism

Humanism rose in the 1950s and 1960s. Maslow and Rogers opposed the behavior of treating people as machines or animals from the perspective of behaviorism. They also criticized that although cognitive psychology attached importance to human psychological structure, it ignored human emotions, attitudes and values. As the “third force” after behaviorism and psychoanalysis, humanism has a profound impact on educational psychology.

1.2 The internal unity of humanism and curriculum ideological and Political Education

Humanism opposes meaningless learning, that is, learning that does not involve feelings and personal significance, but only involves experience accumulation and knowledge growth. Meaningless learning is more like mechanical learning. It is not only hard to learn, but also easy to forget. It advocates meaningful learning, emphasizing that learners should be accompanied by the participation and change of emotions, attitudes and values in the learning process, so that they can be fully engaged, driven by intrinsic motivation, and realize autonomous learning.

“Curriculum ideological and political education” emphasizes that we should correctly understand and handle the relationship between professional skills training and people’s all-round development. The all-round development of people refers to the all-round development of morality, intelligence, physique and beauty. Led by morality, the “curriculum ideological and political education” attaches importance to the shaping of students’ world outlook, outlook on life and values, and the cultivation of cultural knowledge, sports spirit, aesthetic sentiment and sound personality. It lays a solid value foundation for students’ growth and has expertise on the basis of all-round development.

Humanism and “Curriculum Ideology and politics” have achieved internal unity. Both emphasize that learning is not just for mastering certain knowledge and skills, and pay attention to the influence of students’ values and personality shaping, so that learners can become a comprehensive and complete person.

1.3 The internal unity of humanism and Vocational Education

Each evolution of the first three industrial revolutions has constantly put forward higher requirements for the quality of workers, but their common feature is the fundamental requirement for the operation ability of skilled workers. Before the 19th National Congress of the Communist Party of China, the contradiction between the increasing material and cultural needs of the people and the backward social production was the main contradiction of society, which led to the goal of talent training in Higher Vocational Colleges tending to a single skill training, transporting talents for industrial construction, and ignoring the increasingly urgent needs of students for spiritual life and sound personality.

At this stage, China’s economy has shifted from high-speed growth to high-quality development. The intelligent industrial environment requires people to give full play to their intelligence and wisdom in order to overcome the stubborn disease of workers becoming “robots”. German educator Humboldt pointed out that a person with all-round development is not only “mastering a wealth of knowledge”, but also “a machine that works accurately in a narrow field”, but also a “work of art”. Dewey also opposed the idea of making money as the purpose of talent training in vocational education as early as the beginning of the last century, and believed that vocational education was to respect people’s ability, character and free and comprehensive development rather than narrow vocational training. At present, vocational education has basically realized the money making function of “enabling the unemployed to have jobs”, but the effect is not obvious enough in making

vocational school graduates “happy” and promoting the development of productivity. As a type of university education, vocational education itself should have the fundamental attribute of education, and the fundamental purpose should be to cultivate a professional with “perfect professional personality with the unity of truth, goodness and beauty”.

1.4 The internal unity of humanism and historical materialism

Humanism is by no means individualism. It emphasizes that a career should serve people and aim to realize their potential and value. It also puts forward that people, as the subject of great potential, should play a decisive role in economic and social development. Only the continuous progress of society can provide people with better opportunities for self realization. The values of historical materialism also advocate that workers’ employment is not for capital appreciation, let alone for monetary benefits, but only for the needs of individual development. Career choice should follow the guideline of human happiness and its own perfection.

Both emphasize the value of human beings and oppose the instrumentalization and mechanization of laborers. Humanistic thought illuminates the direction of the discussion of historical materialism, which provides methods and ways for the realization of humanism, that is, combining personal career development with the mission of the times to realize the unity of personal value and social value.

2 The cultivation goal of Ideological and political talents in Higher Vocational Colleges from the perspective of Humanism

The humanistic theory puts forward four requirements for human development. From the bottom up, they are functional integrity, self realization, benevolence and tolerance, and responsibility. Among them, the development of the next level provides the premise and foundation for the development of the upper level. These four aspects and vocational education for talent training objectives, training forms and so on to achieve the internal fit.

Functional integrity refers not only to the development of intelligence and ability, but also to the development of self-consciousness such as interest, emotion, attitude, will quality and values. The university stage is a critical period for the gradual formation and maturity of people’s self-consciousness. Higher education should grasp this basic law and take self-awareness and awakening students’ self-consciousness as the quality standard of talent cultivation. Although vocational education aims at employment and the cultivation of employment skills, the premise of employment is to generate vocational interest, because interest experience is the powerful driving force of career choice. Lack of vocational interest will cause difficulties in career choice and overcome the adversity faced by the industry and work.

Humanism believes that people are born with the need for self realization. The more complete the function of the individual, the more potential for self realization. If the function is incomplete, especially the lack of deep interest, it will lead to students’ lack of fun, flow and other positive experience. Therefore, students tend to use utilitarianism as the methodology to make “no feeling” choices, rather than focusing on the process, unable to devote themselves to it, let alone self driven. As a person with self-development needs, higher vocational students should be guided by self-awareness and professional interest to learn independently, so that students can gradually have self-learning awareness and self-management ability, cultivate the quality of lifelong learning, and realize self-development.

Individual integrity and self realization are the goals and requirements for individual internal development, while benevolence and tolerance are the requirements for the relationship between individuals and others. First of all, a complete individual needs to be internalized into a stable personality through value selection, comprehensive thinking and behavior in the process of interaction with others, society and nature. Secondly, the motivation of self realization is also inseparable from the care, expectation and respect of others. Higher vocational colleges should enrich and extend their three outlooks through harmonious interpersonal communication, cultivate appreciation, tolerance and benevolence, and establish win-win thinking.

On the basis of good interaction between individuals and others, further develop the relationship between individuals and the whole external world, that is, the responsibility for the whole society, which is the highest requirement for students in higher vocational colleges. The opinions of the Ministry of education on comprehensively improving the teaching quality of higher vocational education put forward that higher vocational colleges must actively adapt to the needs of regional, industrial economic and social development, which requires higher vocational college students to have the responsibility spirit of paying attention to the development of the times and places. However, students in Higher Vocational Colleges lack sufficient attention to national policies, the development of the times, social problems, and even do not care about or understand the industry, industry, and career development trends related to their majors, which is contrary to the vocational education concept of “Vocational Education” and “integration of industry and education”.

3 The cultivation path of Ideological and political talents in Higher Vocational Colleges from the perspective of Humanism

Students, teachers and courses are the three elements of teaching. The cultivation of Ideological and political talents in higher vocational colleges must also be implemented in these three ways. First of all, taking humanism as the starting point, the humanistic idea is rooted in the construction of teachers’ team, the ideological and political construction of curriculum and the self-education of students. Then through the construction of teachers’ team and the ideological and political construction of curriculum, the secondary training function of

students can be played. Students internalize the external influence, and ultimately achieve the ideological and political goal of talent training.

3.1 Teachers are student-centered

Humanism advocates treating oneself and others well. For teachers, it means treating students well and taking students as the center. Taking students as the center is not to meet the arbitrary needs of students, but to take the development of students as the goal and help students become complete individuals, especially the improvement of personality.

First of all, teachers should have educational feelings and devote themselves to education with full enthusiasm and fun. Treat students as real subjects and individuals, respect their diversity, differences and imperfections, recognize that students are at the stage of development, and affirm their great potential for future development. Respect students' creativity and particularity, do not engage in template and one size fits all, let students have "independent spirit, free thought", and dare to try.

Humanism puts forward that the complete development of individuals needs to establish a harmonious social practice relationship. Teachers should establish an equal view of teachers and students and actively build a harmonious relationship between teachers and students. Respect students' free will, and do not force or suppress students. Instill the necessary personality and legal concepts into students, so that students can realize that they are people with civil capacity, and independently exercise rights, perform obligations and assume responsibilities.

Teaching by example is more important than speaking. Teachers should pay attention to the development of personality charm, show students individuals with complete functions, achieve self realization and development in the position of teachers, be benevolent and tolerant in dealing with the relationship with students, and actively participate in education in the spirit of responsibility, so as to cultivate morality, intelligence, physique. The builders and successors of the socialist cause of the United States and other all-round development are lofty ideals. Combine personal labor with the educational mission of the times. To be a practitioner and demonstrator of the concept of humanism, and to influence and drive students with exemplary behavior.

In addition, the lack of ability or awareness of professional teachers, focusing on professional teaching, ignoring the relevant national policies and the expansionary teaching of professional career development is also one of the reasons why higher vocational college students lack ideals and beliefs. Schools should strengthen the construction of teachers' team and cultivate "Four Haves" good teachers.

3.2 All round integration of Ideological and political elements in the curriculum

As an important way of talent cultivation, ideological and political elements should be integrated into the curriculum construction, and self-awareness cultivation should be integrated into the curriculum objectives, so as to realize the cultivation of students' personality and values. The course of Ideological and political education includes two aspects, one is the teaching content, and the other is the teaching method. The teaching content can not be selected at will. We should follow the law of students' physical and mental development, from low to high, and supplemented by corresponding teaching methods, so as to achieve the goal of cultivating ideological and political talents to the greatest extent.

At the enrollment stage, in terms of course content, students' interest in careers should be guided by introducing careers and professional characteristics related to their majors. In terms of teaching methods, vocational experience education should be integrated into the course. Through the immersion of professional situations, students can deepen their understanding of professional roles, improve their emotional experience, and take emotional development as one of the course objectives, Promote students to become people with perfect knowledge, skills, interests, emotions and other functions.

In the middle stage, the contents of different professional courses should be integrated into the development of relevant industries and the talent demand for corresponding courses and positions, so that students can understand the significance of course learning for themselves. Then, with the auxiliary function of professional fun, interest and other emotions, the "non-guiding teaching principle" is adopted to guide learners' spontaneous learning, including the whole process of autonomous selection of learning content and learning methods, self-management, self-evaluation and self-improvement.

In the later stage, the course content should be integrated into the latest policies and great projects of the party and the state in the fields related to the major, so as to cultivate the students' sense of mission. The teaching method should emphasize coordination and cooperation, help each other, and establish an emotional relationship oriented course implementation method, through mutual trust between teachers and students, and mutual trust between students. Mutual understanding to explore positive emotional education to build a psychological compatible classroom atmosphere and cultivate students' affective quality of benevolence and tolerance.

Finally, take historical materialism values as the ultimate goal of Ideological and political education. Let students personally experience that the combination of personal development and the development of the times can realize the value of life, and have emotional resonance for the feelings of home and country. Take historical materialism as values and methodology to guide university, job hunting and life planning.

3.3 The awakening of students' self consciousness

Self consciousness is divided into three aspects: self cognition, self experience and self-regulation. Students should consciously take self cognition as an important topic in college and life. In addition, students should establish a “view of experience”, pay attention to the diversity of experience rather than success or failure, and pay more attention to self experience, including emotions such as joy, anger, sadness and fear, as well as their own interests, hobbies and attitudes towards things. Take self experience as the starting point to constantly introspect and deepen self-awareness. Always pay attention to their own dynamics, and regulate their own psychology and behavior, and gradually achieve the goal of functional integrity.

The cultivation of self-awareness is inseparable from people’s social interaction. Students should form a positive relationship of benevolence and tolerance with others, live in harmony, cooperate in unity, weaken the dependence on interpersonal relationships in small circles, consciously “go out”, actively strengthen social interaction and improve experience richness, so as to gradually form an objective and fair self-evaluation, And stable personality and self-awareness.

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