

# *Research on the "Three-wide education" Model of Ideological and Political Education for Students in Higher Vocational Colleges*

**Zhaowen Hai**

*Zibo Vocational Institute, Zibo, Shandong, China  
739279465@qq.com*

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**Abstract:** The term "Three-wide education" refers to comprehensive education, all-round education, and full process education. The "three complete education" emphasizes that it is a systematic concept, which requires the overall consideration of systems theory in an educational entity and the use of all forces to carry out ideological and political education for the educated. But it is not a general education model that pursues a large and comprehensive approach. "Teaching according to one's aptitude, adapting to the times, prioritizing and prioritizing, and having a moderate level of relaxation and relaxation" are the principles that need to be followed in constructing the "Three Comprehensive Education" model. The "Three Comprehensive Education" model discussed in this topic is to construct an ideological and political education model targeting vocational college students from three aspects: all staff, all aspects, and the entire process.

## **1. Review of research status inside and outside the province**

The increasing speed of economic globalization not only poses challenges to China's socialist market economy system, but also brings profound impacts on China's socialist ideology due to the increasing diversity of ideological and cultural values. The traditional education model faces profound challenges under diverse values. The traditional education model in our country is gradually showing problems in the new era. Therefore, we need to find effective methods to overcome the drawbacks of traditional education, apply new educational concepts, adapt to the development of the new era, and improve the effectiveness and practicality of education.

The concept of "three complete education" conforms to the development and needs of the new era, and is an ideal educational model that is needed in the new era [1].

Although the educational concept of "Three Comprehensive Education" is not a brand new topic, it has emerged as early as the 1980s. In China National Knowledge Infrastructure, the input subject "Three Comprehensive Education Model" only retrieved four articles, indicating that there is still very little research work on this concept. Further research and exploration are needed on how to structure and promote the "Three Comprehensive Education" model of ideological and political education in vocational colleges. Previously, scholars' research on this model was mostly based on ordinary undergraduate universities, with little involvement in vocational colleges. The research on

this topic will combine with the overall environment of the new era, connect with the current situation, and improve the effectiveness of the ideological and political education model in vocational colleges.

## **2. Topic significance and research value**

The report of the 18th National Congress emphasizes "focusing on improving the quality of education, cultivating students' sense of social responsibility, innovative spirit, and practical ability". Innovative talent cultivation models are a major issue currently facing universities. According to the requirements proposed in the report of the 18th National Congress of the Communist of China, although we have achieved great results in cultivating high-quality applied talents, there are still significant gaps in the relationship between theoretical teaching and professional skill training, classroom teaching mode, practical teaching quality, and the breadth and depth of school enterprise cooperation. These existing problems to some extent constrain the rapid development of the college. The research on the "Three Comprehensive Education" model of ideological and political education in vocational colleges can systematically solve the problems that exist in the process of ideological and political education in vocational colleges. Firstly, the study of the "all staff education" model can strengthen communication and exchange among educational subjects, establish unified education goals, form an education system of all participation, all responsibility, and all supervision, strengthen team management and construction, and form a harmonious teacher-student relationship. Secondly, the study of the "all-round education" model can develop and innovate the ways and methods of ideological and political education for vocational college students, making education diverse, rich in content, and integrated into graduate students' lives from multiple perspectives. Finally, the study of the "whole process education" model can promote the construction of the "education field", play the role of ideological and political education as a "silent" lubricant, create a healthy and upward campus culture, and make vocational college students who are exposed to it subtly infected and influenced, internalizing external norms into their conscious behavior[2].

In the new era, the moral education environment, content, and methods in vocational colleges are undergoing changes. In order to achieve effective ideological and political education in vocational colleges, it is necessary to adhere to the guidance of the scientific development concept. The core is to adhere to the principle of putting people first, which is the value embodiment of current ideological and political education in vocational colleges. Adhering to the principle of putting people first requires full consideration of the individual characteristics and development needs of vocational college students, and efforts should be made to promote the comprehensive development of vocational college students. The ideological and political education model of "three comprehensive education" is the specific embodiment of this requirement. Therefore, "Three Comprehensive Education" is an inevitable choice for vocational colleges to improve the effectiveness of ideological and political education in the new era, and has important research value.

## **3. The research objectives, content, hypotheses, and innovations of this topic**

### **3.1 Research objectives**

(1) To help people improve their understanding of the ideological and political education model of "Three Comprehensive Education".

(2) Higher vocational colleges need to explore the theory and practice of the "Three Comprehensive Education" model in vocational colleges, taking into account the characteristics of vocational college students, and play a positive role in promoting and guiding the development of vocational education. [2].

## 3.2 Research content

- (1) The basic characteristics and theoretical basis of "three complete education";
- (2) Feasibility and necessity analysis of the implementation of the "Three Comprehensive Education" model;
- (3) Analysis of the effectiveness of ideological and political education models in vocational colleges;
- (4) The operating mechanism and current status of the "Three Comprehensive Education" model;
- (5) Research on the operating mechanism of the "Three Comprehensive Education Model" for ideological and political education in vocational colleges in the new era;
- (6) Research on the guarantee mechanism of the "Three Comprehensive Education Model" for ideological and political education in vocational colleges in the new era;
- (7) Exploration and practice of the "Three Comprehensive Education Model" for ideological and political education in vocational colleges [3].

Based on the requirements of the new era for vocational education, this paper analyzes and summarizes the current situation of ideological and political education in vocational colleges, and attempts to achieve a new breakthrough in the "three comprehensive education" of vocational colleges. Constructive suggestions are proposed for the promotion of this concept.

## 3.3 Research Assumptions and Innovations

Research hypothesis: "Three Comprehensive Education" combines family education, school education, and social education to a certain extent, forming a trinity of education pattern with school as the main body, family, and society as the auxiliary. It is an important force to promote the ideological and political education of vocational college students, and also an inevitable requirement to strengthen students' moral education.

Innovation: In the past, scholars have conducted relevant research on a certain aspect of the three aspects of education, but there has been little integrated research on it as a whole. This project relies on the new era as the overall environment, grasps the essence of the three aspects of education, integrates them, and forms a systematic moral education model and operating mechanism, thereby enhancing the effectiveness of moral education.

## 4. The research ideas, methods, technical roadmap, and implementation steps of this project

### 4.1 Research ideas

Through the analysis, organization, and comparison of literature materials, the core concept of "three comprehensive education" is further clarified, and the important significance of implementing "three comprehensive education" in vocational colleges is analyzed. Combined with the practical exploration of ideological and political education for students in Liaoning Province's universities, new breakthroughs in the theory and practice of "three comprehensive education" in vocational colleges are attempted to explore.

### 4.2 Research methods

- (1) Literature research method. By consulting relevant literature and materials, we can understand the forefront of this research topic and define relevant research concepts. The literature mainly involves papers on comprehensive education for all employees, as well as relevant guidance documents on moral education for college students issued by the Central Committee of the

Communist of China, providing reference and reference for this topic, and determining the specific research scope and content.

(2) Investigation method and case study method. Survey method and case analysis are the main research methods used in the empirical research part of this project. Conduct interviews and questionnaire surveys with relevant personnel engaged in ideological and political education in vocational colleges, and analyze the current situation and feasibility of the "three comprehensive education" model of ideological and political education in vocational colleges. At the same time, drawing on relevant vocational education theories and ideological and political education theories, combined with exploring the construction of a "three comprehensive education" model suitable for ideological and political education work in vocational colleges based on the existing ideological and political education models.

#### **4.3 Strengthen the construction of ideological and political education teams, and achieve full education for all personnel**

Based on the existing ideological and political education resources in vocational colleges, combined with the ideological and political education resources of enterprises, the two are reasonably and effectively allocated, achieving a comprehensive ideological and political education system that runs through the entire process, from schools to enterprises, from administrative personnel to full-time teachers, from internship teachers to enterprise mentors. In schools, it is necessary to strengthen the ideological and political education awareness of professional course teachers, counselors, administrative management personnel, and logistics service personnel, and timely go out of the campus, enter enterprises, enter society and industries, and strengthen communication and exchange with internship enterprises. Through multidimensional research, accurately grasping the development trends of the industry and the needs of enterprises, based on the research results, a theoretical curriculum system has been developed that can adapt to students' future job demands in terms of professional ethics and cater to the characteristics of corporate culture. During the internship phase in enterprises, emphasis is placed on cultivating mentors who are knowledgeable in students' ideological and political education

The role of education is to regularly organize college mentors to enter enterprises for specialized guidance and psychological counseling, and to establish a comprehensive ideological and political education team from school teachers to enterprise mentors.

#### **4.4 Strengthen the management mechanism of ideological and political education to achieve full process education**

Transforming the traditional campus education model of ideological and political education in vocational colleges into a diversified teaching model of school-enterprise cooperation, by integrating classroom teaching with extracurricular teaching, theoretical learning with enterprise practice, school assessment with enterprise assessment. This maximizes the advantages of enterprises and promotes the joint establishment of education platforms between enterprises and schools. In the process of combining engineering and learning, both schools and enterprises must recognize the importance of ideological and political education. While doing a good job in training students' professional skills, they must establish a mechanism for ideological and political management under the joint management of schools and enterprises, clarify management responsibilities, and jointly carry out ideological and political education and management work for students. Enterprise mentors focus on promoting corporate culture, work systems, work discipline, quality awareness, etc. to students, so that they can quickly familiarize themselves with the basic situation of the enterprise. The college supervisor timely grasps the ideological dynamics of

students during their internship, helps them regulate their emotions, and adapts to the corporate environment in a timely manner.

#### 4.5 Strengthen the quality evaluation system of ideological and political education to achieve comprehensive education

The quality evaluation mechanism of the integration of engineering and learning is a key link in testing and ensuring the effectiveness of the integration of engineering and learning. Vocational colleges should establish diversified assessment methods while paying attention to the evaluation of students' actual abilities and skills, such as a combination of campus assessment and enterprise assessment, theoretical assessment and skill assessment, and professional quality and employment ability assessment. A more comprehensive, reasonable, and scientific quality evaluation system should be established from school to enterprise to achieve the goal of comprehensive education. Under the talent cultivation model of combining engineering and learning, the development of the evaluation system for students' ideological and political education should not only focus on professional quality, but also on practical evaluation, combining theoretical knowledge with daily performance, and combining school grades with enterprise internship grades. This not only enriches the forms of assessment, but also tests students' comprehensive quality level.

#### 5. Technical route and implementation steps

Higher vocational colleges need to actively establish an education team mechanism with university leadership and all departments working together to manage the main body of education. Higher vocational colleges also need to establish a rigorous and scientific information management mechanism, strengthen the information collection, analysis, and feedback of the moral education system, in order to achieve timely and effective regulation of the education process. Higher vocational colleges need to improve institutional mechanisms by establishing systems such as integration, monitoring, evaluation, and incentives, to ensure the operation of the "Three Comprehensive Education" model. Higher vocational colleges should optimize environmental mechanisms, including campus cultural construction, improving infrastructure, seizing the battlefield of online moral education, etc., to create a harmonious and healthy environment for the growth of college students. Higher vocational colleges should focus on strengthening the main channel of classroom education mechanism, fully leveraging the dominant position of classroom teaching, conducting diverse extracurricular activities, expanding the moral education channels, and connecting family, school, and community education to form an integrated moral education system. Higher vocational colleges should also establish mechanisms for students' self-education, self-management and self-service. Through the construction of class collective, with the guidance of student organizations such as student clubs, student unions, and graduate student associations, the "seniority system", and the exemplary role of class cadres, we can mobilize students' subjectivity, stimulate students' self-education, self-management, and self-service[4].

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