



A study of differentiated paths for three-pronged education in secondary units of applied universities

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Abstract

The differentiation of three-whole-parenting in secondary units of applied universities is crucial to their high-quality development. In recent years, colleges and universities have been actively promoting the concept of "three-whole-parenting", and three-whole-parenting has become the dominant mode of ideological and political work in colleges and universities. However, in the process of practicing this parenting concept, there is the problem of "one size fits all" and "one size fits all". Therefore, this paper takes the differentiated practice of "Three-Whole Parenting" as the research theme, and puts forward opinions and suggestions through the analysis of the problems in three-whole parenting in the secondary units of applied universities.

Keywords: applied university, three-pronged education, differentiated paths

1. Introduction

The "three-pronged education" is a new model, new layout, and new strategy for ideological and political work in colleges and universities formed by the Communist Party of China (CPC) in the new stage of development under the grandiose background of the "unprecedented changes of the past hundred years", in order to further realize the great rejuvenation of the Chinese nation. To further realize the Chinese dream of a great revival of the Chinese nation, and to answer the fundamental question of "which type of people should be trained, how should they be trained, and for whom should they be trained", we follow a systematic planning and comprehensive promotion strategy. In colleges and universities, we strive to develop a new model, new layout and new ideological and political strategy by observing the correctness and innovation of traditions and observing the correctness of innovations. The implementation of "three full education" requires reform and innovation in many aspects, to build a core value training system that meets the requirements of the "three full education" model, to continuously improve the quality of cultivation, and to promote the high-quality development of education for young college students ^[1].

However, in the process of promoting the "three-pronged education", applied universities often face many problems. For example, according to the diversity of students to implement differentiated training of students. Therefore, in order to better implement the concept of "three full education", this paper analyzes the problems and causes of the practice of "three full education" from the perspective of "three full education" differentiated practice, combined with the current educational concepts of colleges and universities, and then analyzes the problems and causes of "three full education" in the practice of "three full education". This paper analyzes the problems and their causes in the practice of "Three-Whole Parenting" and puts forward countermeasures, hoping to provide educators with more ideas, insights and references.

2. Analysis of problems and causes in the three-pronged education of applied colleges and universities

2.1. Incompleteness of the ideological and political education system of "three-pronged education"

First of all, in the process of practicing the "three-whole-person training", due to various reasons, there are often "three-whole-person training" ideological and political education system is not perfect ^[2, 3, 5].

Therefore, some research suggests that when improving this system, colleges and universities should make clear the positioning objectives of this system as the top priority of their own work, and then take Marxism as the basis for the establishment of the system, and synthesize the characteristics of contemporary college students to formulate the content of education^[2, 5].

2.2. Lack of human resources in ideological and political education

Secondly, at present, many colleges and universities generally have a problem: the lack of professionals in ideological and political education, and many teachers also lack a scientific understanding of the ideological education system^[2, 4]. As a result, the ideological and political teacher team in colleges and universities cannot be constructed strongly, and the problem of lack of professionalism in the design of the curriculum occurs, and the "three-whole-education" can not be fully implemented^[2]. Therefore, some research suggests that universities practicing the concept of "Three-Whole Parenting" must start from optimizing their ideological and political education team^[3].

2.3. Mismatch between the ideological education system and reality

Thirdly, judging from the current development, the ideological and political education system in China has the problem of mismatch with reality^[2]. Therefore, some studies suggest that the relevant departments of the state and the whole society should work together to improve the system^[6]. These studies provide reference for the solution of the problem of "three-pronged education".

3. Analysis of differentiated countermeasures for three-pronged education in applied universities

In addition to the above problems, this paper puts forward a differentiated cultivation model for the problem that the traditional education model is too single and cannot truly implement the "three-round education". Such a model can cultivate students' creativity and adaptability, and can better cultivate students' specialties and help students' shortcomings, truly reflecting the full range of education, the detailed framework is divided into three parts.

3.1. Construction of basic education

First of all, this paper argues that students should not be differentiated blindly, and that the focus should be placed on the construction of basic education before differentiated training. The construction of basic education includes three aspects: classroom teaching, ideological education and extracurricular activities. First, it is the aspect of classroom teaching. For the basic ability of students, this paper mainly cultivates through classroom teaching, and in the usual courses, this paper suggests that some innovative courses can be added appropriately, or some interesting content can be added in the classroom, so as to raise the interest of students, thus to achieve the effect of twice the result with half the effort. Second, is the ideological education. Ideological education plays an important role in teaching and educating in colleges and universities, which is related to the future code of conduct and moral norms of students, so ideological education is also an indispensable part of basic education. This paper suggests that colleges and universities can organize some theme reports on ideological and political

aspects after school, or ask some professional teachers of ideology and politics to offer relevant lectures in schools and provide them to students. Thirdly, there are extracurricular activities. In order to provide students with comprehensive and all-round training, this paper suggests that schools should properly carry out some extracurricular activities, such as reading clubs, sports competitions and so on. These activities can promote students to fully utilize their own strengths on the basis of comprehensive development and cultivate their independence and creativity.

To sum up, basic education is the root of all-round education, and only after laying a good foundation can differentiated training play a better role on this basis.

3.2. Construction of various platforms

With the continuous development of science and technology, information technology will also lead to significant changes in education, and universities can also utilize this technology to provide students with some opportunities and assistance. On the basis of basic education, in order to further explore the strengths of students, we suggest that schools can build or provide students with a variety of platforms, such as research platforms, competition platforms, practice platforms, entrepreneurial platforms and so on. These platforms invariably provide students with opportunities to show themselves. Both basic education and the construction of platforms provide strong support for differentiated training.

3.3. Differentiated training

The basic mode of differentiated training is to teach students according to their aptitude. The so-called "teaching students according to their aptitude" here specifically means that the teacher adopts a targeted approach to educate students according to the specific conditions of different types of students (for example, students who are good at different subjects). Differentiated training mode is of great significance, which not only allows students to give full play to their strengths, but also helps them to make up for their shortcomings, thus truly realizing all-round education.

The specific path of differentiated training is as follows: firstly, students who are good at different disciplines should be differentiated and the necessary specialized basic courses should be set up; secondly, the relevant courses suitable for the students should be formulated according to the classification, and the focuses of different categories of students (for example, those who are good at sports and those who are good at written courses) are different; and thirdly, the methods of assessment should be formulated in a differentiated way as well. Third, the assessment methods should also be differentiated. Although the general assessment methods can objectively detect the degree of students' mastery of what they have learned, it is difficult to reflect the degree of students' application of what they have learned. Therefore, I think it is also necessary to have differences in the way of assessment. For students with more written courses, the assessment focuses on written knowledge, for example, in the form of a written test. For students who have more practical courses, the examination focuses on hands-on ability and action ability.

In summary, differentiated training adjusts general education curriculum instruction to match students with different needs.

4. Summary

In summary, for the traditional education model is too single,

can not really implement the "three full education" concept of the problem, with the construction of differentiated training model to solve is undoubtedly a good way, this training model is conducive to the individualization of each student's situation for individualized training for each student to provide their own needs of teaching, so as to achieve The effect of complementing one's strengths and weaknesses. The "three-whole-education" is a major initiative to promote the ideological and political work of colleges and universities in the new era, and is also an effective way to implement the fundamental task of establishing morality and educating people. In this regard, colleges and universities should actively take action to put into practice the "three-whole-education" by setting up a good framework for basic education, constructing a good platform, and carrying out differentiated cultivation for students. The concept of "three-pronged education".

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