

Research on the Path of Campus Cultural Construction in Higher Vocational Colleges from the Perspective of "Three-Comprehensive Education"

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Abstract: Education is a great and complex undertaking that requires the integration of resources and optimal allocation to achieve collective efforts in nurturing students. From the perspective of "Three Comprehensive Education," the educational model for cultivating professional and skilled talents in higher vocational colleges needs to undergo a transformation. It should not only focus on students' skills training but also promote the development of their knowledge and thinking from a cultural perspective, shape their good qualities, and facilitate their comprehensive development.

1. The Connotation of "Three Comprehensive Education"

"Three Comprehensive Education" is the new direction of educational work, marking the formation of an important pattern of "ideological and political education throughout the whole process" [1]. Its main content includes comprehensive education throughout the whole process, comprehensive education of all personnel, and comprehensive education in all aspects. Comprehensive education throughout the whole process specifically refers to the complete integration of time and process in the education and teaching of students by teachers. It permeates the entire process of students' learning and growth, ensuring that students continuously receive good ideological and political education. At the same time, targeted ideological and political education content is developed based on the growth characteristics of students at different stages, achieving a match between ideological and political work and students' development, allowing students to fully experience the baptism of correct moral concepts during their growth. Comprehensive education of all personnel refers to the systematic ideological and political education of students by teachers, staff, and other members of the school in teaching and management. Through direct teaching or indirect permeation, students' character is shaped through subtle influence. Meanwhile, the core of systematic education is always reflected in the processes of teaching and service, achieving unity in form and time. Comprehensive education in all aspects focuses more on the spatial dimension, emphasizing the hierarchical and spatial nature of education. It aims to cultivate students from various aspects and levels, thereby achieving a three-dimensional educational purpose. In the process of education, all educational subjects should effectively connect different educational content and segments of the learners, broaden the channels of education, combine explicit and implicit education closely, and fully leverage the roles of macro-education and micro-adjustment. Similarly, ideological and political education should be integrated throughout daily teaching,

especially in students' daily lives, truly achieving comprehensive education and promoting students' sustainable development, thus nurturing outstanding talents for society.

2. The Importance of Campus Cultural Construction from the Perspective of "Three Comprehensive Education" in Higher Vocational Colleges

Higher vocational education is an important part of higher education and is responsible for cultivating professional and technical talents in society [2]. Therefore, from the perspective of "Three Comprehensive Education," strengthening campus cultural construction is an inevitable requirement for talent development plans in higher vocational colleges and contributes to further development in the new era.

2.1 Promoting Comprehensive Education of All Personnel

Campus cultural construction in higher vocational colleges can fully mobilize all human resources on campus, with its universality and wide-ranging characteristics. This aligns with the requirements of comprehensive education of all personnel and promotes its further development at deeper and broader levels, achieving full coverage of comprehensive education. At the same time, the process of organizing cultural construction in higher vocational colleges involves three levels: the school's decision-making level, the implementation level, and the practice level of faculty and students. It encompasses the entire school system. The leadership team at the decision-making level of the school, considering the characteristics and requirements of comprehensive education of all personnel, sets the direction for cultural construction, formulates detailed construction norms, and oversees the implementation of cultural construction. The implementation level of the school, including the propaganda department and student departments, is responsible for implementing the school's decisions, refining the details, executing corresponding campus cultural construction plans, promoting the development of cultural construction, and achieving the goal of cultural education. The practice level involves teachers who incorporate cultural elements into their educational content, fully utilize their cultural supply capabilities to culturally influence students, while students select cultural content of interest based on their own cultural needs and actively participate in various cultural competitions and campus art performances organized by the school. The combination of these three levels promotes the development of campus cultural construction.

2.2 Achieving Comprehensive Education throughout the Whole Process

When conducting cultural construction, higher vocational colleges should consider the continuous impact of culture and focus on the requirements of comprehensive education throughout the whole process, continuously enhancing the sustainability of campus cultural construction [3]. This should be approached from macro, meso, and micro perspectives. At the macro level, higher vocational colleges should start from the educational concept of "moral education and talent cultivation," combined with their own cultural heritage, delve into cultural elements and content, develop a comprehensive campus cultural construction strategy, scientifically and reasonably design goals and tasks, integrate theory into practice, and adapt to actual situations. At the meso level, higher vocational colleges need to use campus cultural construction planning as a guide, develop and refine campus cultural construction plans for each stage, ensuring that campus cultural construction can continue to develop with rich connotations and unique forms in different periods. At the micro level, each cultural project and activity in campus cultural construction should adhere to the requirements of comprehensive education throughout the whole process, make sufficient preparations for activities to avoid negative factors, leverage the role and value of culture during the

implementation of activities or projects, systematically summarize and summarize after the activities, and meet the requirements of comprehensive education throughout the whole process, ensuring the sustainability and impact of campus cultural construction.

2.3 Benefits for Comprehensive Education

Campus cultural construction involves not only the addition of cultural content but also the establishment of cultural systems, environmental culture, and cultural practices. Therefore, when conducting cultural construction in higher vocational colleges, it is important to thoroughly study and explore comprehensive education models and methods, realizing education in various aspects and aspects such as institutional management, life permeation, and environmental influence. This allows students to accumulate knowledge and elevate their thoughts through subtle influences. Additionally, students should learn and practice socialist core values, creating a rich cultural atmosphere and establishing a distinctive campus environment where students consciously receive the influence of mainstream culture in their studies and lives. Furthermore, schools should strengthen the construction of teacher ethics and professional conduct, promote the spirit of selfless dedication and willingness to serve as mentors, prioritize the cultivation of students' ideals and beliefs in ideological construction, and continuously enhance the school's ethos and academic atmosphere. In terms of cultural practices, teachers should not only focus on students' academic performance but also emphasize the cultivation of students' thoughts and skills. Students should be nurtured as successors of socialism with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. This will enable students in higher vocational colleges to have a clearer understanding of themselves and find their own paths to realizing the meaning of life through campus culture. They will understand how to achieve personal value, thereby promoting the implementation and realization of the comprehensive education concept in campus settings.

3. Deficiencies in Current Campus Cultural Construction in Higher Vocational Colleges

3.1 Insufficient Emphasis and Deviation in Construction Direction

Currently, there is insufficient emphasis on campus cultural construction in higher vocational colleges, and there is a cognitive deviation regarding the educational function of cultural construction. Firstly, there is an excessive emphasis on the cultivation of students' professional skills, neglecting the development of their comprehensive qualities and innovative thinking. At the same time, a considerable number of higher vocational colleges still adhere to the traditional "skills-oriented" ideology in school construction, overlooking the educational and vocational aspects of higher vocational education, which severely hinders the modernization of higher vocational education. They invest significant effort in skills training but overlook the cultivation of students' qualities and thoughts. Furthermore, while skills training can yield quick results in the short term, the cultivation of comprehensive qualities and cultural thinking is a slow process that may only yield results after several decades. Consequently, some higher vocational colleges focus on training students' skills to achieve noticeable short-term returns, which is not conducive to students' long-term development.

Insufficient investment in cultural environment construction is observed in schools, with a severe lack of awareness in various aspects such as campus greening, basic public facilities, and club activities. In addition, some higher vocational colleges deviate from the concept of "comprehensive education" when formulating plans for campus cultural construction and gradually shift towards a more "skills-oriented" approach. The cultural measures they adopt to match this shift have minimal impact on cultivating students' comprehensive qualities, as most of the attention is still directed

towards students' skills training. As a result, the effectiveness of campus cultural construction is limited. Moreover, many higher vocational colleges hold narrow views on cultural construction, failing to integrate it comprehensively across all staff members, all stages, and all aspects. This seriously hinders the achievement of the "comprehensive education" goals of campus cultural construction.

3.2 Lack of Long-term Mechanisms for Cultural Construction

Due to the limitations inherent in higher vocational colleges, the comprehensive qualities and intellectual development of students are not placed at the core of cultural construction, resulting in the neglect of establishing long-term mechanisms for cultural construction. Many higher vocational colleges do not fully grasp the true essence of campus culture, which leads to a lack of ideological guidance in practice. As a result, the planning of campus cultural construction lacks clear direction and strategies. Moreover, the planning and implementation of campus cultural construction in higher vocational colleges are often unfamiliar, with unclear understandings of the potential impact of cultural construction, the desired objectives, and the atmosphere to be created. Insufficient long-term planning for cultural construction hampers the effective implementation of the role of campus culture. Additionally, schools lack corresponding incentive mechanisms to fully mobilize the enthusiasm of teachers, students, and staff. There is insufficient awareness among teachers and students regarding the campus cultural construction conducted by the school, resulting in limited contributions and involvement in cultural construction.

3.3 Monotonous Material Cultural Construction on Campus

When promoting campus cultural construction, higher vocational colleges often lack an understanding of their own institutional history and fail to explore their unique cultural characteristics. For instance, some campus buildings, such as teaching buildings, libraries, sports fields, and dormitories, exhibit a significant similarity, lacking distinctiveness that reflects the identity and mission of the institution. This lack of integration among different cultural elements results in soulless architectural designs, a subdued campus atmosphere, and a lack of foundation for students' cultural accumulation. In such circumstances, students cannot develop a sense of identification with the campus culture, and the purpose and value of cultural construction are not effectively demonstrated.

3.4 The infiltration of core socialist values in school management is insufficient.

Core socialist values are an important component of campus culture construction, and only by fully leveraging their role can the elevation of students' thinking be achieved through the development of campus culture. Vocational colleges organize various cultural activities and encourage students to actively participate, but these activities often lack substance and fail to fully integrate the penetrating role of core socialist values in school management. For instance, during the celebration of the 70th anniversary of the founding of the People's Republic of China, the cultural activities organized by vocational colleges to study party history and learn from advanced individuals lacked intensity and creativity. In terms of cultivating social values, vocational colleges adopt a traditional "transmission-based" educational model, where values such as "freedom" and "equality" are presented in a dry manner, failing to stimulate students' interest in learning. Moreover, in activities like flag-raising ceremonies and honesty-themed essays, the colleges fail to incorporate the characteristics of the youth in the new era and underutilize the power of online media, resulting in students' insufficient understanding of core socialist values.

4. Exploring the Path of Campus Cultural Construction in the Perspective of "Three-Comprehensive Education"

4.1 Enhancing the Campus Cultural Management Model

Higher vocational colleges should develop comprehensive plans for long-term cultural development, focusing on the overall situation and future prospects, to fully leverage the educational function of culture. This plan should include scientifically set goals and specific steps, as well as budget considerations, mobilize student organizations, and utilize facilities such as libraries, learning centers, and sports arenas to organize diverse campus cultural activities. Moreover, the school should strongly support cultural activities organized by student organizations or clubs, provide professional guidance, and prevent imbalances such as an excessive number of recreational sports clubs and a shortage of academic research clubs. This allows higher vocational students to acquire knowledge and enhance their intellectual and professional abilities through a wide range of cultural activities.

4.2 Implementing Multi-Party Collaborative Construction

Higher vocational colleges should incorporate cultural construction into their daily management agenda and deeply integrate it with the overall school planning to achieve close integration between school development and cultural construction, thereby fully mobilizing the roles and functions of different stakeholders and achieving comprehensive education for all. Therefore, the decision-making level of the school should strengthen its leadership role, enhance top-level design, establish corresponding assessment mechanisms, and strengthen school ethos, academic atmosphere, and ethical conduct through strict supervision and guidance. Additionally, it is crucial to actively engage and empower counselors, class advisors, and ideological and political education teachers, allowing them to become guides on students' path to growth. By enhancing the ideological and political awareness of teachers and counselors, they can better guide practice. Furthermore, teachers should leverage their personal influence and not only serve as conveyors of culture but also play a pivotal role in cultural education. Therefore, it is necessary to enhance the development of the teaching staff, promote scientific spirit and moral cultivation within the entire team, and leverage the influence of professional ethics and conduct to nurture students' excellent qualities. In addition, faculty and staff should cultivate a service-oriented mindset, integrating service culture into all aspects of students' learning and life, thereby promoting their healthy growth.

4.3 Strengthening the infiltration of core values

The campus culture construction in vocational colleges should focus on fostering patriotism, inspiration, truth-seeking, and pragmatism. In daily teaching, it is important to enhance the ideological aspects of education, emphasizing the intellectual enlightenment and cultivation of students' good qualities, rather than solely focusing on skills training. While there is a current demand for skilled professionals in society, there is an even greater need for skilled professionals with innovative thinking and good qualities. Therefore, vocational colleges should strengthen the cultivation of students' ideological and moral qualities, centering around the characteristics of cultural education. Socialist core values should be integrated into activities such as school bulletin boards, blackboard competitions, etc., aiming to foster the establishment of the "Four Confidences" among students. Before entering society, vocational college students should be equipped with self-confidence in their chosen paths, theoretical knowledge, culture, and the systems in place, so that they can contribute to society. Additionally, leveraging online media platforms, such as official

websites, microblogs, and short-video platforms like TikTok, can help broaden the channels for ideological and political education. Furthermore, vocational colleges can recognize and award outstanding teachers and students, enabling them to serve as role models, while vigorously promoting influential figures and their achievements within the country to create a strong atmosphere of learning on campus.

In summary, from the perspective of "Three-Comprehensive Education," higher vocational colleges need to enhance their attention to cultural construction. They should deepen the concept of cultural education in terms of comprehensive involvement, throughout the entire process, and in all aspects. Scientific and reasonable campus cultural construction plans should be developed to clarify the significance and role of cultural construction. This will fully demonstrate the positive impact of campus cultural construction on cultivating students' ideological perspectives and comprehensive qualities, ultimately nurturing a group of outstanding professional and skilled talents who embody the socialist core values.

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