

## Conference Paper

# Ways to Improve Students' Humanistic Quality in Vocational Colleges

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## Abstract

At present, the humanistic quality of students in vocational colleges is generally missing, which resulted by many reasons. This article analyzes the current situation of vocational college students' humanistic quality, and puts forward ways to enhance the humanistic quality of vocational college students. From the aspects of changing traditional teaching concepts and traditional teaching models, curriculum reforms, campus culture construction, etc.

**Keywords:** vocational college, vocational education, humanistic quality

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## 1. Analysis of the Status Quo of Students' Humanistic Quality in Vocational Colleges

In recent years, the development of vocational colleges has been rapid. It has provided a large number of first-line talents for our country. However, some vocational colleges only regard the cultivation of students' skills and the employment rate of students as their ultimate goal, while ignoring the humanistic quality of students to cultivate. The phenomenon of valuing professional skills and underrating humanistic quality is rampant. In this way, the cultivated talents often have professional skills, but they lack the overall quality, especially the humanistic quality. Such talented people can neither meet the needs of the market, nor can they meet the needs of economic and social development, and even become the bottleneck for the development of various aspects of our country. Therefore, it is urgent to strengthen the humanistic quality of students in vocational colleges.

Of course, it is not just the cause of a person or a school that causes this situation. First of all, the traditional Chinese education system itself has always neglected students' humanistic education. Under this baton of the Chinese education system,

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vocational colleges are utilitarian and single-purpose. They only train students' relevant skills, obtain relevant practicing certificates, arrange student practice and internships, and pursue unilateral employment rates. Secondly, in social reasons, under the influence of the idea of money worship, entrepreneurs pursue temporary economic benefits. Some students who immediately establish the so-called skills with relevant occupations are used, thereby ignoring the cultural quality of the employed students. Again, for students' personal reasons, the students' enthusiasm is not high and they don't care about the quality of the humanities. Therefore, they are not interested in learning.

## 2. The Connotation of Humanistic Quality

Mencius once said: "Benevolence, righteousness and wisdom are rooted in the heart. Their brilliance is also dazed. They are seen on the face, on the back, on the body which is self-evident." (*To the heart*) The so-called humanistic quality refers to the comprehensive quality or the degree of development that people have in the humanities. Popularly speaking, it refers to people's view of life, moral cultivation of people's heart, and the way to live in the world.

Generally speaking, humanistic quality refers to the inner spiritual character of a person becoming a person and developing into a talent. In a narrow sense, it refers to the internalization of knowledge and skills in humanities (literature, history, philosophy and art). It mainly refers to the cultural quality and spiritual character of a person. Humanistic quality is the knowledge of "man knows himself". "The essence of being a man lies in quality cultivation". The development of humanistic quality is "learning to be a man", guiding people to think about the purpose, significance, value, development of human nature, perfect personality, and enlightening people to be a real person, a wise man, and a man of self-cultivation.

## 3. The Importance of Strengthening Vocational College Students' Humanistic Quality Training

### 3.1. The inherent requirement of the development of vocational education in China

The 21st century is an era in which the knowledge economy is developing rapidly. The competition among countries for economic strength is in essence the competition

of talents, especially the overall quality of high-level talents, and it is increasingly decisive. With the reform and development of higher education, vocational colleges that develop specialized skills have developed rapidly in recent years. China's Outline of Vocational Education clearly puts forward that vocational education should strengthen the cultivation of humanistic qualities. This is the development trend of the world's vocational education to cultivate modern people, and it is also an important orientation of the value of vocational education in China. The measures to deepen the comprehensive reform in the education field fully demonstrate that our country's education is actively exploring how to cultivate students with comprehensive quality, sound personality, at the same time adapt to the needs of social development. To truly achieve this, it is far from enough to impart professional knowledge and enhance professional abilities for students. Paying attention to cultivating the overall quality of students, especially strengthening the education of humanistic quality in higher vocational education, should be placed in an extremely important position. Higher vocational education does not simply cultivate pure professionals, but cultivate complex social people. Only by strengthening the cultivation of humanistic quality in higher vocational colleges can the higher vocational students be able to adapt to the development of the times.

### **3.2. The manager requirement of students in higher vocational colleges**

When a graduate of a higher vocational college is engaged in a specific occupation in the future, the application of professional knowledge and skills are often related to the non-professional factors such as personal accomplishment, professional ethics, psychological quality, and physical condition. The knowledge provided by higher vocational education and the resulting comprehensive ability is prerequisite for professional graduates to carry out professional activities in the future. Vocational students are the key talents in the application of compound talents. In the development of higher vocational education, we must aim at cultivating all-round development talents with a combination of scientific quality and humanistic quality. Higher vocational colleges must strengthen humanistic education, attach importance to humanities courses, and train higher vocational students as a comprehensive "person". In higher vocational education, besides paying attention to the study of professional knowledge and skills of higher vocational students, the improvement of humanistic literacy is particularly

important and necessary. Therefore, strengthening the cultivation of students' humanistic quality in higher vocational colleges is the quality requirement of higher vocational students.

### 3.3. Realistic demand for graduates of higher vocational colleges

At present, many graduates of higher vocational colleges choose to take the upgrade examination as an option to improve their academic qualifications and employment competitiveness. Humanistic quality is an important aspect of the upgrade examination measuring students' comprehensive ability. Therefore, it is particularly important to develop humanistic quality education in higher vocational colleges. In the modern society where the economy develops rapidly, due to fierce professional competition and frequent occupational mobility, higher vocational students may have to undergo multiple career choices after finding a suitable career. Practice has proved that today's society is increasingly in need of multi-talented talents. Higher vocational graduates not only have professional knowledge but also have comprehensive capabilities. The cultivation of humanistic literacy is no alternative to other courses in terms of improving the overall quality of students. Strengthening the cultivation of humanistic qualities of higher vocational students has also become a realistic demand for higher vocational graduates.

## 4. Ways to Improve the Humanistic Quality of Vocational College Students

### 4.1. Changing traditional teaching concepts and models

Talented people who first "person" after "talent". The purpose of education is to "cultivate talent" and then "achieve talent". "Good characters are the essence of talents. People are not successful with bad characters. The traditional concept has always been that vocational colleges are to cultivate the front-line workers. It is a kind of skills education. Students only need to learn how to operate and produce on their job, and try to obtain a professional qualification certificate. These ignore the nature of education. Although the profession is important, the professional college students with professional knowledge just like the "advanced robots" in the workshop. The positioning of this single skill training target is difficult to adapt to the requirements of society and is a temporary short-lived phenomenon.

The education of vocational colleges is to adapt to the development of society. If we want to cultivate the skilled workers needed by the society in the future, we must strengthen the education of students' humanities quality. This is not only the requirement of the development of the times, but also the need for the development of technical schools. Humanistic quality education emphasizes the manners of people as an important content and purpose. Therefore, vocational college education should establish the concept of quality education, promote students' humanistic quality education in an all-round way, and focus on strengthening the cultivation of students' culture, occupation, morality, and psychological quality.

#### 4.2. Curriculum reform

Taking a school as an example, there are no Chinese, Math, and English in the three year curriculum. The rest of the moral courses add up to two courses in total, and two moral courses are settled up every week. In fact, the cultivation of humanistic qualities can be achieved not only through specialized moral education courses, but also through the education of professional courses. Because professional courses also contain rich humanities quality education, they can be infiltrated and penetrated throughout the lecture, and can be realized in a subtle way. For example, understanding the entire history of the professional development and the occupational ethics can not only make a more systematic understanding of the major, but also stimulate the students' interest in learning and consolidate the professional foundation.

#### 4.3. Campus culture construction

Sukhomlinsky once said: "A rich campus spiritual life is where everyone can find a place to play, express and establish their own strength and creative ability."

Although the construction of campus culture is not a fixed model of education, due to its unique cultural aesthetics and humanistic spirit, still has a profound and long-term impact on students' psychological development, which "moisturizes things in silence". This form of education embodies educational concepts that focus on students' development, potential, and values. It can prompt students to constantly and correctly understand themselves and cultivate students' self-regulation, frustration, environmental adaptability and sound personality, and good individual psychological quality. Cultivating students' good collectivism spirit can help improve the psychological quality of all students. Students learn and act in campus buildings that do not "speak," and

unknowingly receive moral education. School ceremonies such as raising the flag, joining the group (team), and entering the sports field are not only an integral part of school education, but also contain very rich values in moral and humanistic quality education.

In short, the cultivation of humanistic qualities is not accomplished through a single door-to-door moral education course. It is a systematic “nurture men of talent” project. Our goal is to have to “achieve character ” and try to “achieve talent”. The vocational college students we cultivate must meet the requirements of the contemporary society for the development of human resources.

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