

Research on the Reform of Higher Vocational Education in the Perspective of Multiculturalism*

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Abstract—Multiculturalism has different connotations due to different uses in different fields. Obviously, multiculturalism is no longer a purely theoretical discussion, but a starting point and basis for educational thought, literary criticism, and so on. This article mainly explores the multicultural level composed of a series of theories, ideas, and methods, especially the methodology contained in multicultural. Higher vocational education needs to find a balance between pure theoretical research and empirical research. Starting from a multicultural methodology, it can effectively prevent theoretical research from deviating from the actual educational running track, as well as deviations in the practice of vocational education reform in ideological and theoretical discussions, in order to ensure the scientificity, integrity, and logic of vocational education thought research.

Keywords: *higher vocational education, multiculturalism, integration, reform*

I. INTRODUCTION

The definition of multicultural connotation has reached a general consensus in academia. Some scholars focus on the spiritual core of respecting differences, developing pluralism and equal symbiosis in integrated education in the article, which is also the core demand of multicultural education. Looking at the existing achievements in previous vocational education research, the research results are mainly presented in the form of speculative pure theoretical research such as literature review, theoretical guidance, and contemporary values. But they are very scarce in the field of methodological empirical research.

The multicultural approach is an important prerequisite for obtaining research results with educational value of scientific value. As an open type of education, vocational education is unique in its cross-border nature of the theoretical system. The cross-border study of vocational education theory is to improve the integration and improvement of vocational education disciplines by drawing

on the absorption of related disciplines and promoting the integration between disciplines.

The goal of higher vocational education is to cultivate high-tech applied talents. Students are required to have certain professional knowledge, good professional ethics, excellent professional spirit, and practical professional skills. In the process of realizing the goals of higher vocational education, various complex realistic problems will be encountered. We can apply multicultural solutions, methods and techniques to higher vocational education in order to solve the real problems.

II. ANALYSIS OF THE CONCEPT AND CHARACTERISTICS OF MULTICULTURALISM

With the rapid development of society and economy, the renewal and transformation of culture is also accelerating. The development of various cultures faces different opportunities and challenges, and new cultures will emerge endlessly. Faced with intricate problems under the modern complex social structure, it is inevitable to reorganize, absorb, integrate, and optimize the ancient and modern Chinese and foreign scientific cultures and traditional cultures to serve the development of society and solve the problems of real society. Based on it, cultural diversity has been created. Multiculturalism has a rich connotation.

A. Multicultural problem

The problematic nature of multiculturalism means that not only each science and each field has its own problem system, but also different sciences and different fields are interconnected with each other. For example, scientific issues, technical issues, and daily life issues are interconnected to form a problem system. There are both individual problems and group problems, as well as social and social problems, specific problems and general problems.

1) *Multicultural practicality:* Multiculturalism is formed in the continuous integration with foreign cultures or marginal cultures, and it is a need to solve practical problems. Whether it is the emergence of multiculturalism, theoretical proposals, solutions, or theoretical implementations, it reflects the characteristics of this practice.

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2) *Multi-cultural cross-domain*: Multiculturalism is not only a problem in a single field, that is, a problem in a single science or theory, but a problem in multiple fields. The problems that face and need to be solved are from complex and changing real life. Whether finding problems in intricate relationships, summarizing problems in experience, or thinking about problems and seeking solutions to problems, they all cross a single field and need to integrate ideas, methods, and approaches from multiple fields such as thought, culture, and science, Strategy to solve.

B. Problems faced by higher vocational education in the perspective of multiculturalism

Diversified cultures of different types and uses still have the same or common ground in basic principles, and are also used as strategies and methods for integration and unification. By analyzing the urgent practical problems in the integration of multiculturalism in higher vocational education, we will find solutions to these problems based on the actual situation.

1) *The teaching philosophy needs to be further changed*: Traditional higher vocational education often regards teaching as a single knowledge transfer, or is limited to the development of knowledge and skills, and ignores the development of emotions, personality, will, and personality. The teaching content is constrained by the textbook content according to the original teaching subject, which is separated from the social reality and separated from the students' actual problems.

Such teaching often ignores the student's integrity as a person, such as the expression of emotions, the cultivation of sentiment, the cultivation of psychological qualities, and the development of creativity. And man is "a natural force, a life, a reality, a sensibility, and an object, which is equivalent to saying that man can only express his life by means of a realistic and emotional object." "Passion and passion are people strongly pursue the essential force of one's own object." Coordinated development refers to the coordinated development of internal and external factors of the system. The coordinated development of people includes not only the harmonious development of human and nature, human and society and other external factors, but also the coordinated development of human factors, for example, a positive and unified self-concept and constant adjustment of emotions. In higher vocational colleges, students often have deviations in self-cognition and behavior, which are manifested as alienation in the relationship between people and things, that is, in alienation activities, human self-awareness and subjective initiative are lost, and they are enslaved by external physical forces, so that human personality cannot be fully developed, and the nature of man has changed or distorted.

2) *Teaching content needs to be further improved*: The cultural foundation of vocational college students is relatively weak, and the cultural foundation is generally worrying. If higher vocational colleges only have a single repetitive training of knowledge and technology, it will not

only lead to a lack of humanistic literacy and a loss of humanistic spirit, but also cause students to have problems in innovative abilities and critical thinking. In higher vocational colleges, it is more common to attach importance to skills training and weaken general education. Liberal education will also face uselessness and marginalization. For example, some students are chasing pragmatism too much and neglecting the cultivation of humanistic literacy. They pay too much attention to the actual needs and lack the inner nourishment. Then it is necessary to discover, accumulate and precipitate culture in different disciplines and fields, and to play a role of cultural penetration, that is, to connect different knowledge and professional fields through culture, to innovatively interpret and express culture.

3) *Teaching methods need to be further improved*: Simply empty preaching will not solve the problem of students' ideological confusion. If students do not have a thorough understanding of theoretical knowledge, they will lack the ability to analyze and solve problems, and they will not be able to solve specific problems. Such teaching is ineffective or inefficient teaching. At present, there are some contradictions between teaching and learning in higher vocational colleges. On the one hand, the teacher lacks a deep understanding of the educational objects. The content of the teaching is not based on the actual situation of the students, it is not what the students want to explore and need, so that the students do not want to learn and the learning effect is poor. On the other hand, teachers don't understand the problems that students want to learn and solve, or they can't respond. In this way, theoretical concepts can't be related to the existing experiences and experiences in student life. The inseparable connection between students and the world around them can't be taken care of, and the diverse needs of students can't be met.

III. THE SPECIFIC APPLICATION OF MULTICULTURALISM IN HIGHER VOCATIONAL EDUCATION

The most important task of higher vocational education is to cultivate application-oriented high-tech skills talents, and it is responsible for delivering practical technical talents such as economic and social construction and service management to local areas. In contrast, the training objectives of research universities focus on the development of basic theories, basic disciplines, and high-tech. This determines that vocational education has its own characteristics of focusing on comprehensive development, application, and integration. Based on this, it is not difficult to see that multiculturalism is related to higher vocational education, and multiculturalism can be applied to higher vocational education.

A. Focusing on the comprehensive development of knowledge, ability and literacy

We insist on problem-oriented, and the teaching goals are designed from three aspects of knowledge, ability and literacy. The aspects penetrate into each other and merge into one. In terms of knowledge goals, it emphasizes that the

theory has its logic, reasoning, and persuasion. Problems can come from students to students.

We need to cultivate students' theoretical insights that are good at discovering real-life problems, theoretical generalizations of analyzing and refining real-life problems, theoretical logic of explaining and demonstrating real problems, and the theoretical persuasiveness of solving real problems or problems that may be faced in the future. In terms of ability goals, it is proposed to cultivate students' ability to solve problems, especially the strategic thinking of capturing new problems, dialectical thinking of looking at problems from multiple angles, innovative thinking of grasping key problems, and system thinking of integrating problems. With regard to literacy goals, it is advocated that the unity of understanding and solving problems can be achieved on the basis of practice. Not only in the process from perceptual to rational, but also in the process from rational to perceptual. All kinds of complex problems are experienced, perceived, summarized, and refined in practice to form a way of thinking and ability to solve problems, and ultimately promote self-reflection, self-reflection, and self-improvement.

B. Cultural design focusing on cross-functionality

The multiculturalism of higher vocational education insists on integrating and optimizing the multi-dimensional education space, and strives to break through the single, closed barriers that restrict individual development. In the practice of talent training, the integration of multiculturalism among the various levels within the system and among the system and the spaces outside the system have become the focus of attention.

In today's diversified cultural development, cross-functional cultural design has become a new idea for cultural heritage and innovation. We stand for the integration of culture with different cultures in the process of adhering to inheritance, and acknowledge the diversity and difference of cultures. Cultures are recombined according to the interrelationships among differences, in order to discover innovation factors and stimulate innovation potential.

Therefore, we carry out cross-functional design for curriculum construction, cultural heritage and practical activities, extract the essence of Chinese and Western cultures and traditional cultures, explore sources of thought that integrate professionalism, enrich the connotation and extension of professionalism, shape the modern professional spirit, so as to realize the docking of campus culture and corporate culture, the combination of classroom teaching and practical activities, and the unification of material and spiritual culture.

C. Focusing on multidisciplinary integration

In the practice of education and teaching, we focus on the integration of multi-disciplines, and achieve integration among related disciplines in similar fields, such as the establishment of professional groups, the sharing of resources in general disciplines, and interaction. This

integration can be seen as a reform and exploration of traditional course construction and specialty construction. For example, in general courses, we have added music, physical etiquette and other content. Through the five senses training, we help individuals to establish a correct aesthetic outlook and achieve the harmonious development of people themselves. At the same time, such aesthetic education plays an important role in shaping sentiment, enlightening wisdom, inspiring creative thinking, and promoting the overall development of students. For engineering students, this general course provides new ideas for the integration of liberal arts and engineering. This enlightenment is that in the construction of disciplines, not only single-domain cross-interaction in similar and adjacent disciplines, but also cross-domain integration of humanities and sciences, and more emphasis on the overall improvement of thinking, quality and ability.

IV. THE PATH OF MULTICULTURAL INTEGRATION IN HIGHER VOCATIONAL EDUCATION

The multiculturalism of higher vocational education is problem-oriented. It is a way to find problems, methods and techniques which is based on the students' actual problems. We explore the integration of multiculturalism in higher vocational education, and try to provide a new perspective on the issue of higher vocational education, so as to provide a new way of thinking for the training of higher vocational talents.

A. Promoting the combination of people and some kind of people in the training goal

Man's all-round development manifests a man is in a comprehensive way, that is, as a complete person, he possesses his comprehensive nature. It requires the unification of knowledge, affection, intention and action, the connection of knowledge, experience and skills, the integration of methods, strategies and ideas, the integration of internal and external perspectives, and the integration of historical, realistic perspectives and future factors.

According to Mr. Feng Youlan, there are two issues of higher education that must be cleared separately, one is about one's knowledge and cultivation, and one is about one's job position and occupation. We train our students on the one hand to take care of his learning and cultivation, and on the other hand to take care of his future career and job position. Vocational education is not only the education of certain people with professional knowledge and professional skills, but also the education of the informed development of people. Therefore, in terms of talent training goals, we emphasize the mutual integration of knowledge, the interconnection of thinking, the enhancement of ability, and the mutual promotion of sound personality. We advocate solving real problems with multiple ways of thinking, standardizing behaviors with correct values, and observing life with modern aesthetic consciousness and emotions, so that students can understand social responsibility, experience value goals, the meaning of life. They can also learn to recognize, and learn to solve problems, learn to survive,

learn to live, so as to become modern people who adapt to modern life and face possible lives.

B. Promoting the unity of cultural heritage and cultural innovation in teaching content

Since modern occupation originates from modern western science and modern industrial revolution, in the era of globalization, it has the characteristics of high technological content, high degree of informationization, and systematic coordination. The integration of Eastern and Western cultures, traditional cultures, and scientific cultures has solved the problem of interconnecting different sciences and fields of higher vocational education. With the advent of the information age, the quality of talents is getting closer to general, compound, and innovative. Multi-level and multi-field competency requirements are the direction of modern career development. The integration of multiculturalism emphasizes retaining the original cultural characteristics in multiculturalism, drawing wisdom from the inheritance of culture, inspiring vitality from cultural innovation, possessing forward-looking thinking, and future-oriented potential and possibility.

Vocational education, as a cross-border education spanning multiple fields, has a close relationship with politics, economy, culture, society, history, etc., and its participating subjects have also shown a trend of diversification. In-depth research on vocational education must be established awareness of research in multicultural methods.

C. Promoting the integration of multiple fields and disciplines in teaching methods

The integration of multiculturalism recognizes disciplinary differences and continuously breaks the boundaries of disciplines, promotes the activities of interpenetrating and interdisciplinary interdisciplinary activities, and makes up for the unity of science that only solves certain types of problems. How to solve the effective connection and organic combination of single-domain disciplines or knowledge systems is the intention of single-domain issues. The single domain is composed of a number of related issues. We must consider all issues and solve them in a unified manner. For example, students' problems are multiple and multi-layered. It is necessary to find out whether the reasons for students' confusion are psychological or career planning, and analyze specific problems.

At the same time, interdisciplinary cross-disciplinary talent training also requires innovative thinking. This is the level of macro issues. It is a larger problem domain formed by comprehensive issues, marginal science issues, and cross-domain issues. For example, from the perspective of students' professional abilities, abilities include not only knowledge and skills, but also other conditions required for competence and competence. Therefore, it involves comprehensive issues such as ideology and morals, professional ethics, scientific and cultural foundations,

humanities, professional skills, and physical and mental health.

V. CONCLUSION

"Ask you how to get clear like this, for the source of living water." The multi-cultural creation of a practical way to find and solve problems makes higher vocational education alive. In real life, it is not difficult to find that many students have encountered confusion in learning to become talents, choosing careers and making friends, and these students are unable to realize where the problems are or find solutions. In the process of students' growth and development, they will also encounter various problems. Some problems are hidden in their lives and are not easy to be detected by them, but they affect their lives. Some problems are open. It is difficult to define problems, and it is difficult for them to identify or find effective solutions. In an open society, changes in the market and society are driving career changes. Therefore, the content, form, and characteristics of professional problems may change, and the methods and techniques for solving professional problems will change. Practitioners need to adapt to the changes in the problem to adjust the problem-solving methods and improve the problem-solving ability. Multiculturalism requires systemic thinking, global thinking, and complex thinking to identify and explore methods for reference.

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