

## Research on the Pathways and Mechanisms of Comprehensive Education in Vocational Colleges in the New Era

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**Abstract:** This paper analyzes the current state and existing challenges of the "comprehensive education" approach in vocational colleges and explores targeted solutions. It aims to identify more effective implementation pathways and safeguard mechanisms for comprehensive education. the study focuses on continuously improving the quality of talent cultivation in vocational colleges, fostering modern technical and skilled professionals with well-rounded capabilities who are prepared for practice, employment, entrepreneurship, and future development.

**Keywords:** Comprehensive Education; Pathway Construction; Education Mechanism

### 1. Introduction

Vocational education must adhere to the national education policy of "fostering virtue through education and integrating moral and technical development. " It should prioritize integrated planning, focus on connotative development, embrace advanced educational concepts, and promote modern educational methods to comprehensively enhance the quality of education and talent cultivation. the Ministry of Education issued the "Comprehensive Education Reform Pilot Work Construction Requirements and Management Measures (Trial)", which explicitly calls for deepening the comprehensive reform of "comprehensive education. " The key lies in establishing and improving the mechanisms and systems of comprehensive education to significantly enhance the quality of talent cultivation in higher education institutions.

### 2. The Connotation and Research Value of the "Three-Wide Education" Model

The "Three-Wide Education" model primarily encompasses all-staff education, all-process education, and all-round education. All-staff

education emphasizes that everyone participates in education, where various stakeholders collaborate to educate students. All-process education focuses on the entire learning journey of students, from enrollment to graduation, and from classroom learning to practical activities, ensuring comprehensive attention to their growth and development. All-round education targets the cultivation of students' comprehensive abilities and diverse development. At its core, the "Three-Wide Education" model is student-centered, prioritizing the development of students' overall qualities and competencies. It underscores fostering innovation, practical abilities, teamwork, and other skills to enable students to meet the demands of societal development and possess lifelong learning capabilities. Research Value of the "Three-Wide Education" Model. the research value of the "Three-Wide Education" model lies in promoting reform and development in talent cultivation within vocational institutions. Through all-staff education, institutions can better leverage the roles of educators and students, thereby enhancing teaching quality. Through all-process education, institutions can focus on students' development holistically, improving educational outcomes. Through all-round education, institutions can nurture students' comprehensive qualities, enhancing their competitiveness.

The "Three-Wide Education" model reflects the intrinsic requirement of vocational institutions to "foster virtue and cultivate individuals. " It advocates for the comprehensive development of students in knowledge, skills, and qualities. Beyond mere knowledge transfer, it places greater importance on nurturing students' overall qualities and capabilities. the model not only focuses on academic performance but also on critical thinking, innovation, and practical skills.

Implementation and Alignment with Societal Needs

By paying continuous attention to students'

entire journey, the model can better identify their potential and strengths, offering support for personalized development. Vocational institutions aim not only to cultivate professional knowledge and skills but also to enhance students' comprehensive qualities and abilities. Through all-round training, the model develops students' innovation, practical, and teamwork abilities, equipping them to adapt to societal needs. the "Three-Wide Education" model aligns with the developmental trends in vocational education for talent cultivation. With societal advancements, single-disciplinary knowledge can no longer meet the demands for talent. the model focuses on nurturing students' comprehensive qualities, enabling them to adapt to societal changes and developments. It emphasizes continuous attention throughout the process and diversified cultivation opportunities, facilitating students in maximizing their strengths and talents. Emphasis on Practical Abilities and Lifelong Learning. As society evolves, practical skills have become a critical demand in vocational education. Traditional education models often prioritize theoretical knowledge while neglecting the cultivation of practical abilities. the "Three-Wide Education" model stresses all-process education, focusing on practical skill development, enabling students to apply knowledge to real-world problem-solving and fostering both practical and innovative capabilities. Unlike traditional education models that prioritize academic ability alone, the "Three-Wide Education" model emphasizes all-round development, nurturing students' diverse growth to meet occupational demands and possess lifelong learning capabilities. In conclusion, the "Three-Wide Education" model aligns with the developmental trends of talent cultivation in vocational education. It meets the demands of professional roles and effectively nurtures individuals with comprehensive qualities, who can adapt to societal development and excel in their respective fields.

### **3. Issues in the "Three-Wide Education" Model of Vocational Institutions**

#### **(1) Insufficient Synergy in "All-Staff Education"**

First, the role of "all staff" in education is underdeveloped, leading to a lack of synergy. Analysis of the current all-staff education model reveals that vocational institutions primarily rely

on teachers as the main educators, with limited communication and collaboration with other stakeholders, such as partner institutions, enterprises, and society. This lack of integration fails to mobilize all educational forces to achieve a synergistic effect.

Second, the concept of collaborative education is not well established. Research indicates that institutional departments mainly focus on teaching management, while class supervisors concentrate on managing students' daily schedules.

Third, the teaching workforce's capacity to educate requires improvement. A significant proportion of vocational institution teachers are young and primarily recruited from recent graduates. These educators lack sufficient teaching experience and the capability to effectively fulfill their educational roles.

#### **(2) Disconnection in the "All-Process Education" Chain**

All-process education refers to the temporal dimension of education, emphasizing its long-term nature. Lifelong education is an inevitable requirement of societal development. However, vocational institutions' current cultivation systems reveal disruptions and disconnections in the education chain, posing significant challenges to its continuity and effectiveness.

Most students have weak knowledge accumulation, poor study habits, and limited comprehension skills. During their time in vocational institutions, they can engage in systematic learning and achieve effective educational outcomes. However, upon transitioning to their professional roles, while students can apply the theoretical knowledge gained in school to solve real-world problems, they often lack a lifelong learning mindset and fail to pursue further self-improvement.

#### **(3) Imbalances in "All-Round Education"**

All-round education involves multidimensional cultivation of students, including "theoretical literacy, cutting-edge technology, professional skills, and practical capabilities." However, significant issues remain in this approach:

- Theoretical literacy: Education predominantly relies on traditional classroom lectures. Current conventional teaching methods struggle to meet societal demands for skilled workers and students' long-term development needs.

- Cutting-edge technology: As technology advances, there is an urgent demand for talent in information technology. However, due to the

inherent characteristics of vocational institutions and restrictions within their administrative and teaching management systems, these institutions often lack a solid foundation for technological innovation. Outdated teaching methods and limited adoption of advanced digital tools hinder the development of students' cutting-edge technical abilities.

Professional skills: Surveys conducted among multiple batches of graduates reveal a disconnect between vocational education content and practical job requirements. This gap prevents vocational education from adequately meeting the skill demands of the workplace.

- Practical capabilities: Practical, hands-on training lacks prominence and remains secondary to theoretical instruction, limiting students' ability to develop strong practical competencies.

#### **4. Pathways to Construct the "Three-Wide Education" Model in Vocational Institutions**

To address vocational functional characteristics, it is essential to clarify ideas, set directions, determine measures, and solve challenges to construct a pathway for building the "Three-Wide Education" talent cultivation model.

##### **(1) Expanding Educational Participants to Build an All-Staff Education Model**

The "all-staff education" model emphasizes leveraging the roles of various educational participants, pooling diverse resources, and fostering a vertically and horizontally interconnected system. This aims to achieve comprehensive participation and collaboration across all levels and departments.

Vertically, it requires activating motivation at all levels, fostering consensus, and scientifically coordinating comprehensive participation to ensure proper educational direction.

Horizontally, it demands cross-departmental collaboration, mutual support, and integration across curriculum, research, training, and practical applications to combine knowledge education with skills development.

In summary, clear role definitions for all participants are needed to build a multi-dimensional educational system that extends both breadth and depth.

Key actions include:

Unifying mindsets and establishing mechanisms: Strengthen coordination among participants, creating a favorable atmosphere for integrated education. Authorities should guide, advocate,

and motivate participants to recognize their roles and responsibilities in vocational education.

Standardizing plans and setting clear objectives: Establish a linkage mechanism, delineating responsibilities and reward mechanisms to ensure deeper involvement from all stakeholders. Integrating efforts and enhancing outcomes: Create a systematic and comprehensive educational framework that ties the effectiveness of participants' efforts to overall education outcomes.

Enhancing teaching teams: Explore integrated cultivation models, such as institution-enterprise collaborations and shared resources between civil and military sectors, to foster a synergistic educational environment.

##### **(2) Strengthening Top-Level Design to Build an All-Process Education Model**

Education efforts should cover every aspect and stage of the educational process without gaps or interruptions.

Innovative teaching methods: Tailor teaching strategies to the characteristics of vocational education, incorporating real-world scenarios and case studies to prepare for unexpected challenges.

Advancing theoretical research: Keep pace with the latest trends and integrate cutting-edge technological advancements into the curriculum. Job-oriented design: Align curriculum content with actual job requirements, focusing on practical skills and addressing students' weaknesses to build a skill-based, practical talent cultivation system.

Interdisciplinary integration: Foster students' practical abilities and critical thinking by connecting vocational education with other disciplines, thereby enhancing their comprehensive skills.

##### **(3) Expanding Educational Channels to Build an All-Round Education Model**

Integrating quality resources: Optimize resources across classroom and extracurricular settings, internal and external institutions, as well as online and offline platforms. Leverage the strengths of traditional classroom instruction while utilizing supplementary online resources to create a holistic education platform.

Promoting talent development and excellence projects: Strengthen the construction of three professional teams-dual-role teacher teams, 1+X certification teams, and research expert teams. Develop exemplary courses, teaching materials,

classrooms, and teams to enhance education for practical applications.

Implementing pilot reforms: Since "Three-Wide Education" is an exploratory systemic project without existing models to emulate, vocational institutions should actively pilot comprehensive reforms. Efforts should focus on consolidating internal and external educational resources and establishing mechanisms for synergy. Insights from these pilots can be summarized, refined, and expanded into a mature "Three-Wide Education" model for broad application.

### **5. Guarantee Mechanisms for Implementing the "Three-Alls Education" in Vocational Colleges**

In the new era, vocational colleges should focus on the individual development of every student, integrating education throughout the entire learning process. By establishing mechanisms that ensure participation by all personnel, coverage throughout the entire process, and comprehensive development, students can adapt to complex and dynamic work environments and task demands.

#### **(A) Establish a Mechanism for Participation by All Personnel**

Enhancing teacher team development and improving teachers' professional qualities and teaching capabilities are crucial to ensuring that every staff member actively participates in the education and cultivation of students. At the same time, a decision-making mechanism involving students should be established, encouraging them to participate in school management and decision-making processes to foster autonomy and a sense of responsibility.

First, clarify the primary responsibility for education. In vocational colleges, this responsibility lies with all faculty and staff, including teachers and administrative personnel. Everyone should recognize their role as participants and promoters of education.

Second, set clear educational goals and tasks aligned with the college's training objectives and requirements. These goals should emphasize not only academic ability but also moral integrity and physical and mental well-being.

Third, strengthen faculty development to improve teachers' educational capabilities and effectiveness. Colleges should focus on enhancing teachers' professional skills through training and support to enable them to fulfill

their educational roles effectively.

Fourth, establish effective communication and collaboration mechanisms. Teachers and administrative staff should work closely to develop educational plans and implementation strategies, share experiences, and exchange educational resources to create synergy for fostering comprehensive education.

Fifth, create a scientific evaluation mechanism to assess and provide feedback on education efforts involving all personnel. Regular evaluations help identify challenges, make timely adjustments, and ensure the effective operation of the inclusive education mechanism. In summary, building a mechanism for participation by all personnel requires the collective effort and cooperation of all faculty and staff, clear educational objectives and tasks, strengthened faculty development, efficient communication and collaboration mechanisms, and scientific evaluation systems. Only through these measures can the goal of inclusive education be achieved.

#### **(B) Establish a Mechanism to Ensure Full-Process Education**

Building a full-process education mechanism involves focusing on fostering students' innovation, practical skills, and teamwork abilities. This can be achieved by implementing comprehensive mechanisms for different stages: Admission Stage: Conduct quality assessments and learning ability tests during student enrollment to understand their basic status and potential for development. Learning Stage: Emphasize academic ability development, including the acquisition of professional knowledge and the cultivation of practical skills.

Practice Stage: Focus on developing students' practical abilities and innovative spirit through hands-on activities.

Guidance Stage: Strengthen the roles of administrative staff by providing psychological counseling and career planning guidance throughout the learning process to address students' academic and personal challenges.

Graduation Stage: Conduct graduation assessments and provide career development guidance to help students plan their career paths and future growth.

In essence, achieving full-process education requires a comprehensive approach from admission to graduation, emphasizing academic ability, moral development, practical skills, and

mental health education at each stage to provide students with holistic support and guidance.

**(C) Establish a Mechanism for Comprehensive Development**

To cultivate students' comprehensive qualities and promote holistic development, vocational colleges can focus on the following strategies:

**Develop a Comprehensive Education System:** Vocational colleges should establish an integrated education system that includes academic education and hands-on practice. By organically linking various components, students can acquire well-rounded knowledge and skills.

**Strengthen Mechanisms for Practical Teaching:** Emphasize practical teaching through field visits, hands-on training, and simulation exercises. This hands-on participation enables students to improve their operational skills and problem-solving abilities.

**Foster Mechanisms for Developing Innovation Abilities:** Encourage students to explore and innovate by offering courses on entrepreneurship, organizing innovation competitions, and stimulating creative thinking.

**Enhance Comprehensive Assessment Mechanisms:** Develop a scientific evaluation system that considers academic performance, training results, internship outcomes, and social practice experiences to provide a holistic assessment of students' qualities and abilities.

**Provide Individualized Development Opportunities:** Tailor opportunities to individual student needs and strengths, allowing them to excel in their areas of expertise.

In summary, vocational colleges must establish comprehensive education mechanisms, emphasize practical teaching, cultivate innovative thinking, enhance evaluation systems, and provide personalized opportunities. Through these combined efforts, students can develop into well-rounded professionals with comprehensive skills and qualities.

## **6. Conclusion**

Vocational education must focus on societal needs, with classrooms aligned with future job requirements in order to cultivate high-quality skilled talent that meets the demands of social development. the rapid development of modern

technology and information technology, along with the impact of social changes, places higher demands on future talents and sets higher standards for the effectiveness of vocational education. In conclusion, the "Three-All Education" model is a new educational concept that aligns with the development and requirements of the new era. It represents a new approach to education and serves as a strong support for enhancing the comprehensive abilities of skilled talent.

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