

# Research on Innovation of Higher Vocational Education from the Perspective of Whole-Person Education

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## ABSTRACT

Whole-person education is an education that promotes the coordinated development of people's knowledge, affection and behavior, and pays attention to people's all-round development. As a developing and cultivating person, higher vocational education should make students cultivate creative thinking and innovative methods in different studies, guide students to seek truth, be good and beautiful in comprehensive education, enrich their spiritual world, promote their harmonious development and adapt to the needs of modern social development. This paper discusses the innovation of higher vocational education from the perspective of whole-person education, trying to provide a new way of thinking for the reform and development of higher vocational colleges.

**Keywords:** *Whole-person education, Higher vocational education, Innovation.*

## 1. INTRODUCTION

Whole-person education is not only to learn knowledge and skills, but also to cultivate comprehensive qualities. Comprehensive quality includes not only the professional quality possessed by a certain occupation, but also the ability and quality necessary for engaging in various occupations. It refers to the cross-professional ability and quality, that is, the ability and quality to continue to play a role in the new position or occupation after changing jobs or even changing occupations. The future society is a fast-developing society full of uncertainties. Students need to have the ability to adapt to changes and solve problems in a complex and changeable environment, and have comprehensive qualities that can adapt to the future society and be used in future work and life. Therefore, it is necessary to use new ways to innovate the concept of higher vocational education.

## 2. CULTIVATING THINKING AND METHODS IN THEORETICAL STUDY

Whole-person education is an education that takes people as the main body, pays attention to people's life, respects people's potential, cultivates sound personality and promotes people's free, full and all-round development. Whole-person education aims to cultivate a complete person, that is, a person who has balanced development in cognition, emotion and will, and is a whole person with moral cultivation, cultural accumulation, knowledge ability and harmonious development. Under the traditional teaching mode, tools are valued while humanities are neglected, which leads to the utilitarian behavior pattern of students, excessive pursuit of imitation and copying, and general lack of independent thinking and judgment, initiative consciousness and innovative spirit. Higher vocational education innovation should be based on people's all-round development, and guide students to become modern people who can learn, survive, solve practical problems, face future life and innovate while learning professional knowledge and acquiring professional skills.

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## **2.1 *Thinking and Methods to Solve Practical Problems***

At present, higher vocational education is faced with the problem of talent supply and demand: on the one hand, applied and skilled talents are seriously lacking in social demand; on the other hand, the trained talents can't meet the needs of social development. At present, talents in some industries are in short supply, especially in the tertiary industry. For example, the liberalization of the two-child policy will have a far-reaching impact on preschool education. Data show that in 2021, the number of school-age children in preschool education will increase by about 15 million, the estimated gap of kindergartens is nearly 110,000, and the estimated gap of preschool teachers and nurses exceeds 3 million.

New demand requires new supply, but on the other hand, employment-oriented higher vocational education has a relative surplus of graduates. The relative surplus is mainly due to the mismatch of professional supply and demand structure, the unclear positioning of talents in some higher vocational colleges, and the lack of problem-oriented awareness, scientific argumentation and market research, which leads to the disconnection between the supplied talents and social needs. Some higher vocational colleges have a vague understanding of the characteristics of higher vocational education, and they don't know much about the training objectives of training applied talents in higher vocational colleges. They copy the thinking set and methods of research-oriented undergraduate colleges to train talents, which makes higher vocational education fail to show its own school-running characteristics and competitiveness, and lacks the dynamic mechanism of sustainable development.

As the talents trained in some higher vocational colleges can no longer meet the growing economic and social needs, the ineffective supply is too much and the effective supply is insufficient, which leads to some students not finding suitable jobs. For higher vocational colleges, they pay attention to the cultivation of knowledge and skills, and neglect the thinking and method ability to deal with practical problems. Different subjects have different value orientations, thinking dimensions and customary methods, so they make different judgments and decisions on the same object. The ability to scientifically understand and analyze complex social phenomena, and the feeling and experience of the meaning of life require a multi-party

education model based on solving practical problems. Whole-person education includes human mutual understanding and pursuit of the meaning of life, humanistic spirit, richness of knowledge, fullness of spiritual world and integrated thinking. The training of knowledge and skills is only the training of a certain ability, but the ability to solve complex problems is facing the challenge of real social risks, which is the comprehensive improvement of emotional will, creative imagination and knowledge literacy, and finally makes people's spirit, knowledge and skills achieve integration and unity.

## **2.2 *Ways of Considering Problems in the Long Run***

Higher vocational education is also facing the contradiction between scale expansion and training quality. In recent years, on the one hand, the scale of higher vocational education has expanded rapidly in a short period of time; on the other hand, due to its large span, higher vocational education has not prepared well, and its connotative development has not been promoted in time, resulting in the problems among enrollment, talent quality and employment not being effectively resolved. For example, some higher vocational colleges blindly take market orientation as demand, pursue utilitarianism, mistake employment orientation as employment education, neglect the cultivation of students' comprehensive quality, and fail to fully consider their long-term development. The lack of positive interaction between some industrial enterprises and higher vocational colleges leads to the disconnection between students' theory and practice. Teaching reform in some higher vocational colleges is often a mere formality. It is only thought that the teaching reform has been realized with the help of multimedia informationization, but there is no in-depth thinking on teaching content, methods and means, and there is no organic integration between traditional teaching and modern teaching, which is of no substantial help to personnel training. In the final analysis, these problems are the quality of talents in higher vocational education, which affects the adaptability of supply and demand to a certain extent.

In recent years, due to the shortage of students, higher vocational colleges are facing enormous pressure of enrollment. Corresponding to demand, supply will create demand. The enrollment expansion of college entrance examination faces

the problem of decreasing students, and students will have diversified choices to study and obtain employment, which relieves the pressure of enrollment to a certain extent. However, in order to attract students, some higher vocational colleges lower the threshold of enrollment, which leads to uneven sources of students, declining learning motivation, declining academic performance year by year, poor self-discipline and so on, all of which bring challenges to higher vocational education. There is a contradiction between supply and demand between educational content and students' needs in higher vocational education. Some general teaching material systems are highly general, theoretical and unified, while students' needs are diversified and personalized. If we can't realize the transformation from teaching material content to teaching system, it will only lead to the inefficient state of higher vocational education.

From the long-term perspective of enrollment expansion, higher vocational colleges, as the demand side, have the demand to attract high-quality students and enhance their own attractiveness. As the supply side, higher vocational colleges should meet the needs of social development, improve the level and quality of personnel training, and strive for survival and development with connotation advantages. The mismatch between supply and demand lies in the imbalance of talent training quality in higher vocational education. Higher vocational colleges should pay more attention to the adjustment of professional structure and improve the efficiency of input and output. This requires facing the essence of the problem directly, which forces higher vocational colleges to re-examine the quality of personnel training. At the same time, it is instructive to predict the development direction of things and possible problems in the future development of things, to form systematic knowledge of disciplines on the basis of existing knowledge and experience, to form a correct understanding of possible problems in the future development of things, and to form systematic solutions.

### ***2.3 Thinking and Method of Interdisciplinary Integration***

Whole-person education needs to emphasize changing thinking habits, breaking through the mindset, strengthening problem orientation, constantly promoting innovation in ideas, ideas, systems and ways, and constantly studying new

situations, solving new problems, creating new experiences and opening up new situations. Higher vocational education should pay attention to the organic integration of multiple disciplines and comprehensively apply interdisciplinary knowledge to understand and solve problems. In the interdisciplinary integration, it can give full play to humanistic art to cultivate feelings, broaden horizons, improve personality and open up civilization, and at the same time play a role in regulating emotional will. We should not only pay attention to the construction of basic cultural knowledge, but also pay attention to the education of cultural knowledge and other related knowledge, so that they can grasp and understand history and culture, the background of the times and local characteristics, develop creativity and imagination, and have the ability to deeply perceive, appreciate and evaluate culture.

Through public cultural activities, we can create an environment, cultivate students' humanistic quality and aesthetic quality, and closely link professional education with cultural life. Therefore, in higher vocational education, we should not only pay attention to the construction of basic cultural knowledge, but also pay attention to the education of cultural knowledge and other related knowledge, so that they can grasp and understand history and culture, the background of the times and local characteristics, develop creativity and imagination, and enable them to have the ability of interdisciplinary thinking. Using interdisciplinary thinking to solve problems, we gain new knowledge, different experiences and interesting attempts, and promote the skills of problem solving. The purpose is to cultivate all-round development and integrity of people, and cultivate comprehensive qualities that adapt to the modern society and face the future society. Therefore, it helps to overcome the singleness, one-sidedness and standardization of a certain professional quality training mode in terms of function.

### **3. PAYING ATTENTION TO DIVERSIFIED NEEDS IN PROFESSIONAL STUDY**

Jonny miller's definition of holistic education points out that the focus of holistic education is to deal with the relationship between intuition and linear thinking, emotion and body, various knowledge fields, individuals and communities, people and the world, individuals and self. Traditional knowledge and skills training, which is

located in the single mechanical imitation of the assembly line, isolates the connection between knowledge and skills and real life, causes isolation between students and the real world, and makes people's spirit empty and confused. Therefore, in professional practice, we should pay attention to the experience and thinking of knowledge situation, create a humanistic environment, and integrate the return of knowledge-based to human-based approach.

### ***3.1 Paying Attention to Innovation Needs***

In 2004, the National Competitiveness Council of the United States submitted an innovative American plan to the government, proposing that innovation is to transform perception and technology into new products, new processes, new methods and new services that can create new market value, drive economic growth and improve living standards. This confirms the extremely important position and role of innovation in social and economic development. In 2000, OECD pointed out in its report on urban and regional development in a learning economy that innovation has a deeper meaning than invention and creation, and it must consider its economic application to realize its potential economic value. Only when invention and creation are introduced into the economic field can it become innovation. Therefore, the innovation of higher vocational education under the concept of holistic education not only pays attention to professional skills, but also pays attention to people's intelligence, emotion and morality. We should not only pay attention to people's sociality and creativity, but also train students' critical thinking. And then, students' practical ability and cooperation spirit can be enhanced, and the cultivation of students' core competence will be strengthened.

### ***3.2 Paying Attention to Spiritual Needs***

Only teaching students occupation, but not paying attention to spiritual cultivation, turns a good education into equipment education, resulting in improved artists rather than good citizens. We should guide the whole-person education that pays attention to students' psychological, social, emotional, cultural and cognitive development. Influenced by utilitarianism and pragmatism, the society, teachers and students have misunderstandings about higher vocational education, which leads to the dislocation of talent training in higher vocational education. The main

task of higher vocational education is to pay attention to students' spiritual needs and achieve self-transcendence, and not only to cultivate students' basic skills to meet simple survival needs.

There are many problems in higher vocational education, such as students' all-round development, students' learning ability, students' interest in learning and the final effect of teaching. The introduction of projects or activities guides students to learn by doing while learning, trains students to have the ability of self-development and self-improvement, learns to learn, and develops good habits of initiative, application of what they have learned, optimization of knowledge, self-renewal and continuous exploration. In the process of constantly accepting new knowledge and new technology, they can continuously improve their self-quality and constantly update their educational concepts, professional knowledge and ability structure, and then temper themselves for life.

### ***3.3 Paying Attention to Actual Needs***

As the leader of teaching, teachers should guide students to choose teaching contents, strategies, methods and means according to their actual needs, so that teaching can adapt to students' development and promote each other. At the same time, it is necessary to find a connection between theoretical guidance and students' actual needs. Through in-depth understanding of students' needs, we pay attention to the diversity and possibility of students' development, actively absorb new ideas and concepts according to the development of the times and the new requirements of society, and constantly transform new ideas into new teaching designs and create new teaching ideas. Especially, since the enrollment expansion, the situation of students has changed, especially those who have joined the work and entered the society before. Their demand is to improve their professional ability by receiving education. This requires higher vocational education to change the concept of talent training and the mode of education and teaching, introduce new industry standards according to the requirements of post ability, take real work tasks as the carrier, and carry out education and teaching in the mode of integration of theory and practice. At the same time, it also puts forward higher requirements for higher vocational teachers, in addition to changing the teaching philosophy, constantly improving the teaching ability, and being able to update their professional and technical level according to the development of technology, going

deep into the front line of enterprises to understand the professional ability requirements, and being able to solve practical problems and innovate in the real enterprise environment, so as to adapt their teaching content to the new demands.

#### **4. PAYING ATTENTION TO HUMAN SUBJECT IN SOCIAL PRACTICE**

Traditional technology has always excluded people's hearts. With the improvement of material civilization, people care more about the feeling of life, and hope that their mood, emotion, ethics and human dignity will be respected. This requires that future technologies should not only emphasize efficiency first, but also research and develop technologies that sacrifice a little efficiency to make our living and working environment easier, more comfortable and convenient, and respect people's emotions, feelings and morals. That is, the technology that values people's hearts. On the contrary, people's understanding of human's own value and ability is far from enough. These factors are the driving force of many hard technologies, the driving force of manufacturing service, and the important content of improving the added value of soft technologies, so they are important topics of higher vocational education innovation.

##### ***4.1 Cultivating Sound Five Senses***

Five senses, namely, the education of sight, hearing, taste, smell, touch and intuition, are the starting point of all education. Modern vocational education based on five senses pays attention to inner regulation, emotional cultivation, students' cultivation education and the development of comprehensive quality, and trains students' non-professional practical abilities such as morality, mental health, physical quality and service spirit, which can effectively connect students' needs with those of society and improve the matching between students' comprehensive quality and professional quality. Modern society is a high-tech competitive society, and the survival and development of enterprises depend on the production of products and services with high added value. To achieve this, high-tech talents with good craftsmanship and creativity are needed, so that students trained in vocational education can produce products that the society is willing to consume and have more vitality.

##### ***4.2 Position Value Orientation***

With the development of the times, there will be unpredictable problems in both economic field and higher vocational education field. The development trend of these problems is also an opportunity for reform and innovation. In higher vocational education, it is required to break through conventional thinking and have a positive development thinking mode. From the perspective of social environment, contemporary college students are facing a more open, free and pluralistic society, which is full of conflicts and integration between different cultural value choices. In this environment, students' personality is more flamboyant and their vision is wider. In order to meet the needs of the times and social development and cultivate compound applied talents and open talents, higher vocational education needs to reform and innovate teaching concepts, modes and paths, and cultivate students' value orientation based on society in concrete practice.

##### ***4.3 Broadening the Cognitive Horizon***

Higher vocational education is closely connected with real life, which makes it practical in its own attributes. Whole-person education advocates developing and perfecting people's comprehensive quality, which is a kind of ability to grasp the real world, that is, to grasp the real world from the internal scale and explain the surrounding world. This kind of grasp is not only manifested in the cognition of good and evil, but also in the multi-dimensional perspective of clearly understanding and evaluating things, coordinating the inherent tension between facts and values, thus broadening the vision of values and seeking the inherent balance between facts and value judgments. In the practice of educational value evaluation, the evaluators constantly enhance their own subjective initiative. The rational choice orientation of value target is an important component of value evaluation. It mainly includes comprehensive, coordinated, sustainable development and people-oriented value orientation, pursuing human rationality, freedom and subjectivity, and paying attention to human values, feelings, dignity and rights.

#### **5. CONCLUSION**

The innovation of higher vocational education usually begins with the awareness of the existence of certain problems or needs, which stimulates

people to carry out research and activities, thus creating a new measure to solve problems or meet needs. Therefore, higher vocational education urgently needs to find theories, tools and methods to solve the problems in innovation and development, so as to find corresponding countermeasures. Therefore, the above questions provide some thoughts for the reform and innovation of higher vocational education.

## **AUTHORS' CONTRIBUTIONS**

This paper is independently completed by Fenghua Kang.

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