

On the Cultivation of Humanities Quality at Higher Vocational Colleges under the Background of Structural Reform of Supply Side

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Abstract. With the social and economic development and the advent of the new era of industry, people's needs have risen from the basic food and clothing stage to a well-off stage with certain spiritual pursuit. In order to adapt to the pace of social development and promote further development of the economy, the government has put forward the structural reform of the supply side to improve production efficiency and optimize the allocation of resources from the supply side. Higher vocational college is a base to cultivate talents with social skills. In this context, we should actively improve schools' teaching methods. While cultivating students' technical skills, we should also pay attention to improving their humanistic quality so as to provide excellent talents with both high technical skills and humanistic quality for the construction of the society.

The structural reform of the supply side emphasizes starting from the supply side to resolve the contradiction between the demand and supply, optimize the allocation of resources and improve production efficiency and product quality so as to stimulate the economic development again. In order to actively promote the structural reform of the supply side, vocational colleges should optimize education resources at school and pay attention to cultivating humanistic quality while training students' skills so as to make them become comprehensive talents with both high-tech skills and a high level of humanistic quality.

Background of Structural Reform of Supply Side

With the development of China's social economy and the continuous improvement of production level, product production has also gradually increased, but people's needs are constantly changing and there is a shortage of effective supply to adapt to new demands, thus leading to the structural production overcapacity and contradiction between product supply and demand: people's demand for mediate-and-high-end products cannot be met and low-end products are produced too much, resulting in shortage of effective supply, restricting the development and creation of new need and weakening the expansion, extension and improvement of new potential of needs. The supply-side institutional reform is to improve the supply and demand structure and the allocation of resources through the appropriate measures, so as to solve the contradiction between the market demand and the supply, to achieve a high level of supply and demand balance. In the structural reform of the supply side, the social skills and comprehensive quality of the personnel requirements are more stringent. As a training base for technical personnel, vocational colleges should not only extend the education of students' knowledge and skills, but also focus on cultivating students' humanistic, social and scientific quality in a multi-dimensional and all-round way and enhance the students' humanities, making them become high-quality compound talents with a high level of technical skills and healthy humanistic and cultural quality.

Connotation of Cultivating Humanistic Quality at Higher Vocational Colleges

Humanistic quality emphasizes on the value of people, people's spirit and morality, rights and freedom and the pursuit of lofty ideals. It is a skill, capacity and quality acquired during the long-term systematic training and practice. Humanistic quality, which is based on culture, is the comprehensive expression of human spirit and spiritual traits, embodies people's pursuit of life value and development and it is the perfect combination of humanistic knowledge and industry

spirit.

Higher vocational colleges cultivate the constructors and successors of socialism with Chinese characteristics. The level of humanistic accomplishment is closely related to the civilization degree of future talents of the country and plays a decisive role in the transformation of human resources to high-quality ones. The humanistic accomplishment of contemporary students is mainly embodied through learning theoretical knowledge, training skills and social practices. Students are constantly accumulating philosophy, literature, history, art and other humanistic knowledge in relevant lectures and activities, which can be precipitated into inner spirit and moral cultivation. The founding of cultivating vocational college students' humanistic quality is to enable students to learn to do things, adapt to the environment and develop lifelong learning habits so that students can have a more positive and rational thinking of the meaning of individual's survival and life value and then realize their ideals more efficiently.

Current Situation of Cultivating Humanistic Quality at Higher Vocational Colleges

In order to adapt to the new situation of social development and improve the overall quality of students, vocational colleges begin to focus on the cultivation of students' humanistic quality. The society has relatively high requirements for vocational college students' skills, thus leading to the model focusing on knowledge and skills but less attention is paid to humanistic quality and morality. Higher vocational college students general lack understanding of art, philosophy and history and know little about excellent traditional culture, and some higher vocational colleges even do not have curriculum to train students' humanistic quality but only focus on cultivating students' knowledge and skills. Therefore, higher vocational college students lack plans for their future life path and are blind about realizing their life value. Secondly, most higher vocational college students have weak foundation in culture and art and are poor in languages and literatures. Culture and art are an important way to cultivate students' delight of life. Improving students' cultural and artistic accomplishment can promote the development of students' scientific thinking. Delight of life is not only the embodiment of cultural quality, but also the standard of students' healthy spiritual life. Besides, it is also one of the characteristics to improve residents' quality. Thirdly, at present, higher vocational college students do not have enough common knowledge, which restricts their social areas and reduces their cultural quality and spiritual charm. Fourthly, there is a lack of humanistic accomplishment at higher vocational colleges, which makes students have weak sense of social responsibility, lack concern of real social life and do not have a clear direction for their growth.

There are many reasons for the status quo of humanistic education at higher vocational colleges, mainly at three aspects: school, society and students themselves. Firstly, humanistic education curriculum setting at schools is unreasonable that in many cases, humanistic education curriculums at school are in name only and give way to courses training professional skills, leading to the weak teaching staffs and singular curriculum model and contents. Secondly, enterprises in the society pay more attention to students' professional knowledge while neglecting cultivating students' humanistic quality, which makes students and schools focus on training practical skills. Thirdly, most majors at higher vocational colleges are to train students' professional skills and students are not interested in humanistic knowledge, nor will they realize the importance of humanistic accomplishment. With the utilitarian employment goals, students spend most of their energy in learning and improving technical skills and knowledge and are perfunctory at humanistic education courses.

Measures for Humanistic Quality Education at Higher Vocational Colleges in the Context of Structural Reform of Supply Side

Structural reform at the supply side is a development strategy adopted for the increasingly fierce global economic competition. In this era when talent competition is the core, higher vocational colleges should improve students' comprehensive quality through training students' humanistic quality and then improve the comprehensive quality of contemporary people so as to transmit

high-quality new forces for structure reform at the supply side. Through cultivating students' humanistic quality, students can have practice while learning and being influenced by humanistic knowledge. After a long period of accumulation, excellent cultural results and connotation, aesthetic level and thinking are internalized into students' temperament, quality and intrinsic cultivation. In the new era, the education purpose of higher vocational colleges is "cultivate students' morality and educate people". In the context of structural reform of the supply side, higher vocational colleges should constantly improve students' humanistic accomplishment, promote their all-round development and achieve the talent cultivation goals and improve the country's talent competitiveness.

(One) Optimize the Curriculum of Humanities Education and Improve the Quality of Humanistic Quality Cultivation. At present, humanistic education curriculum at higher vocational colleges is only limited to "two courses", which do not receive enough attention and the schooling hours cannot be guaranteed. In order to improve the efficiency of humanistic quality training, higher vocational colleges should set up humanistic education courses such as literary works appreciation, artistic appreciation, civilization etiquette, professional ethics and college students' innovation education and then regulate and manage the teaching quality and level through scientific system. Higher vocational colleges should reasonably arrange the time of humanistic courses to guarantee the smooth channels of teaching humanistic courses, deal with the relationship between professional courses and humanistic courses by setting optional courses or the second classroom or carrying out lectures on humanistic knowledge, knowledge contest and visiting to enrich the contents of humanistic education, arouse students' interest in humanistic subjects and achieve the purpose of cultivating sentiment and improving humanistic quality.

In addition, higher vocational colleges can improve the curriculum system by updating the teaching contents and adjusting curriculum setting. Higher vocational colleges are the main base to cultivate practical talents with technical skills, so humanistic education courses can be combined with professionalism to lead students to develop good learning and living habits and form rational professional consciousness and ideas according to their own situation. Humanistic education should go throughout students' professional practice, and while improving students' professional skills, students' service awareness, competition awareness, team spirit and professional quality should be cultivated. Higher vocational colleges can also combine the featured local culture and organize students for visit to make students feel the true meaning of humanistic spirit in social practice.

(Two) Integrate Humanistic Education Teachers and Improve the Humanistic Quality of Teachers. Training professional and technical personnel is the goal of higher vocational colleges and humanistic quality training serves for technical education. In the process of training humanistic quality, most students passively follow teachers, so teachers' humanistic quality is an important factor affecting the quality of training students' humanistic quality. Higher vocational colleges should treat humanistic education teachers the same, adopt standardized and scientific management and provide professional theoretical training while encouraging teachers to explore professional knowledge and constantly improving teachers' humanistic quality. Course contents and form should be innovated to avoid the traditional spoon-fed teaching mode. Besides, social and campus practice can be carried out to disseminate humanistic knowledge, or higher vocational colleges can cooperate with local comprehensive universities and hire some excellent humanistic educators to deliver classes or lectures, which can not only get rid of the single and boring classroom teaching model, but also obtain the optimal teaching resources with the least capital so as to optimize the allocation of teaching resources. In addition, teachers should consciously enhance their professional knowledge, use their professional knowledge and profound humanistic quality to set themselves as a goal for students. Meanwhile, they should explore the knowledge system and curriculum system with professional team so as to effectively improve the quality of service and education.

(Three) Streamline the Humanities Education Curriculum Assessment Methods and Pay Attention to Developing Learning Habits. Cultivation of humanistic quality is a long-term training process. Humanistic courses are set to promote students to develop the good habits of reading classics, feel and enjoy life. Therefore, traditional text paper cannot be used for humanistic

courses at higher vocational colleges. The key to the cultivation of humanistic quality is to stimulate students' interest and guide students to choose the type of books. In the way of examination, we should strictly check the way, you can take the school card punch system, or reading notes way to assess, in order to promote students to develop a good habit of reading; or students choose several social phenomena, analysis and evaluation, to increase their ability to participate in social activities, and as an assessment of a project; or in the team activities, the performance of students to assess; can also practice teaching courses, combined with the enterprise assessment model to assess and evaluate students, cultivate professional quality.

(Four) Strengthen the Construction of Campus Culture and Enhance the Cultural Atmosphere at School. In the context of the structural reform of the supply side, the campus culture of higher vocational colleges should be based on the socialist core values, through the teachers and students to operate and maintain, to create a culture full of humanistic culture. The school should increase the economic and institutional support, pay attention to the humanities quality of knowledge transfer and practice closely, good at digging the characteristics of running schools, combined with local cultural traditions, the formation of rich cultural atmosphere, highlight the characteristics of the campus culture. Through the organization of campus practice, visit the local representative of the humanities attractions, so that students feel the influence of humanities and arts; lead students to visit famous factory, experience the professional quality of human quality requirements, so as to promote students to improve themselves to cultivate relevant knowledge contest, so that students take the initiative to familiarize themselves with human knowledge; invite business celebrities or famous scientists and thinkers to carry out humanistic training series lectures, broaden students' horizons, enrich students' knowledge of humanities, and combine their professional characteristics to understand their own Job requirements, to clear their career planning; the creation of literary society, art community and other cultural and educational functions of the community, so that students themselves, self-management, not only exercise their social practice skills, but also enhance the humanities and artistic accomplishment, while enriching students' campus culture life, enhance the team spirit and a sense of belonging.

(Five) Guide Students to Take the Initiative to Learn and Improve Cultivation of their Own Humanistic Quality. The main body of cultivating humanistic quality for higher vocational college students is students and teachers are just the guide, so teachers should change their teaching idea and return the classroom initiative to students, reduce single theoretical knowledge teaching and enhance interaction with students, and also let students take the initiative to think and implement so as to improve students' humanistic quality from the internal to the external. In addition, colleges should encourage students to take part in more social practices to fully experience the real social life and gain an understanding of humanistic spirit in practice. Colleges and universities should provide students with adequate internship opportunities so that students can understand the requirement of professional quality and the connotation of corporate culture in the real workplace, and develop stable behaviors while learning so as to improve their humanistic quality. Then, students' thoughts will be changed. They will have a clearer understanding of work and career plans so as to consciously become a comprehensive and core talent.

Conclusion

The structural reform of the supply side emphasizes adjustment from the supply side, improving the effective supply and optimizing the resource allocation. In this context, higher vocational colleges should integrate school resources, optimize the curriculum, create a good campus culture atmosphere and improve the students' humanistic quality from all aspects so as to boost students' future career development.

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