

Thoughts on Philosophy Education in Higher Vocational Colleges*

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Abstract—Philosophy education, professional knowledge transfer and cultural quality cultivation are the basic forms of education for colleges and universities. Philosophy education is based on its own characteristics and vision, paying attention to students' pursuit of truth, goodness and beauty, and realizing the infiltration and integration of knowledge transfer and value guidance. Philosophy education helps to integrate educational resources, plays a synergistic role, integrates the goal of educating people, and promotes students' self-development, humanistic quality and ways of thinking and transforms into a new pattern of talent development.

Keywords—self-development; humanistic quality; way of thinking

I. INTRODUCTION

At present, students in higher vocational colleges in China are faced with severe challenges to the skills of professional talents due to employment pressure and social development. Therefore, the requirements for technical skills of higher vocational colleges are correspondingly enhanced. However, some higher vocational colleges do not pay enough attention to students' self-cognition and self-development, humanistic spirit and humanistic quality training, and the ability to solve problems. This article focuses on what philosophical education in higher vocational colleges does in these areas.

II. SELF-COGNITIVE FUNCTION OF PHILOSOPHY EDUCATION IN HIGHER VOCATIONAL COLLEGES

The philosophy education in higher vocational colleges helps students to pay attention to themselves in the process of self-development, grasp the self and understand the true meaning of life, so as to better understand themselves, feel the experience life, enhance the consciousness of action, and promote the development of students' self.

A. Philosophy Education in Higher Vocational Colleges Promotes Students' Self-development

The establishment of self is highly correlated with changes in personality development. Different self-states such as self-identity, self-differentiation, self-division

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correspond to different personality states such as healthy personality, dual personality, morbid personality. Philosophy education takes human nature as the starting point of research, and regards human nature as a process of generative. It can be found that self is the fundamental embodiment of the individual essence of human being, and personality is the multi-faceted presentation of self. Rogers believes that anxiety arises when people are exposed to inconsistencies with our self-perception. People accept information that is inconsistent with their self at a certain level of consciousness, known as latent perception. When the gap between self-concept and reality is very large, the defense mechanism will not work, and the individual will experience "integration failure". The unity of the self is a sign of the health of the personality. Therefore, helping students to form a positive and unified self-concept system, helping students to understand themselves, and establishing the direction of life development are important goals of philosophy education in higher vocational colleges.

In higher vocational colleges, the bad thoughts and behavioral tendencies that exist or may appear in students are manifested in the phenomenon of self-loss in the relationship between people and things, and extreme individualism and the indifference of moral emotions in the relationship between people. Through the analysis of humanistic thoughts and self-realization, philosophical education absorbs the results of contemporary theory in survival practice, life sports, language analysis, and empirical research, and requires us to reconstruct the relationship between people and things and get rid of the alienation of artifacts. The essence of human beings determines that human beings have the autonomy of moral will and the social existence of moral emotions, that is, people have free will, which is the basis of human moral responsibility. Self is formed in social relations. Self-shaping individuality and sociality require higher vocational students to associate self-identity with professional identity and national identity. This kind of self-view is the basis for the formation of a healthy personality, moral personality and a positive outlook on life in vocational colleges.

If people want to establish a virtue and educate people, they should first know what human beings are, that is, what the essence of human beings is, and then recognize the specific manifestation of human beings, namely personality state and self-state. The philosophy education in higher vocational colleges can combine self, personality and

education to think about the ideological and behavioral tendencies existing or possible in college students, point out its theoretical roots, and explore the formation of sound personality, moral personality and positive and enterprising outlook on life. The foundation is to complete new self-shaping and help them consciously resist the various kinds of subjective extinction theory. People are machine theory, money worship and hedonism, and explore for the educational goal of establishing a virtue and educating people.

B. The Philosophy Education of Higher Vocational Colleges to Cultivate Students' Self-management Ability

There is no special philosophy class in vocational colleges. Philosophy education usually runs through courses in ideological and political theory, psychology, and physical education. By cultivating students' ability to have self-education and self-management, philosophy education gradually enables students to establish a scientific world outlook, outlook on life and values, and promote the improvement and development of students' psychological function and personality. As an intermediary and bridge, philosophy education links ideological and political education, mental health education, sports and many other types of education, and penetrates into all aspects and aspects of curriculum teaching and reform.

The philosophy education in higher vocational colleges pays attention to the inner control, the cultivation of emotions, the development of students' education and comprehensive quality, and the cultivation of students' non-professional practical ability such as ideological and moral, mental health, physical quality and service spirit. It can effectively match the needs of students with the needs of the society, and improve the matching of students' comprehensive quality and professional quality.

The philosophy education of higher vocational colleges focuses on linking learning knowledge with ability and personality development to carry out curriculum design, emphasizing the integrity of professional work, and emphasizing the integration of methodological ability, social ability cultivation and professional ability cultivation. Then, the philosophy education of higher vocational colleges is designed according to the task. In the process of classroom teaching, it is necessary to abandon the traditional methods of teaching content from the concept and principle, but according to tasks such as moral theater, public theater, debate scene, case discussion, live arguments, scenario simulations, role-playing, and video observations are driven to organize teaching, and to promote student preparation and extracurricular practice in the form of special seminars, which leads to students' in-depth discussion of theoretical concepts. The philosophy education contained in different courses has certain similarities and focuses on each other. In other words, the teaching content with the same teaching objectives, their internal content, form and method of thinking are linked together, and then determine the action field and learning field of the course design, which can get twice the result with half the effort.

III. HUMANISTIC FUNCTION OF PHILOSOPHY EDUCATION IN HIGHER VOCATIONAL COLLEGES

Philosophy itself has the spirit of freedom, that is, love wisdom. Philosophy education plays the philosophical self-character, which is to teach people to be wise, to enrich people, and to give people dignity. In higher vocational colleges, philosophy education can help students to have humanistic qualities, rational thinking, and guide students to seek truth, be good, and beautiful, and expand their cultural horizons.

A. The Philosophy Education in Higher Vocational Colleges Pays Attention to the Construction of Spiritual Home

In higher vocational colleges, it is more common to emphasize the skills training and weaken the general education. Philosophy education will also encounter the useless and marginalized situation. For example, some students chase the material economy too much and ignore the construction of spiritual homes, paying too much attention to actual needs and lacking spiritual dialogue. Socrates said, "Life without inspection is a life without value." If the student's humanistic qualities are shelved, the consequences will inevitably be worrying. A person who lacks humanistic literacy will be short-sighted, impetuous, and quick-minded in the face of reality. On the contrary, those with humanistic qualities must be self-disciplined, rich in heart, and free. In the history of the development of human history, philosophy has always been the navigation light that leads the development of culture, and has profound significance for the development of students' thoughts and the growth of life. In philosophy education, the humanistic spirit of philosophy has become a person's ideological space and spiritual home. Multi-dimensional and multi-domain philosophical education will make students' ideas more rich and free, their visions will be more open and the spirit will be more fulfilling.

B. Philosophy Education in Higher Vocational Colleges Gathers Chinese and Western Culture

Higher vocational colleges are committed to high-skilled personnel with comprehensive professional qualities. In the era of rapid development of information technology, modern occupation has developed into a complex work with comprehensive skills, and has raised higher comprehensive quality requirements for students in higher vocational colleges. Chinese traditional culture contains rich comprehensive cultural literacy and spirit, which can be used for reference. However, because modern occupation originated from modern Western science and modern industrial revolution, in the era of globalization, it has the characteristics of high technology content, high degree of informatization and system coordination. Therefore, it is necessary to gather Western culture, especially combine the essence of the scientific and cultural thoughts with the humanistic tradition and humanistic spirit in the traditional Chinese professional culture to form a new modern professional spirit. Philosophy education is the carrier of the

exchange of Eastern and Western cultures and the platform for shaping modern vocational education.

Western culture is deeply influenced by religious culture. It has the characteristics of rule of law, science, and people-centeredness. It pays attention to the concern of human nature, the discussion of people and nature, and explores the appearance and essence of things. And it has a strong rational thinking and scientific spirit. The professionalism emphasizes scientific rationality, rigorous and realistic, independent innovation. After examining the development of capitalism in modern Europe and the United States, Marx Weber believed that the vocation of the Protestant ethics created a spirit of hard work and enthusiasm, and that the Protestant ethics gave birth to the spirit of capitalism. Western developed countries such as the United States, Britain, and Germany have developed modern professionalism from social psychology, values, religious ethics, and cultural concepts. Western culture has a strong development foundation, and the campus culture of the university is nurtured into a special culture and develops with the development of education. The educator Kuomei and the humanist master Rogers and others believe that Whole-person education is an education that promotes the cognitive development of students, the comprehensive development of affective qualities, and the goal of self-realization. Whole-person education should be emphasized in the campus culture, and the harmonious teacher-student relationship and the cultivation of humanistic quality should be the focus of campus culture construction.

The traditional culture of the Chinese nation is profound. Confucianism centered on Confucius and Mencius is the dominant idea of China during the entire feudal period. The characteristics of the traditional culture of the Chinese nation are summed up, highlighting the emphasis on the spirit, the people, the ethics, the inclusiveness, and the loyalty. The Oriental people's multiple emphasizes the cultivation of grand personality, the manifestation of rational value and humanistic care. Modern enterprises are particularly concerned about professional culture, such as the spirit of unity and progress, hard work, and unyielding. Philosophy education in higher vocational colleges can use the theoretical guidance of philosophy innovatively, cross-functional design of cultural inheritance and practice activities, extract the essence of Chinese and Western culture, explore the source of ideas integrating professionalism, enrich the connotation and extension of professional spirit, and shape the modern professional spirit, so as to achieve the unity of Chinese and Western culture, the unity of history and reality, the unity of classroom teaching and practice activities, the unity of material culture and spiritual culture.

C. Aesthetic Education Function of Philosophy Education in Higher Vocational Colleges

No matter as an aesthetic object or as an aesthetic subject, beauty cultivation is very necessary. As an aesthetic object, people need to make ourselves more perfect. As an aesthetic subject, people must improve our aesthetic ability. Therefore, the aesthetic education of philosophy education can be shown by enabling students to understand the content and

form of things correctly, the appearance and the essence, establish a correct outlook on beauty, discover beauty, enjoy beauty, and understand beauty. And it is manifested in the love and pursuit of wisdom, creation of beauty and psychological pleasure.

The aesthetic education function and significance of philosophy lies in the promotion of the spiritual realm of human beings, so that human beings enter a realm that surpasses vulgarity, superficiality, and utilitarianism, and obtain the ultimate concern for value. At the same time, the aesthetic education of philosophy is also an emotional education, which plays a role in the cultivation of people's sentiments, giving people peace of mind, warmth and driving force. In higher vocational colleges, some students focus on research, internships, training, and other social activities. In their spare time, they spend most of their time playing games and playing cards, and they are less involved in activities that have aesthetic or life interests. Uncivilized phenomena such as swearing and smoking in the corridors occur from time to time, and situations such as boredom, burnout, boredom, frustration, confusion, lack of support, and lack of interest in learning and participating in activities are common. How can you achieve a harmonious state of mind and body? How can you feel good, full of interest and vitality to explore and recognize? How do you invest in feelings and love to experience life? The effect of philosophical education on human beings lies in the transcendence of philosophy itself. Philosophy can also make up for the singularity of science to solve only a certain kind of problems, make life rich and fresh, and give people inner comfort, so as to accept themselves and treat themselves better, and enjoy the joy of life growth.

IV. PROBLEM-ORIENTED FUNCTION OF PHILOSOPHY EDUCATION

A. The Application of Philosophical Thinking in the New Business Era

In the new business era where knowledge, skills, technology, and humanities are integrated, the concept of talent training in higher vocational colleges also presents a variety of thinking crosses and integrations. As a dialectical, critical, reflective, practical, and super-experiential thinking method, philosophical thinking method is the power source for innovative training of talents. The integration and application of economics, management, communication, and computer science in new business departments requires higher vocational colleges to use philosophical thinking methods to explore and reflect on the interdisciplinary professional group construction model and education teaching methods.

Philosophical thinking is also the basis of innovative thinking. In order to improve the thinking mode of college students, philosophy education constantly inspires students' new thinking space and focuses on cultivating students' innovative spirit and innovative ability. Therefore, it's necessary for students in higher vocational colleges to learn philosophy. It can exercise their thinking ability, insight ability, learning ability, master the law of things running,

grasp the inner essence of things, understand their own subject and extend and expand to adjacent horizontal subjects, and enhance the profoundness and predictability of understanding and thinking. The philosophical thinking in the context of new business must rely on mutual cooperation and coordination, complement each other, in order to complete the task of cultivating talents, and play the role of collaborative education through the exchange of teachers, the combination of full-time and part-time teachers, and the construction of educational platforms.

The cultivation of high-quality talents with both ability and political integrity, is the common goal pursued by moral education classes, professional courses, public quality courses, and community activities. There are no two pursuit goals that are divided and juxtaposed. The establishment of philosophical thinking is based on this common goal: recognition of innovative, applied, and compound talents, consensus on business, technology, and humanities, and improvement of students' overall quality, international vision, scientific spirit, and the pursuit of entrepreneurial spirit and so on.

The largest range of philosophical thinking attracts the main body of higher vocational education, including various innovation platforms and carriers. The participation of multiple subjects ensures the integration and allocation of resource elements, the full operation of innovative functions, and the effective use of contextual teaching, providing structural and functional guarantees for the realization of community goals. On the one hand, it creates a space for knowledge sharing, collaborative dialogue, and interactive learning, forming a cross-integration of disciplines, and enabling students to actively participate in and experience the learning life of the community with a positive psychology. On the other hand, it designs and develops a teaching platform for cooperative network teaching resources to fully stimulate and maintain effective and continuous dialogue and communication between teachers and students.

B. Philosophy Education Teaches Students to Find Problems

In real life, if you want to face problems and solve problems, you first need to find problems and discover problems. This is also the basic ability and basic quality that people need. The students in higher vocational colleges are no exception. It is better to teach how to fish than give it. In many cases, finding the problem in time is the key and prerequisite for solving the problem. For example, in higher vocational colleges, it is found that many students are psychologically depressed and emotionally abnormal because students are confused and contradictory in learning talents, making friends, and so on. These students do not realize where the problem is, so they cannot find a solution. In the process of students' growth and development, they will encounter various problems. Some problems that are not easy to be detected by students are hidden in their lives, but these problems interfere with students' lives. Some problems are openness, and some problems are difficult to define. It is difficult for students to identify them or seek effective help.

This makes it more necessary for students to master the methods of identifying problems and discovering them.

To see whether a person is smart or not depends on his answer; to see if a man is wise depends on his problems. At some level, the size, difficulty, depth and weight of finding and solving problems are the main indicators for evaluating a person's level of creativity. A good thinker is not only good at solving problems, but also good at determining whether a particular problem is worth thinking about and solving. Philosophical reflection cannot be satisfied with the presentation or acceptance of a statement, a view, a claim, a practice, or a problem. Instead, these statements, opinions, claims, and problems themselves must be examined and pursued.

Therefore, philosophy education in higher vocational colleges can teach students how to ask questions, find problems, and learn to question. Life is made up of a series of questions, which puts students in the context of problems and becomes an explorer, thinker, and researcher. Learning from thinking, thinking from doubt, students can feel, understand, experience, and learn to solve problems. The problem comes from the students and goes to the students. Because students know what they are most concerned about, most interested in, and most confused about. In teaching, teacher must inspire and guide students to discover problems, ask questions, collect and organize students' problems, and form both targeted and systematic teaching. The problem is the result of cognition and the starting point of cognition. In the defense, the author further asks, pays attention to the students' emotions in dialogue and communication, mobilizes students' interests, and leads students 'thinking to a positive and active state.

Philosophy education insists on rational interpretation of the problem and the integration of life, the issue-oriented practical teaching form, and the pursuit of correct value norms. Through the problem orientation, the traditional education model is reflected and improved, and the students' identification confusion in the process of accepting value norms is solved, so that students can form the power of self-thinking and decision-making. At the same time, through the problem orientation, the needs of students are effectively aligned with the needs of society through practical activities to improve the match between students' comprehensive quality and professional quality. In this way, students can learn from weariness to studiousness and from single learning to comprehensive learning.

V. CONCLUSION

Philosophy education and self-development are closely linked, giving people profound enlightenment. The reflection of philosophy education, the sense of innovation, the way of analysis, and the dialectical thinking need to be continuously learned and trained to be obtained, and consciously and reasonably applied. Philosophical education explores and reflects on truth, goodness, and beauty, inspiring people to discover, feel, and experience. Due to the relatively weak philosophical education in higher vocational colleges, philosophy education can be carried out in combination with

the characteristics of higher vocational colleges. It is believed that it is of great benefit to the training of talents in higher vocational colleges.

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