

# Construction of Innovative Talent Cultivation Mode of "Three-Full Education" in Colleges and Universities from the "Grand Ideological and Political Course": Taking Universities in Shaanxi Province as an Example

Yujing Huang

Xi'an Fanyi University, Xi'an, 710000, China

**Abstract:** *Cultivating innovative talents is an important way to implement the strategy of rejuvenating the country through science and education and enhance the country's technological competitiveness. It is also a crucial measure for the education cause of socialism with Chinese characteristics to cultivate talents. Amidst the fierce confrontation of various social thoughts, it is the crucial responsibility and development mission of China's higher education to cultivate successors with unwavering socialist ideals and beliefs, as well as a pioneering and innovative spirit. Based on this, this paper mainly analyzes the "Three-Full Education" model in colleges and universities from the perspective of the "Grand Ideological and Political Course", discusses the development of innovative talent cultivation, and hopes to serve as a reference.*

**Keywords:** Grand Ideological and Political Course, Colleges and universities, "Three-Full Education", Innovative talent cultivation model.

## 1. Introduction

With the gradual acceleration of globalization, technological innovation has emerged as a crucial pillar for enhancing comprehensive national strength. Talent, as the driving force behind technological innovation, has its ideological quality and innovative ability directly influencing the outcomes of such innovation. During the development of socialism with Chinese characteristics, reform and opening-up have brought opportunities for talent cultivation, yet the interweaving of various social ideologies has also posed certain challenges to the advancement of socialist undertakings. As the cradle for nurturing innovative talents, higher education bears the critical task of cultivating high-quality individuals for the socialist construction endeavor, necessitating profound contemplation and discussion.

## 2. Significance of the "Three-Full Education" Talent Cultivation Model in Universities

### 2.1 Comprehensively Improving the Quality of Talent Cultivation

The primary significance of implementing the "Three-Full Education" talent cultivation model in universities lies in actively enhancing the quality of talent cultivation. This model emphasizes the all-round development of students in terms of moral, intellectual, physical, aesthetic, and labor education. It not only focuses on students' academic knowledge and skill development but also prioritizes their personality shaping, moral cultivation, and social responsibility. Through the "Three-Full Education" approach, universities can better cultivate students' innovative spirit, practical abilities, and critical thinking, enabling them to improve in knowledge, abilities, and qualities, thus adapting to social development and national strategic needs [1].

### 2.2 Promoting Educational Equity and High-Quality Development

The "Three-Full Education" talent cultivation model contributes to promoting educational equity and high-quality development. This model emphasizes the rational allocation and optimization of educational resources, achieving resource sharing and complementarity through integrating internal and external resources. Additionally, "Three-Full Education" advocates individualized teaching, catering to students' unique development needs and providing suitable educational services for students from diverse backgrounds and with varying demands. This model helps narrow educational disparities among regions, urban and rural areas, and institutions, thereby promoting educational equity and driving the high-quality development of higher education.

### 2.3 Enhancing Students' Social Responsibility and Sense of Mission

Through comprehensive and continuous education and guidance, students can deeply understand the positive role of socialist core values in their learning, life, and practice, optimizing and improving their understanding. This, in turn, fosters correct worldviews, life outlooks, and values. The implementation of this model better cultivates students' social responsibility, historical mission, and sense of social participation, enabling them to become new-era talents with a sense of patriotism and active commitment [2].

### 2.4 Driving the Intensive Development of Higher Education

The "Three-Full Education" talent cultivation model serves as a crucial driver for the intensive development of higher education. This model emphasizes the continuous improvement of educational quality, better nurturing students'

comprehensive qualities and innovative spirits, and facilitating the transformation and optimization of higher education from scale expansion to quality enhancement. By establishing a scientific and rational curriculum system and optimizing educational and teaching programs, universities can strengthen their faculty development and adapt to the developmental needs of the country and society, thereby cultivating more outstanding talents with international perspectives, innovative abilities, and leadership skills, laying a solid foundation for the sustainable development of China's higher education.

### **3. The Specificity of the "Three-Dimensional Education" Innovative Talent Cultivation Model**

#### **3.1 Comprehensiveness**

The "Three-Dimensional Education" teaching model, in its practical application, often embodies comprehensiveness. This model not only focuses on students' academic knowledge but also integrates and optimizes moral, physical, aesthetic, and labor education, thereby forming a comprehensive and multi-faceted education system. Comprehensiveness manifests in various aspects, including teachers' educational content such as general education, professional education, and practical education. Moreover, the educational process involves multiple stakeholders, including teachers, students, parents, and society. Lastly, the evaluation system necessitates diversification, paying attention not only to students' academic achievements but also to their overall qualities and ability enhancements. This comprehensive approach ensures that the "Three-Dimensional Education" model actively satisfies students' holistic development status and fundamental requirements.

#### **3.2 Individualization**

The specificity of the "Three-Dimensional Education" innovative talent cultivation model also lies in its individualization, emphasizing tailored education based on students' personality traits and interests. Individualization is primarily reflected in the following aspects: Firstly, personalized educational goals are set according to students' strengths and potentials. Secondly, educational content is adjusted based on students' interests and needs. Lastly, educational evaluation is personalized, focusing on students' growth and progress in various fields. Through individualized education, the "Three-Dimensional Education" model can better stimulate students' learning potential and promote their personalized development [3].

#### **3.3 Collaboration**

The implementation of the "Three-Dimensional Education" model emphasizes the close integration of schools, families, and society to form a concerted effort in education. The core of collaboration lies in sharing educational resources, with schools and society optimizing and improving each other, and families actively contributing various educational resources to achieve the maximum utilization of resources. Additionally, educational information must be interconnected, with timely communication among schools, families, and society to reach

a reasonable educational consensus. Lastly, educational responsibilities are shared among these parties to promote students' all-round development and progress. The ultimate goal of this teaching approach is to integrate various educational resources and form a favorable environment for talent cultivation.

#### **3.4 Practicality**

This unique educational model emphasizes the effective integration of theoretical knowledge and practical abilities. Through practical teaching methods, students' innovative spirit and practical skills are cultivated. Practicality primarily involves combining educational content with practice, applying theoretical knowledge to solving real-world problems. Furthermore, the educational process is integrated with practice, allowing students to learn and grow through internships, practical training, and other hands-on experiences. Lastly, evaluation is optimized and improved in conjunction with practice, fostering students' practical abilities and innovative consciousness.

### **4. Problems Existing in the Cultivation of Innovative Talents in Universities through the "Three-dimensional Education" Model**

#### **4.1 Disconnection between Educational Philosophy and Implementation**

In the process of cultivating innovative talents through the "three-dimensional education" model in universities, a significant issue arises from the disconnection between educational philosophy and actual operation. Although universities actively emphasize the all-round development and improvement of morality, intellect, physique, aesthetics, and labor during the formulation of talent cultivation plans, in practical teaching, they tend to overly prioritize academic achievements and the imparting of professional knowledge, neglecting the cultivation of students' humanistic qualities. This disconnection manifests in various aspects. Firstly, in terms of curriculum design, the proportion of general education courses is insufficient, leading to a relatively monotonous knowledge structure among students. Secondly, in terms of teaching methods, traditional lecture-based teaching dominates, lacking interactivity and practicality. Lastly, in the evaluation system, excessive reliance on examination scores and neglect of students' personalized development and comprehensive quality evaluation have greatly impacted the cultivation of innovative talents [4].

#### **4.2 Unbalanced Resource Allocation**

Unbalanced resource allocation is a critical issue faced by universities in cultivating innovative talents through the "three-dimensional education" model. Firstly, in terms of teaching staff, high-quality teacher resources are often concentrated in a few popular majors and advantageous disciplines, while the teaching staff in other disciplines and majors is relatively weak, affecting the balance of talent cultivation. Secondly, in terms of funding, universities tend to invest most of their funds in key disciplines and research projects, resulting in significant disparities in funding support for other disciplines and majors. Furthermore, imbalances

exist in hardware conditions such as teaching facilities, laboratories, and library resources, which hinder the cultivation of students' practical abilities and innovative capabilities.

#### **4.3 Incomplete Collaborative Education Mechanism**

The cultivation of innovative talents through the "three-dimensional education" model in universities often requires active coordination, cooperation, and communication among schools, families, and society. However, the current collaborative education mechanism is not perfect. Firstly, the communication channels between schools and families are inadequate, and parents' understanding and participation in school education are severely insufficient, making it difficult to form a good working atmosphere of joint education between schools and families. In addition, the cooperation between schools and social enterprises is not deep enough and well-established, and the combination of industry, academia, and research is not close enough, directly leading to a lack of practical work experience and career planning guidance for students. Lastly, the collaborative working mechanism among various departments within the school is not sound, and there is a lack of effective communication and coordination among teaching, research, and management departments, making it difficult to form a cohesive force for education and affecting the effectiveness of talent cultivation [5].

#### **4.4 Single Evaluation System**

The traditional evaluation system primarily uses examination scores and research achievements as evaluation indicators, neglecting comprehensive quality and innovative ability evaluation measures for students. This single evaluation system often leads to many problems. Firstly, some students overly pursue scores and rankings, neglecting the cultivation and optimization of personal interests and specialties. This single evaluation system also forms relatively uniform evaluation standards, making it difficult to reflect individual differences among students. Lastly, the evaluation results are often lagging, failing to timely reflect students' growth changes and actual ability levels. On this basis, constructing a diversified and comprehensive evaluation system is the key and core to improving the quality of talent cultivation.

### **5. Optimization Strategies for Innovative Talent Cultivation Model of "Three-in-One Education" in Colleges and Universities from the "Grand Ideological and Political Course"**

#### **5.1 Strengthening the Guiding Role of Ideological and Political Courses**

Within the curriculum content, universities in Shaanxi Province can actively integrate the rich local red educational resources, such as the Yan'an Spirit and the Nanliang Spirit. By narrating revolutionary stories and organizing visits to red educational bases, students' patriotic sentiments can be enhanced. Teachers can develop ideological and political courses with local characteristics, such as "Introduction to Shaanxi Red Culture," incorporating Shaanxi's unique

features. Inviting descendants of revolutionary martyrs and old Red Army soldiers into classrooms to share their revolutionary stories allows students to fully appreciate the benefits and significance of the revolutionary spirit. Furthermore, organizing visits to red educational bases like the Yan'an Revolutionary Shrine and the Xi'an Incident Memorial Hall during practical sessions deepens students' understanding. Regular red-themed lectures, exhibitions, and competitions can foster a richer red cultural atmosphere, encouraging students to actively participate in red cultural clubs and enhancing their overall qualities. Additionally, students can engage in social practices like teaching support and poverty alleviation, honing their skills and fostering a stronger sense of social responsibility [6].

#### **5.2 Constructing a Diversified Curriculum System**

Firstly, optimizing general education courses serves as the foundation. Universities should expand the curriculum to include humanities, social sciences, natural sciences, arts, sports, and other fields, broadening students' knowledge horizons and enhancing their comprehensive qualities. This curriculum enables students to acquire knowledge across various disciplines, forming a comprehensive knowledge structure and laying a solid foundation for future learning and work. Secondly, introducing innovative entrepreneurship education courses is crucial for nurturing innovative thinking and entrepreneurial spirit. Courses should encompass modules on innovation methods, entrepreneurship management, and market analysis, stimulating students' innovative potential through simulated entrepreneurship and business plan competitions.

Xi'an FanYi University leverages new media platforms like campus websites and WeChat official accounts to promote ideological and political education content, such as "Youth's Great Learning" online activities, broadening its reach and influence. Encouraging students to participate in volunteer services and social research enables them to experience the application of Marxist theory in real life. These measures have significantly improved Xi'an FanYi University's ideological and political education, strengthening students' political awareness, overall situation awareness, core consciousness, and sense of alignment, enhancing their recognition and practice of socialist core values.

#### **5.3 Deepening School-Enterprise Cooperation and Industry-University-Research Collaboration**

School-enterprise cooperation and industry – university – research collaboration have become key objectives and essential contents during teaching. Xi'an FanYi University has collaborated with numerous enterprises to establish practical training bases, providing students with authentic professional scenarios and better employment opportunities. This approach allows students to gain substantial training and improvement in their respective fields, enhancing their practical skills and problem-solving abilities, laying a solid foundation for their future careers. Additionally, Xi'an FanYi University emphasizes the cultivation of applied talents and the importance of industry-university-research collaboration, encouraging faculty to actively participate in corporate research and production, bridging the gap between research

achievements and corporate needs. Through technical exchanges with enterprises, faculty can understand the R&D challenges and actual needs faced by enterprises, forming interdisciplinary research teams with teachers from different backgrounds to undertake collaborative projects.

#### 5.4 Improving Evaluation Systems and Incentive Mechanisms

A diversified evaluation system must be established that not only focuses on academic performance but also comprehensively considers students' overall qualities. By refining and optimizing this system, a more holistic understanding of students' capabilities can be achieved, enabling personalized cultivation plans. Attention should be given not only to final grades but also to in-class participation, teamwork skills, and self-learning abilities, providing a more accurate assessment of students' growth trajectories and supporting their future development. Additionally, scholarships, honorary titles, and other incentives can motivate students to pursue excellence and enhance their employability. Finally, establishing student growth portfolios that comprehensively record academic achievements, overall qualities, social practices, and innovative abilities can guide personalized cultivation and help students excel in their respective fields.

## 6. Conclusion

In the context of the new era, the construction of an innovative talent cultivation model for "three-dimensional education" in colleges and universities from the "Grand Ideological and Political Course" represents not only a profound exploration of China's higher education reform but also a crucial approach to cultivating socialist builders and successors who possess both morality and talent and develop comprehensively. Throughout this process, it is imperative to recognize that the proposition of the "three-dimensional education" concept represents a breakthrough and innovation over traditional educational models. This educational philosophy emphasizes full participation, coverage throughout the entire process, and comprehensive scope, with the primary goal of constructing a comprehensive, coordinated, and sustainable education system and model.

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