

Innovation of Higher Vocational College Students' Ideal and Belief Cultivation Mode Based on the "New Three Identicals" Working Method

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Abstract: This article focuses on the cultivation of vocational school students' ideals and beliefs, focuses on the challenges faced by the current cultivation model, and discusses the innovation of the cultivation model based on the "New Three Identicals" Working Method. This article deeply analyzes the current situation of cultivating vocational school students' ideals and beliefs, and makes it clear that the existing model has some problems such as outdated methods and insufficient pertinence. In-depth interpretation of the connotation of the "New Three Identicals" Working Method reveals its value in enhancing the pertinence and effectiveness of education and building a good relationship between teachers and students. Based on this, this article puts forward the innovative path of the cultivation mode based on the "New Three Identicals" Working Method, which covers the daily infiltration of the same life, the integration of the same learning courses and the development of the same practice activities, and follows the principles of subjectivity, practicality and synergy. The research shows that it is expected to build an all-round and multi-level cultivation mode by integrating the "New Three Identicals" Working Method into the cultivation of vocational school students' ideals and beliefs, effectively improve the cultivation effect, and provide strong support for cultivating high-quality technical and technical talents with firm ideals and beliefs.

1. Introduction

Under the background of the rapid development of today's society, professorship education undertakes the important mission of cultivating high-quality technical and technical talents for the country [1]. As an important force in the future industrial army, the firmness of vocational school students' ideals and beliefs is not only related to their personal career development, but also has a far-reaching impact on the stability and prosperity of the national economy and society [2]. However, with the impact of multicultural thoughts and the prominent contradictions in the social transformation period, the cultivation of ideals and beliefs of vocational school students faces many new challenges [3]. The traditional cultivation mode gradually exposes some problems in pertinence and effectiveness, which is difficult to meet the needs of all-round development of vocational school students in the new era [4]. Therefore, it is urgent to explore and innovate the ideal and belief cultivation mode of vocational school students.

As a working concept and method that emphasizes the same field, frequency and growth with students, "New Three Identicals" Working Method provides a new way of thinking and perspective for cultivating vocational school students' ideals and beliefs[5]. By being in the same field with students and focusing on them, we can deeply understand their daily needs and puzzles; at the same frequency and pay attention to students, we can grasp the acquisition of knowledge and the development of thinking of students; at the same growth and serving students, we can help students turn their ideals and beliefs into practical action[6]. Integrating the "New Three Identicals" Working

Method into the cultivation of vocational school students' ideals and beliefs is expected to break the limitations of the traditional cultivation mode, enhance the affinity and appeal of education and enhance the cultivation effect. This article focuses on the innovation of vocational school students' ideal and belief cultivation mode based on the "New Three Identicals" Working Method, aiming at constructing a more targeted and effective cultivation mode through theoretical analysis and practical exploration.

2. Vocational students' ideals and beliefs cultivation status and problems

The ideals and beliefs of vocational school students show distinct characteristics. Career-oriented, they tend to pay more attention to the career development prospects related to their own majors, eager to make achievements in specific technical fields, and expect to obtain ideal jobs and realize personal value by mastering solid professional skills [7]. Pragmatic, compared with abstract theoretical pursuit, vocational school students are more inclined to the knowledge and ability that can be directly applied to real life and work, and their cognition of ideals and beliefs is often closely linked with practical interests. However, some vocational school students' ideals and beliefs also tend to be utilitarian, paying too much attention to short-term returns and neglecting long-term social responsibility and personal spiritual pursuit.

At present, higher vocational schools mainly adopt classroom teaching, theme activities and social practice to cultivate ideals and beliefs. In classroom teaching, theoretical knowledge related to ideals and beliefs is systematically taught through ideological and political theory courses to help students build a basic cognitive framework [8]. Theme activities, such as special lectures and speech contests, stimulate students' thinking about ideals and beliefs in various forms. Social practice allows students to deepen their understanding of ideals and beliefs in practical experience. These models have achieved certain results. Some students have improved their understanding of the importance of ideals and beliefs at the cognitive level, and they have also made positive changes in their behaviors, such as participating in voluntary service and striving to improve their professional skills.

Although the existing model has some achievements, there are still many problems. First, the method is relatively old, classroom teaching is mainly one-way indoctrination by teachers, and students passively accept it, lacking interaction and experience, which makes it difficult to stimulate students' interest and initiative in learning. Secondly, the pertinence is insufficient, the professional characteristics, growth background and individual needs of vocational school students are not fully considered, and the content of ideal and belief education is not closely integrated with students' career planning and real life, which leads to a great discount on the educational effect [9]. Thirdly, the lack of coordination, the lack of effective linkage between school departments and teaching links in the cultivation of ideals and beliefs, and the failure to form a joint force between family education and school education make the cultivation process disjointed and unable to form an all-round and multi-level education system.

3. Connotation and value of the "New Three Identicals" Working Method

3.1. The connotation of the "New Three Identicals" Working Method

The "New Three Identicals" Working Method, namely "Shared Space, Shared Frequency and Shared Growth", is a working method that goes deep into students' groups, comprehensively understands and guides students' growth.

"Shared Space" requires educators to integrate into students' daily field, and participate in students' learning and life scenes in all directions from work and rest management, food and entertainment to social activities. By being in the same space with students, educators can intuitively perceive the difficulties, pressures and interest preferences that students face in their daily lives, so as to more accurately grasp the ideological trends and psychological needs of students.

"Shared Frequency" is not simply to participate in students' classroom learning, but to emphasize the same frequency resonance with students in cognitive rhythm. Educators need to go deep into the whole process of students' learning [10], from course selection and learning method exploration to knowledge absorption and application practice, and study and think together with students. This mode of deep collaboration helps to find out the bottlenecks that students encounter in the learning process in time, and adjust the education and teaching strategies accordingly to meet the individualized learning needs of students.

"Shared Growth" focuses on the common experience and improvement of educators and students in the field of practice. Whether it is professional training, social practice or innovation and entrepreneurship activities, educators need to participate side by side with students. In the process of solving practical problems, they should cultivate students' practical ability and innovative spirit, guide students to turn theoretical knowledge into action results, and finally realize the educational goal of learning from each other and developing together.

3.2. The value of the "New Three Identicals" Working Method in cultivating the ideals and beliefs of vocational school students

Through the "New Three Identicals" Working Method, educators can deeply understand the characteristics and needs of higher vocational school students. There are differences in living habits and hobbies among higher vocational school students of different majors. After understanding these differences, educators can make a more targeted ideal and belief cultivation plan, combine ideal and belief education with students' interests, and improve the attractiveness of education, as shown in Figure 1.

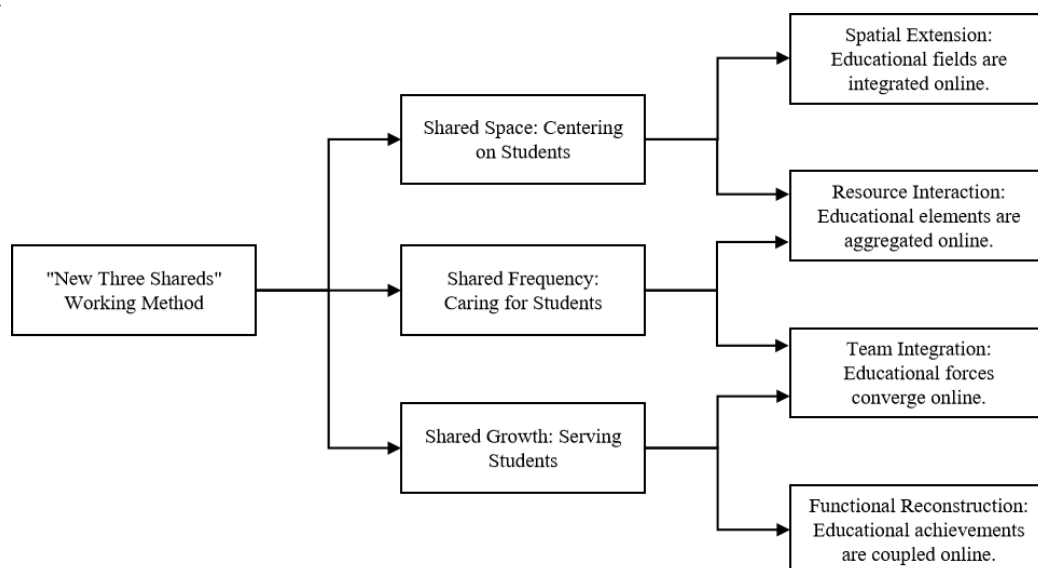


Figure 1 The practice path of the "New Three Identicals" Working Method

Learning together and practicing together enable educators to guide students in real time. In the same study, educators can give timely encouragement and guidance to students' setbacks in learning, and cultivate students' indomitable learning spirit. This is consistent with the quality of cultivating students' initiative in the education of ideals and beliefs. In the process of practice, students can more deeply understand the guiding role of ideals and beliefs in action through practical operation, transform abstract ideals and beliefs into concrete practical motivation, and effectively improve the effectiveness of ideals and beliefs education.

The "New Three Identicals" Working Method breaks the traditional sense of distance between teachers and students. Educators and students interact frequently in life, study and practice to enhance mutual understanding and trust and build an equal and harmonious relationship between teachers and students. This relationship creates a good emotional atmosphere for the education of ideals and beliefs, and makes students more willing to open their hearts and accept the guidance of educators, thus improving the educational effect.

Through the participation of all teachers and the full utilization of educational carriers, the whole process of student development, the promotion of the same field, the same frequency, and the same growth methods have been deeply rooted in hearts. From the perspective of space, resources and platform, we should enhance the penetration degree of ideological and political education, improve the effect of ideological and political education, promote students to form correct values, and cultivate students' professional quality.

4. Innovative construction of vocational school students' ideal and belief cultivation mode based on the "New Three Identicals" Working Method

4.1. Innovation principle

1) Subjectivity principle

Vocational schools should take students as the center and respect students' dominant position in the cultivation of ideals and beliefs. Educators need to fully consider students' individual differences, hobbies and development needs, encourage students to actively participate in the training process and give full play to their subjective initiative. This training mode helps students to form firm ideals and beliefs in self-exploration and practice.

2) Practical principle

Vocational schools should emphasize the key role of practice in the cultivation of ideals and beliefs. By organizing various practical activities, students can learn by doing, combine theoretical knowledge with practical actions, deepen their understanding and recognition of ideals and beliefs in practice, and turn their ideals and beliefs into practical actions.

3) Synergy principle

The resources of schools, families and society should be integrated to form a joint force of collaborative education. Communication and cooperation among various departments and disciplines within the school should be strengthened, family education should actively cooperate with school education, and at the same time make full use of social resources to jointly create a good environment for the cultivation of ideals and beliefs of vocational school students.

4.2. Innovation path

In students' daily life, educators should actively integrate and carry out diversified education activities on ideals and beliefs. Schools should establish a "life mentor" system, assigning each educator to be responsible for contacting a certain number of student dormitories, regularly communicating with students about daily life matters, and understanding their life difficulties and psychological states. At the same time, schools need to organize various life themed activities such as "Creating Civilized Dormitories", integrate ideal and belief education into dormitory culture construction, and create a positive and uplifting living atmosphere.

Professional course teaching should be integrated with ideal and belief education. While imparting professional knowledge, professional teachers dig deep into the ideological and political elements in the curriculum to realize the organic unity of knowledge imparting and value leading. Taking the course of Environmental Landscape Planning and Design as an example (see Table 1), when explaining the drawing specifications, we emphasize the craftsman spirit of being rigorous and meticulous, and cultivate students' love for the specialty and pursuit of quality. When introducing Environmental Landscape Design, we should stimulate students' innovative consciousness and spirit of exploration, and guide them to establish their ideals and beliefs of contributing to importance of Ecological China and national development strategies.

Schools should organize a variety of practical activities to help students hone their ideals and beliefs through practice. By conducting professional practice activities, students can delve into the front line of enterprise production, understand the current development status and professional requirements of the industry, and enhance their sense of professional identity and responsibility. At the same time, schools need to encourage students to participate in social practice activities, such as community volunteer service and social research, guide students to pay attention to social hot issues,

and cultivate students' sense of social responsibility and dedication. In addition, schools should actively promote innovation and entrepreneurship practice activities, provide students with entrepreneurial platforms and guidance, cultivate students' innovative thinking and entrepreneurial abilities, help students combine their personal ideals with social development, and realize their self-worth.

Table 1 Integration Table of Ideological and Political Elements in the "Environmental Landscape Planning and Design" Course

| Teaching Content | Ideological and Political Elements | Ideal and Belief Cultivation Points | Integration Methods | Expected Outcomes |
|--|---|---|--|---|
| Introduction to Urban Green Space Planning | Patriotism, Sense of Social Responsibility | Understand the national strategies on ecological civilization; cultivate a sense of responsibility for national development | Combine with national policies such as "Ecological China" and case studies of urban greening projects | Students recognize the importance of environmental protection and national development strategies |
| Site Analysis and Field Survey | Truth-seeking Spirit, Practical Attitude | Emphasize being fact-based and cultivating a realistic working attitude | Teachers and students conduct field investigations together; integrate labor education and teamwork practice | Students develop a rigorous attitude and learn to make decisions based on facts |
| Design Concept Development | Innovation Awareness, Cultural Confidence | Encourage design innovation rooted in Chinese culture and history | Introduce traditional Chinese garden culture and philosophical ideas into design teaching | Students are inspired to integrate traditional culture into modern design |
| Public Participation in Environmental Design | People-centered Values, Service Consciousness | Foster awareness of serving the people and community building | Organize community consultation activities; guide students to understand public needs | Students enhance their sense of social service and community engagement |
| Sustainable Design Principles | Green Development Concept, Long-term Vision | Promote sustainable development values and long-term planning mindset | Use examples of successful green infrastructure projects at home and abroad | Students internalize green concepts and value long-term ecological benefits |
| Final Project Presentation and Evaluation | Teamwork, Integrity, Professional Ethics | Emphasize academic integrity, fair competition, and collective honor | Group work with peer review and self-reflection | Students uphold academic ethics and strengthen team spirit |

5. Conclusions

This article focuses on the innovation of ideal and belief cultivation mode for vocational college students based on "New Three Identicals" Working Method. When analyzing the current situation of cultivating students' ideals and beliefs in vocational colleges, it is found that although the existing model has achieved certain results, problems such as outdated methods, insufficient pertinence and coordination need to be solved urgently. The introduction of "New Three Identicals" Working Method brings new opportunities to solve these problems. Its core concepts of "Shared

Field, Shared Frequency and Shared Growth" provide an all-round and deep-seated practical path for the cultivation of ideals and beliefs, which is of great significance for enhancing the pertinence and effectiveness of education and building a good teacher-student relationship.

Based on the "New Three Identicals" Working Method, the cultivation mode has formed an all-round and multi-level cultivation system, from the daily infiltration of the same field dimension, to the integration of courses in the same frequency dimension, and then to the activities in the same growth dimension, and following the principles of subjectivity, practicality and synergy. This innovative model is expected to effectively improve the cultivation effect of vocational school students' ideals and beliefs, and help students internalize their ideals and beliefs into spiritual pursuits and externalize them into practical actions. Future research can further deepen the discussion on the specific implementation details of the "New Three Identicals" Working Method and strengthen the follow-up evaluation of the long-term effect of this model. Furthermore, future work should continue to pay attention to the impact of changes in the social environment on the ideals and beliefs of vocational school students, continuously optimize the training mode, and provide more comprehensive theoretical and practical guidance for cultivating vocational talents who meet the needs of the times and have firm ideals and beliefs.

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