

Exploration of the Path of Application -Oriented Talent Training under the "Five Education Integration"

Lin Dai, Daixin Feng, Tianzhu Zheng

School of Economics, Shenyang Institute of Science and Technology, Shenyang 110167, China

Abstract

With the rapid development of society and the rapid advancement of technology, the demand for applied talents is becoming increasingly urgent. Applied talents not only need to possess solid professional knowledge, but also need to have good moral qualities, healthy physique, aesthetic taste, and labor skills. Therefore, on the premise of clarifying the connotation of "Five Education Integration", this article points out the difficulties faced by the cultivation of applied talents from the perspective of "Five Education Integration", and proposes targeted countermeasures and suggestions, which are of great significance for improving the quality of talent cultivation and meeting social needs.

Keywords

Integration of Five Education; Applied Talents; Local Economy.

1. Introduction

In 2018, General Secretary Xi Jinping proposed for the first time at the National Education Conference that "the socialist builders and successors who cultivate the comprehensive development of morality, intellectual, physical and labor and labor, and accelerate the modernization of education and building a strong country." As a result, China's education policy has developed from the traditional "four educations" to "five educations" and has received policy support. In the "Modernization of Education in China 2035", the concept of "integration of five educations" is explicitly proposed, further emphasizing the organic combination of moral education, intellectual education, physical education, aesthetic education, and labor education. At the same time, requirements were put forward to enhance the ability of education to serve economic and social development, indicating the importance of cultivating applied talents[1]. Therefore, this article aims to explore how higher education institutions can effectively construct and optimize the path of cultivating applied talents from the perspective of "Five Education Integration", which will help promote the comprehensive improvement of education quality and meet the demand of society for high-quality and high skilled talents.

2. The Connotation of "Five Education Integration"

The fundamental purpose of education is to promote the comprehensive development of individuals, therefore it is necessary to establish a new system for improving comprehensive development education and solve the current situation of "intellectual education" dominating traditional education. The integration of five educations refers to the systematic training system that emphasizes and implements the integration of morality, intelligence, physical fitness, aesthetics, and labor in order to promote the comprehensive development of individuals in the modern education process. The educational philosophy of "Five Education Integration" is not simply piecing together the five aspects of morality, intelligence, physical fitness, aesthetics, and labor, but rather integrating and permeating each aspect of education, achieving organic infiltration of other aspects of education in the cultivation of any one quality.

3. The Necessity of Cultivating Applied Talents from the Perspective of "Five Education Integration"

3.1. In Response to National Education Policy Requirements and in Line with Policy Guidance

In recent years, the country has attached great importance to the comprehensive development of students and has repeatedly emphasized the need to build an education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics, and labor skills. The concept of "Five Education Integration" is a positive response to this demand. As an important component of higher education, the cultivation of applied talents aims to cultivate compound talents with practical abilities and innovative spirit, which is highly in line with the national education strategy direction. At the same time, in the context of globalization, international competition is becoming increasingly fierce, and the collision of ideas and cultures at home and abroad is becoming more intense and frequent. The applied talents cultivated through the integration of the five educations not only possess solid professional knowledge and skills, but also have good comprehensive qualities and international perspectives, which can better adapt to the international competitive environment and strive for more discourse power and influence for the country on the international stage.

3.2. Improve the Quality of Education and Promote Educational Innovation

Under the framework of "Five Education Integration", education is no longer limited to imparting knowledge, but pays more attention to cultivating students' practical abilities and innovative spirit. The integration of five education emphasizes the organic combination of moral education, intellectual education, physical education, aesthetic education, and labor education. This comprehensive quality education concept helps cultivate applied talents with comprehensive qualities. By integrating various aspects of education, students' moral character, intellectual level, physical fitness, aesthetic ability, and labor skills can be developed in a balanced manner, improving their competitiveness and adaptability in future careers, thereby enhancing the actual effectiveness of education and improving the overall quality of education. As a new teaching concept, the integration of the five educations breaks the traditional situation of separation between different educations, emphasizes their internal connections and mutual promotion, and helps promote the reform and development of education and teaching.

3.3. Adapt to the Needs of Socio-economic Development and Cultivate New Talents of the Times

With the rapid development of society, the demand for talents in various industries is becoming increasingly diversified and complex. Traditional single skilled talents are no longer able to meet the needs of modern society, while applied talents with comprehensive qualities and multi-faceted abilities have become the darlings of the market. The cultivation of applied talents under the perspective of "Five Education Integration" is designed to meet this demand. In the perspective of "Five Education Integration", education is no longer limited to imparting knowledge, but pays more attention to cultivating students' practical abilities and innovative spirit. By strengthening practical teaching, conducting project-based learning, and encouraging students to participate in scientific research activities, students' innovative thinking and practical abilities can be stimulated. Through comprehensive quality education and diversified educational methods, more high-quality talents with innovative spirit and practical ability can be cultivated, providing strong talent guarantee for the sustainable development of society.

4. The Practical Dilemma of Cultivating Applied Talents from the Perspective of "Five Education Integration"

4.1. The Integration of the Five Aspects of Education is not Closely Connected

Firstly, there is insufficient curriculum design and integration. Moral education, intellectual education, physical education, aesthetic education, and labor education are often independently designed courses, lacking interdisciplinary integration and fusion. The lack of organic connections and complementarity between various courses hinders the formation of synergistic effects, making it difficult for students to form a comprehensive knowledge and skill system, which affects the overall effectiveness of the integration of the five educations. Secondly, there is a shortage of teaching staff. Some teachers may only excel in teaching one subject and have insufficient knowledge and skills in other subjects, making it difficult for them to fully utilize their abilities in integrated teaching. At the same time, teacher training often focuses on improving subject knowledge and teaching skills, while lacking training on the concept and practice of integrating education, which affects teachers' performance in integrated teaching. Finally, the information exchange and collaboration mechanisms are not smooth. Most universities usually implement the "Five Education" separately, led by different departments, and lack effective communication between internal departments, resulting in the inability to timely and accurately transmit information related to the "Five Education".

4.2. The Disconnect between Educational Philosophy and Educational Practice

For a long time, the concept of "intellectual education as the foundation" has been deeply rooted, and schools, families, and public opinion have mainly focused on students' academic performance, neglecting the equal importance of moral education, physical education, aesthetic education, and labor education. At the same time, the integration of values and concepts between moral education, intellectual education, physical education, aesthetic education, and labor education is not deep enough, resulting in uneven development among different types of education. At the level of educational practice, most universities currently find it difficult to fully embody the concept of integrating the "five educations" in their curriculum design, resulting in a phenomenon of emphasizing intellectual education over other aspects. Some schools, when implementing the "Five Education" curriculum, have overly single and traditional content, lacking innovation and a sense of the times, making it difficult to stimulate students' interest and enthusiasm for learning [2, 3]. However, in the process of teaching implementation, teachers often find it difficult to cross the boundaries of knowledge and teaching methods in different disciplines, resulting in the difficulty of truly implementing the integration of "five educations". The number of full-time teachers in fields such as aesthetic education, physical education, and labor education is insufficient, and some teachers' professional skills and teaching level need to be improved. Meanwhile, due to the long-standing disadvantaged position of these subjects in school education, teachers' work enthusiasm and professional identity have been affected, leading to difficulties in ensuring teaching quality.

4.3. The Evaluation Mechanism and Assessment Method are not Scientific

Firstly, the process evaluation system for the integration of the five educations has not been effectively established yet. The current education evaluation mechanism places too much emphasis on students' academic and intellectual achievements, while neglecting the evaluation of moral, physical, aesthetic, and labor education. At the same time, there is a structural deficiency in the evaluation content, which makes it difficult to fully utilize the effectiveness of education. However, in the design and development of process evaluation tools, there is a lack of unified standards that can be referenced, resulting in insufficient matching between evaluation criteria and the developmental levels and characteristics of students of different ages, making it difficult to fully consider the differences in students' personality traits, cognitive

abilities, and other aspects. This makes it difficult to comprehensively and objectively reflect the effect of the integration of the "five educations". Secondly, the assessment method is too singular and lacks comprehensive evaluation. The existing evaluation and assessment methods are often limited to paper and pencil tests, homework, classroom performance, etc., mainly relying on teachers' grading, neglecting the assessment of students' practical ability, innovation ability, teamwork ability, and other aspects.

5. Exploring the Path of Cultivating Applied Talents from the Perspective of "Five Education Integration"

5.1. Establish a Collaborative Mechanism and Build a "Five Education Integration" Work System

Firstly, universities should take "cultivating virtue and nurturing talents" as the main line, promote the coordination of the five educations, and improve the overall quality of education through the deep linkage of the five educations. Strengthen information exchange and cooperation between different colleges and departments, establish a sound collaborative mechanism to ensure close connection and effective cooperation between various links of the integration of the five educations. Through multi-party cooperation and joint efforts, we will promote the in-depth development of talent cultivation through the integration of the five educations in universities. Secondly, optimize the curriculum design. Comprehensively sort and integrate existing course resources to avoid duplication and redundancy. At the same time, the construction of the curriculum system should adhere to the unity of continuity and stages, the unity of subject and comprehensiveness, and the unity of knowledge and innovation in the curriculum. Encourage the establishment of interdisciplinary courses, build a comprehensive curriculum system, increase the proportion of practical teaching, and improve students' practical and innovative abilities. Deeply explore the elements of moral education, intellectual education, physical education, aesthetic education, and labor education in various courses, and organically integrate them into the teaching process. Finally, strengthen teacher training. Enhance the comprehensive literacy and teaching ability of teachers, strengthen training on the concept and practice of integrating education, and cultivate more teachers who are competent in integrated teaching.

5.2. Strengthen the Promotion of Educational Concepts and Improve the Guarantee of Teaching Practice

Firstly, we need to deepen our understanding of educational philosophy. The integration of the five educations not only refers to the pursuit of disciplinary literacy reflected in the professional courses of each education, but also emphasizes the mutual infiltration between each education. This is not only an innovative way of thinking in education, but also a new paradigm for educational practice. Various channels and forms can be used, such as organizing special lectures, seminars, etc., to deeply interpret the connotation, significance, and implementation path of the integration of the five educations, helping educators to deeply understand their educational philosophy. Secondly, improve the teacher assessment and evaluation system to ensure that teachers meet the standards of integrating "five educations" in terms of knowledge, skills, and abilities. At the same time, attention should be paid to guiding teachers to carry out research on the integration of "five educations" in teaching reform, constantly making efforts in "integration" and "crossing". Through social research, thematic discussions, teacher forums, practical training and other activities, a combination of online and offline forms is adopted to promote mutual learning and complementarity among teachers, and to strive for interdisciplinary integration, thereby enhancing the overall quality of the teaching staff. Finally, strengthen the management and maintenance of teaching practice settings to ensure their safe,

effective, and efficient use, providing strong guarantees for teaching practice. Strengthen the construction of practical teaching facilities on campus, such as laboratories, training bases, simulation systems, etc., to provide students with sufficient practical opportunities and conditions. In addition, actively seeking cooperation with external enterprises, research institutions, etc., to jointly build off campus practical teaching bases, achieve resource sharing and complementary advantages, and improve students' ability to apply theoretical knowledge.

5.3. Establish a Scientific Evaluation Concept and Develop Unified Assessment Standards

Firstly, from a conceptual perspective, it is important to emphasize the importance of developing the five educations simultaneously and integrating them, recognizing that the comprehensive development of students is the ultimate goal of education. Abandoning the single evaluation concept of "only focusing on scores and academic advancement", and emphasizing the comprehensive quality and individual development of students. Secondly, universities should establish and improve scientific talent training programs. The overall goal of talent cultivation should be clarified based on national development strategies, industry demands, and individual student development needs, in order to cultivate high-quality applied talents with innovative spirit and practical ability. Change the traditional education and teaching quality evaluation system with the main goal of improving students' comprehensive quality. Based on the construction of the "Five Education Integration" talent cultivation system, a unified quality evaluation standard is formulated to enhance the overall quality of university education. Finally, strengthen process evaluation and adopt diversified evaluation methods. Focus on students' performance and effort during the learning process, rather than just the final learning outcomes. By collecting evaluation information through various methods such as daily observation, homework, and classroom performance, and introducing multiple evaluation methods such as self-evaluation, peer evaluation, teacher evaluation, and parent evaluation, a diversified evaluation subject is formed to achieve a comprehensive understanding of students' learning process. By establishing and implementing an evaluation system, timely feedback on problems and deficiencies in teaching practice can be provided, providing scientific basis and directional guidance for improving teaching practice.

Acknowledgments

This paper is supported by the fund from the project of Education Science "the 14th Five-Year Plan" Project of Liaoning Private Education Association: Research on the cultivation of application-oriented talents in private universities from the perspective of promoting education through five pronged approach (LMJX2023012); Education Science "the 14th Five-Year Plan" Project of Liaoning Private Education Association: Research on Optimizing the Cultivation of Applied Talents in Private Universities from the Perspective of Industry Education Integration (LMX2024245).

References

- [1] X.D. Sun. A Preliminary Discussion on Enhancing Students' Core Competencies under the Background of "Five Education Integration", New Wisdom, (2023) No.25, p.46-47.
- [2] D.D. Zhao. Construction of a talent cultivation system that integrates five aspects of education in universities under the background of Double First Class, Human Resource Development, (2023) No.5, p.23-25.
- [3] F.R. Sun, T.Z. Xu. The Study Tour in China: An Emerging Mode for Practical Education. Sustainability. 2021; 13 (21): 11969. <https://doi.org/10.3390/su132111969>.