

# Research Report on the Construction Path of the "Great Ideological and Political Course" in Higher Vocational Education under Huang Yanpei's "Holistic Vocational Education Philosophy"—Empirical Analysis and Countermeasures Based on 178 Questionnaires

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**Abstract:** *This research explores the construction path of the "Great Ideological and Political Course" in higher vocational education, guided by Huang Yanpei's "Holistic Vocational Education Philosophy." Through an empirical analysis of 178 questionnaires, the study reveals a high alignment between Huang Yanpei's philosophy—emphasizing societal relevance, industry-education integration, and moral education—and the goals of the Great Ideological and Political Course. However, challenges persist, including superficial industry-education collaboration, disconnects between theory and practice, and low student engagement. The study proposes strategies to enhance the Great Ideological and Political Course by integrating Huang's principles into top-level design, strengthening school-enterprise cooperation, and innovating teaching models. Recommendations include developing ideological-political practice bases, creating dual-mentor courses, and establishing dedicated funds. This research offers theoretical and practical insights for advancing the Great Ideological and Political Course in vocational education.*

**Keywords:** *Great Ideological and Political Course; Huang Yanpei; Holistic Vocational Education Philosophy; Construction Path; Research Report*

## 1. Introduction

### 1.1 Research Background and Significance

Mr. Huang Yanpei, a foundational figure in modern vocational education in China, proposed the influential "Holistic Vocational Education Philosophy." This philosophy emphasizes the close integration of vocational education with societal needs, advocates for "using both hands and brains" and "integrating learning with practice"<sup>[1]</sup>, promotes the democratization and socialization of education, and calls for collaborative development among education, government, and industry. In today's context, this philosophy highly aligns with the core principles of the "Great Ideological and Political Course" (Great IPC) in higher vocational education, providing valuable ideological insights for its reform and development.

In 2022, the Ministry of Education and nine other departments jointly issued the Work Plan for Comprehensively Promoting the Construction of the "Great Ideological and Political Course," explicitly calling for the deep integration of ideological and political education with vocational education, strengthening industry-education integration, vocational-general education integration, and science-education synergy. Against this policy backdrop, in-depth research on the guiding value of Huang Yanpei's vocational education philosophy for the construction of the Great IPC in higher vocational education not only enriches and refines the theoretical system of vocational education but also offers practical pathways and methods for its implementation. This holds significant theoretical and practical importance. Theoretically, it further explores and inherits the contemporary value of Huang Yanpei's vocational education philosophy, expanding the depth and breadth of vocational education research. Practically, it better guides the organic integration of ideological and political

education with vocational education in talent cultivation, fostering more high-quality technical and skilled talents who meet the demands of the times.

### ***1.2 Research Methods and Sample Overview***

This research employed a questionnaire survey to comprehensively and accurately understand the awareness of Huang Yanpei's vocational education philosophy and the current status of the Great IPC construction in higher vocational education. A total of 178 valid questionnaires were collected. The respondents were primarily higher vocational students (92.7%), whose feedback is crucial for understanding teaching effectiveness and needs as direct recipients of the Great IPC. Teachers accounted for 3.93%, playing a leading role in the teaching process, and their perspectives are vital for analyzing teaching issues and improving methods. Enterprise personnel accounted for 1.12%, and as stakeholders and participants in vocational education, their opinions help gauge the alignment between vocational education and market needs.

The questionnaire was meticulously designed, covering six sections: awareness of Huang Yanpei's vocational education philosophy, current status of the Great IPC construction, and the synergy between vocational education and ideological and political education. This in-depth survey provided rich data, offering solid support for analyzing existing problems in the Great IPC construction and exploring effective pathways.

## **2. Main Body**

### ***2.1 Data Analysis***

#### ***2.1.1 Current Awareness of Huang Yanpei's Holistic Vocational Education Philosophy***

Recognition of Core Ideas: Survey data show that 84.27% of respondents identified "close integration of vocational education with societal needs" as a core aspect of Huang Yanpei's philosophy, indicating broad recognition of vocational education's role in serving societal demands. 79.78% selected "vocational-general education integration," reflecting emphasis on the synergy between vocational and general education. 73.03% emphasized "cultivation of professional ethics and civic morality," highlighting widespread acknowledgment of the importance of moral education in vocational training (Q5). These figures demonstrate high recognition of Huang Yanpei's core ideas among respondents.

Guiding Significance: Regarding the guiding value of Huang Yanpei's philosophy, 85.39% of respondents believed it is most relevant to "industry-education integration," fully affirming its role in guiding modern vocational education development. 80.9% recognized its significance for "vocational-general education integration," further reflecting its value in promoting the integration of different education types (Q6). This indicates that Huang Yanpei's philosophy is widely regarded as providing critical guidance in key areas of contemporary vocational education.

Practical Shortcomings: However, the research also revealed some issues in the current practical training process of higher vocational education. Specifically, 60.67% of the respondents pointed out the "disconnect between theoretical teaching and practical application," indicating that theoretical knowledge and practical operations are not adequately integrated in actual teaching. This gap results in deficiencies in students' ability to apply knowledge and develop practical skills. Additionally, 53.37% of the respondents believed that there is "insufficient depth in the integration of industry and education," reflecting that the collaboration between higher vocational education institutions and enterprises remains superficial. This lack of depth prevents the full realization of resource sharing and complementary advantages, thereby limiting the effectiveness of industry-education integration in nurturing talent (Q7). These practical shortcomings provide clear directions for future improvements in higher vocational education teaching.

#### ***2.1.2 Current Status and Challenges of the Great IPC Construction***

Focus Areas: Regarding the focus of the Great Ideological and Political Courses development, 89.89% of respondents believed that emphasis should be placed on "education in socialist core values." As the concentrated embodiment of the contemporary Chinese spirit, these values play a central role in fostering correct worldview and moral concepts. Meanwhile, 80.34% of respondents selected "cultivation of professional ethics and the spirit of craftsmanship," highlighting the importance of

nurturing professional competence and literacy, as well as dedication, within the context of vocational education (Q11). This clarifies the priority placed on values education and the cultivation of professional competence in the development of the Great Ideological and Political Courses.

**Major Challenges:** The survey revealed several challenges in the Great IPC construction. 62.36% of respondents cited “low student engagement,” possibly due to unattractive teaching content and methods, leading to lack of interest and motivation. 52.25% noted “monotonous teaching forms,” where traditional methods fail to meet diverse learning needs, limiting teaching effectiveness. 51.69% mentioned a “disconnect from enterprise needs,” indicating that the Great IPC’s content design and practical components insufficiently consider actual enterprise demands, affecting the quality and relevance of talent cultivation (Q12). These issues severely constrain the effectiveness of the Great IPC construction and require urgent resolution.

**Industry-Education Integration Orientation:** Regarding the industry-education integration orientation of the Great IPC construction, 46.63% of respondents suggested embodying it through “school-enterprise cooperative practice projects.” Such projects provide students with authentic professional environments and practical opportunities, enabling them to deepen their understanding of ideological and political education content while enhancing vocational skills and competence (Q15). This offers a feasible pathway for deepening the integration of the Great IPC construction with industry-education collaboration.

### ***2.1.3 Challenges in Synergy Between Vocational Education and Ideological and Political Education***

**Insufficient Integration of Ideological and Political Education:** Regarding the collaborative cultivation of talent between vocational education and ideological and political education, 32.02% of respondents believe that the exploration of ideological and political elements in specialized courses is inadequate. This indicates that, during the teaching process of specialized courses, the goals and content of ideological and political education have not been fully integrated, resulting in a phenomenon where ideological and political education and specialized education operate as “two separate entities.” This disconnect makes it impossible to achieve the goal of holistic and all-process education (Q12). This issue reflects the need to further enhance teachers' ability to identify and integrate ideological and political elements in the development of ideological and political education within the curriculum.

**Policy Implementation Difficulties:** The survey also identified challenges in policy implementation. 59.55% of respondents pointed to “formalized school-enterprise cooperation,” where despite policy encouragement, some collaborations remain superficial, failing to achieve deep integration and synergistic education. 56.18% believed “insufficient policy support” affects enterprises’ enthusiasm and initiative in participating in synergistic education (Q24). Ineffective policy implementation severely hinders the establishment and improvement of a synergistic education mechanism between vocational and ideological-political education.

## ***2.2 Insights from Huang Yanpei's Philosophy for the Great IPC Construction***

### ***2.2.1 Democratization: Strengthening Professional Ethics and Values Education***

Huang Yanpei advocated that vocational education should be oriented toward the common people and cultivate a professional spirit of “dedication and public spirit”<sup>[2]</sup>. In this survey, 52.25% of respondents believed that the concept of “sacred labor” remains highly relevant in contemporary times (Q9), which fully reflects the enduring value of Huang Yanpei’s people-oriented vocational education philosophy. Based on this, it is recommended that in the development of the “Comprehensive Ideological and Political Education” curriculum in higher vocational institutions, the spirit of craftsmanship and professional ethics be incorporated into compulsory ideological and political education modules. This can be achieved by developing a rich case database, such as inviting master craftsmen and model workers to enter the classroom, using real and vivid examples to guide students in establishing correct professional values. At the same time, closely aligning with the “Implementation Outline for Patriotic Education in the New Era,” the guidance of the “serving the country through one’s profession” value should be strengthened. This will help students deeply recognize that their profession is not only a means of personal livelihood but also a way to contribute to the nation and society, thereby inspiring their sense of professional mission and responsibility.

### ***2.2.2 Socialization: Building a “Government-School-Enterprise” Collaborative Education Mechanism***

Huang Yanpei proposed that vocational education must “integrate with society”<sup>[2]</sup>, a view highly

consistent with the current concept of industry-education integration. The survey showed that 85.39% of respondents recognized the guiding significance of industry-education integration (Q6), fully demonstrating the importance and broad acceptance of this concept. To better implement this, it is suggested to establish “ideological and political practice bases” jointly built by schools and enterprises. For instance, partnerships with leading companies in the industry could be formed to create “Red Craftsman” training programs, integrating ideological and political education into practical enterprise training. This allows students to develop their ideological and political awareness through hands-on experience. Furthermore, active implementation of the Vocational Education Industry-Education Integration Empowerment and Enhancement Action Plan is essential. Incorporating ideological and political assessment into enterprise evaluation metrics would encourage companies to take a more proactive role in the development of the “Great Ideological and Political Curriculum” (Great IPC), thereby fostering a collaborative education model involving the government, schools, and enterprises.

### ***2.2.3 Integration with Government: Aligning with National Strategic Needs***

Huang Yanpei emphasized that vocational education should serve national development. In this survey, 67.98% of respondents believed that the “Comprehensive Ideological and Political Education” must respond to national strategies (Q17), reflecting that higher vocational education must closely align with national strategic needs in the talent cultivation process. It is recommended to design ideological and political courses with the theme of “National Conditions + Industry” in connection with major national strategies such as “Building a Manufacturing Power” and “Rural Revitalization.” This will enable students to gain an in-depth understanding of national strategic goals and industry development trends, thereby clarifying their responsibilities and missions in national development. Furthermore, it is essential to actively promote the reform of the “Vocational Education College Entrance Examination” and strengthen the assessment of ideological and political awareness within the integration of vocational and general education. By improving the talent selection mechanism, students will be guided to attach greater importance to enhancing their ideological and political awareness, ultimately cultivating more high-quality talents who possess both professional skills and sound ideological and political competencies for the country.

### ***2.2.4 Industry-Education Integration: Innovating the “Integrating Learning with Practice” Teaching Model***

Huang Yanpei advocated “using both hands and brains,” a concept aligned with modern vocational education’s emphasis on practical teaching. The survey showed that 76.4% of respondents supported promoting industry-education integration through “school-enterprise cooperative projects” (Q21), providing strong basis for innovating teaching models. It is recommended to develop “ideological-political + skills” dual-mentor courses, such as “Craftsmanship Spirit in Intelligent Manufacturing,” co-taught by school ideological and political teachers and enterprise skill mentors, organically combining ideological and political education with skills training. Meanwhile, leveraging the “integration of science and education” policy, we incorporate technology ethics and an innovative spirit into ideological and political courses. For instance, relevant content selected by 42.7% of respondents (Q25) is included in related curricula to cultivate students’ scientific mindset and innovation awareness, thereby enhancing their overall competencies.

## **3. Conclusion**

### ***3.1 Research Findings***

This research indicates that Huang Yanpei’s macro-view of vocational education is highly aligned with the development of “holistic ideological and political education” in terms of objectives, content, and methodology. The principles emphasized in Huang Yanpei’s macro-view of vocational education—such as the integration of vocational education with societal needs, the synergy between industry and education, and the focus on cultivating students’ moral character—provide significant theoretical support and practical guidance for the development of “holistic ideological and political education.” However, higher vocational institutions still face numerous challenges in the construction of ideological and political courses. For instance, the integration of industry and education remains superficial, with collaborations between enterprises and schools failing to fully leverage their synergistic educational role. Additionally, there is a lack of coordination in curriculum ideology, as specialized courses and ideological and political courses have not achieved organic integration in the educational process, resulting in a phenomenon of “operating in silos.” These bottleneck issues severely

constrain the effectiveness of "holistic ideological and political education" in higher vocational institutions and urgently need to be addressed through effective policy measures and practical exploration.

### **3.2 Policy Recommendations**

#### **3.2.1 Top-Level Design**

It is recommended to incorporate Huang Yanpei's educational philosophy into the teaching guidelines for ideological and political courses in higher vocational education, clearly defining its guiding role at the top-level design stage. By establishing explicit teaching guidelines, the application principles and methods of Huang Yanpei's holistic view on vocational education in ideological and political courses should be elaborated in detail, providing specific guidance for teachers. Simultaneously, the cultivation standard of "integration of ideological integrity and technical proficiency" should be clearly defined, combining the development of ideological and political literacy with professional skills training as the core objective of talent cultivation in higher vocational education, and ensuring its implementation throughout the entire educational process.

#### **3.2.2 Practical Pathways**

Constructing a Three-Dimensional System of "Ideological and Political Theory Courses + Curriculum-Based Ideical and Political Education + Practical Education" to Strengthen Industry-Academia Collaboration. In terms of ideological and political theory courses, we will optimize course content and teaching methodologies to enhance the appeal and effectiveness of these courses. For curriculum-based ideological and political education, we will strengthen teacher training to improve their ability to identify and integrate ideological and political elements, enabling specialized courses to fully fulfill their educational function in fostering ideological and political development. Regarding practical education, we will enhance cooperation with enterprises, establish more practical training bases, and provide students with abundant hands-on opportunities. Through the construction of this three-dimensional system, a comprehensive and all-encompassing educational environment will be created.

#### **3.2.3 Resource Support**

A special fund for "holistic ideological and political education" will be established to provide financial support for the development of industry-education integration ideological and political projects. The special fund can be used to support school-enterprise collaborations in carrying out ideological and political practice projects, developing teaching resources, and training teachers. Through sufficient resource guarantees, the smooth implementation of the "holistic ideological and political education" initiative will be promoted, thereby enhancing its quality and effectiveness.

### **3.3 Research Outlook**

Future research could further explore the differentiated application of Huang Yanpei's educational philosophy across various professional clusters. Given that different professional clusters possess distinct characteristics and career demands, the application methods and focus of Huang Yanpei's philosophy should also vary accordingly. For instance, in engineering-focused clusters, greater emphasis could be placed on cultivating students' craftsmanship and innovative spirit through practical teaching. For liberal arts-oriented clusters, the focus could shift toward fostering students' sense of social responsibility and humanistic qualities. Additionally, by integrating digital technologies—such as developing virtual simulation-based ideological and political courses, leveraging virtual reality, augmented reality, and other technical means—a more vivid and immersive learning environment can be created for students. This would enhance their learning experience and outcomes, drive innovation in teaching models, and continuously improve the development of "Great Ideological and Political Course" in higher vocational institutions.

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