



# A Study on the Effective Implementation of Humanities Education in Higher Vocational Colleges

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## KEYWORDS

Higher vocational colleges;

Humanistic quality education;

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## ABSTRACT

In the new era, vocational college students face issues such as insufficient humanistic knowledge, weak humanistic abilities, and low levels of humanistic spirit. The main reasons for these problems lie in the fact that vocational education places more emphasis on professional knowledge and skills while misinterpreting the goal of talent cultivation. There is a misunderstanding regarding the proper relationship between humanistic qualities and employment, and the relationship between humanistic quality education courses and specialized education courses has not been well aligned. Vocational colleges in the new era should gather various forces and resources to better meet students' growth needs, adapt to the demands of economic and social development, and achieve the development goals of vocational education in the new era.

## INTRODUCTION

Humanistic quality refers to the personal qualities formed by knowledge, concepts, abilities, emotions, and other aspects. It is an internal manifestation of knowledge and skills, as well as external expressions such as patriotic ideals. Humanistic quality is crucial for every student, directly impacting their personal development after entering society. In light of this, vocational colleges have increasingly emphasized the cultivation of students' humanistic qualities in recent years. However, due to their late start, they still need to conduct in-depth research on effective implementation strategies.

### 1. The Present Situation of Humanistic Quality Education In Higher Vocational Colleges

The education evaluation system needs improvement. With the promotion of quality-oriented education, humanistic quality education has gradually gained attention. Although higher vocational colleges started their humanistic quality education programs relatively late, they have developed rapidly and have already achieved certain experiences and results. Some higher vocational colleges have even

integrated humanistic quality education into their talent cultivation plans, forming unique educational characteristics.

However, in the current thriving development of humanistic quality education in higher vocational colleges, most institutions lack systematic implementation plans and comprehensive evaluation systems for humanistic quality education. This, to some extent, hinders the effective conduct of humanistic quality education.

The curriculum for humanities needs to be expanded. From the course settings of vocational colleges in our country, it is evident that institutions focus on meeting market development needs, with more emphasis on disciplines where there is a significant talent gap in enterprises. The course content primarily centers around professional knowledge, supplemented by practical skills and operational techniques. Teachers concentrate on professional education and the teaching objectives of cultivating students' professional knowledge and skills, leading to a lack of humanistic quality education in vocational colleges. Even though some vocational colleges have added courses in humanistic qualities, there is still a gap between the course content and class hour arrangements and the goals of

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achieving humanistic quality education.

Students' humanistic literacy needs improvement. After the expansion of higher vocational education, the overall student body structure has undergone significant changes, with varying quality among students. In terms of humanistic qualities, this manifests as a narrower scope of humanistic knowledge and lower levels of humanistic literacy. The reasons for this phenomenon are twofold: firstly, the learning foundation of students before entering higher vocational colleges is relatively weak; secondly, higher vocational institutions only offer conventional courses in ideological and political education, Chinese language, and writing, which leads to knowledge gaps in areas such as art, history, geography, and philosophy, resulting in an insufficient breadth of humanistic knowledge.

## 2. Analysis of The Causes of Problems In Humanistic Quality Education For Students In Higher Vocational Colleges

The concept of humanistic quality education is lacking. For vocational colleges, the focus is on training students' practical skills, leading to a strong utilitarian mindset throughout the school. The humanistic atmosphere is weak, and the concept of humanistic quality education is absent. Vocational colleges have become mere preparatory and training institutions for careers, losing their important function of nurturing individuals and neglecting to explain the reasons and principles behind why students should live. The humanities and quality education curriculum system needs further optimization. The cultivation of students' humanistic qualities is mainly implemented through course instruction. Vocational colleges should adjust the course structure and teaching content, increase the proportion of humanities courses, enrich elective courses in literature, social sciences, and arts, solidify students' foundational knowledge in humanism, and add courses related to ethics, morality, and artistic appreciation to reverse the educational tendency of "emphasizing majors over humanities" in vocational colleges. However, there are too few courses that embody humanistic spirit. The course opening rates for ideological and political education courses such as "An Overview of Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics," "Ideological and Moral Cultivation," and "Forms and Policies" are all 100%; the course opening rate for

"Employment Guidance," which is closely related to student employment, is also 100%; and the course opening rate for "Physical Education," which is closely related to students' physical health, is 100%. These courses have relatively sufficient average class hours, indicating that the cultivation of relevant knowledge and skills for vocational students can be basically guaranteed. Additionally, although the course opening rates for "Literary Appreciation" and "Music Appreciation" reach 100%, the class hours are severely insufficient, making it difficult to achieve effective teaching; while "Applied Writing," "Mental Health," and "Modern Etiquette" are required courses, their opening rates are very low, being offered only in the "Human Resource Management" program across the entire school, highlighting the insufficient emphasis on humanistic quality education in vocational colleges

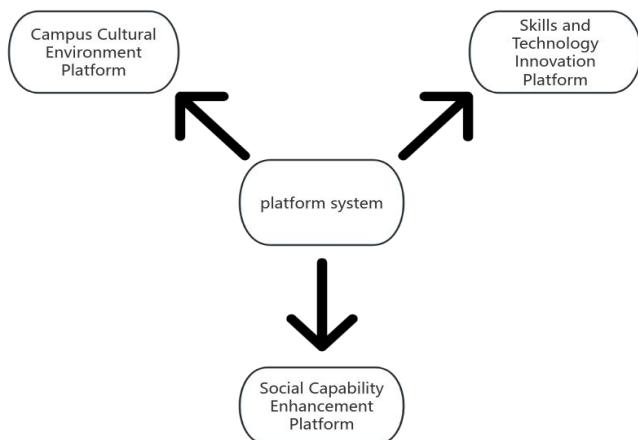
course title	Enrollment rate (%)	Average class hours
An overview of MAO Zedong Thought and the theoretical system of socialism with Chinese characteristics	100	28
Ideological and moral cultivation	100	36
Form and policy	100	20
Career development and employment guidance	100	20
physical culture	100	84
literary appreciation	100	18
Music appreciation	100	18
Applied writing	25	30
mental health	25	30
Modern etiquette	5	30

**Table 1.** Offerings of humanities courses in the four departments

Humanistic quality education resources are severely insufficient. In the current situation of higher vocational colleges, there is a widespread lack of emphasis on humanistic quality education. The focus of faculty development tends to be on cultivating "dual-qualified" teachers, leaving fewer opportunities for humanistic teachers in their professional growth. They generally receive little attention and often operate outside the mainstream teaching framework. There is also a significant lack of concern, support, and assistance for humanities teachers, all of which greatly impact the implementation of humanistic quality education among students at higher vocational colleges.

### 3. Effective Ways To Implement Humanistic Quality Education In Higher Vocational Colleges

Constructing a platform system for humanities quality education. To enhance the humanistic qualities of vocational college students, apart from objectively improving the curriculum and strengthening the faculty, it is more crucial to boost students' subjective awareness and fully mobilize their initiative. On one hand, create a favorable learning environment for students in their careers; on the other hand, build platforms for hands-on learning, enabling students to truly engage, learn by doing, and do while learning. This not only enhances professional skills but also integrates humanities quality education, thereby continuously improving students' overall qualities.



**Fig.1.**Platform system

Constructing a Humanistic Quality Education Curriculum System. The construction of humanistic quality courses in higher vocational colleges should adhere to the orientation of fully integrating humanistic quality education, with the aim of cultivating students' excellent moral sentiments, humanistic spirit, and character mindset, guiding them to establish correct "three views." Therefore, the curriculum design should reflect the characteristics of lifelong education and lifelong learning, with the ultimate goal of nurturing highly skilled professionals who develop comprehensively. First, it is essential to organically integrate professional skills education with vocational humanities education. Integrating humanities education into professional skills training helps vocational college students understand the world and grasp its essence while pursuing truth and valuing values. Through curriculum design, we can stimulate students' sense of agency, assist them in refining their

knowledge structure, enhancing their capabilities, and fostering them into well-rounded, highly skilled professionals.

Secondly, the characteristics of vocational education should be highlighted, with course content closely linked to society, industries, and service recipients. Cultural quality education courses in higher vocational colleges should help students develop noble professional ethics, correct career values, and positive attitudes towards their careers. Modern enterprises do not lack skilled operators; what they need more are well-rounded employees who are of high moral character, have a positive attitude, and strong service awareness.

### Conclusion

In order to promote the all-round development of students, it is urgent for higher vocational colleges to update their educational concepts. Only by integrating humanistic education into vocational education and striving to create a good environment for humanistic quality education can higher vocational colleges develop healthily in the long term and enable higher vocational students to grow up healthily and find jobs.

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