

# Research on the Practice Path of the “Five-Comprehensive” Development Model for Vocational Undergraduate Students from the Perspective of “Five-Education Integration”

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**Abstract:** Against the background that vocational undergraduate education focuses on cultivating high-level technical and skilled talents, this paper, from the student perspective and taking “Five-Education Integration” (moral, intellectual, physical, aesthetic and labor education) as the theoretical framework, explains the three-dimensional connotation of moral, intellectual, physical, aesthetic and labor education. It analyzes the internal logic of the deep coupling between the goals of the “Five Educations” (talent cultivation objectives) and the paths of the “Five-Comprehensive” (all-staff, all-process, all-dimension, all-factor, all-time and space, implementation paths). In view of the dilemmas faced by students in practicing the “Five Educations”, such as cognitive bias, disconnection between moral and labor education and practice, and lack of subjective consciousness, this paper puts forward a three-dimensional practice path: taking professional learning as the core to radiate the integration of the five educations, taking the campus second classroom as the platform to expand literacy, and taking career planning as the guide to strengthen self-management. It provides practical references for vocational undergraduate students to achieve both moral and technical development and all-round development, and helps them grow into high-quality talents adapting to career needs.

**Keywords:** Five-Education Integration; Vocational undergraduate students; Student perspective; Development path; Self-growth

**Online publication:** June 3, 2026

## 1. Introduction

With industrial upgrading and the high-quality development of vocational education, vocational undergraduate education has become the core position for cultivating high-level technical and skilled talents<sup>[1-4]</sup>. “Five-Education Integration” provides a fundamental guideline for students’ all-round development<sup>[2-6]</sup>. Moral education shapes the soul, intellectual education enlightens wisdom, physical education strengthens the body, aesthetic education nourishes the heart, and labor education tempers practice, which together form a talent-

training system of “simultaneous development of morality and skills”. From the student perspective, solving the problems of fragmentation and formalism in the implementation of the five educations and building a “Five-Comprehensive” development model are the keys to promoting the deep integration of the five educations and improving comprehensive quality, as well as the core path to cultivating high-quality applied talents meeting industrial needs.

## **2. Theoretical foundation and concept definition: “Five Educations” and “Five-Comprehensive” from the student perspective**

### **2.1. Three-dimensional interpretation of the “Five Educations”**

#### **2.1.1. Moral education: The cornerstone of value guidance**

Moral education is the fundamental criterion for students’ life and career, not empty preaching, but the “cornerstone” of professional life <sup>[1]</sup>. Taking software majors as an example, moral education is embodied in three connotations: network ethics, abiding by network order and resisting malicious codes and information leakage; professional ethics, adhering to “technology for good”, strictly protecting user privacy and sticking to professional bottom lines; team morality, taking initiative, keeping promises and communicating efficiently in project cooperation. Through voluntary services, league activities and professional practice, moral norms are internalized into behavioral consciousness to ensure a steady career path.

#### **2.1.2. Intellectual education: A double helix of unity of knowledge and practice**

Intellectual education is a “double helix” where theory and practice support and spiral upward <sup>[1,3,4,6,8]</sup>. One strand is theoretical learning, systematically mastering professional knowledge, algorithm logic and architecture thinking; the other is practical application, transforming knowledge into practical problem-solving ability through project training, competitions and internships. The two promote each other: practice forces the deepening of theory, and theory guides the optimization. Full-cycle project training helps students break through “empty talk on paper”, forge core competitiveness for sustainable iteration, and realize the unity of knowledge and practice <sup>[2]</sup>.

#### **2.1.3. Physical education: An enabler for physical and mental coordination**

Physical education is an “enabler” to resist occupational health risks and temper willpower <sup>[3,4]</sup>. Aiming at problems such as sedentary behavior and high incidence of occupational diseases among IT majors, “precision physical education” modes, such as personalized exercise prescriptions and cervical spine exercises, can strengthen physical fitness, reduce absence rates and improve learning concentration. At the same time, sports competition tempers pressure, resistance and resilience. The perseverance cultivated in sports can be directly transferred to technical research and project tackling, laying a solid physical and mental foundation for long-term career development.

#### **2.1.4. Aesthetic education: A catalyst for innovative thinking**

Aesthetic education is a “catalyst” for stimulating technological innovation, not exclusive to art majors <sup>[2,5,9]</sup>. In the technical field, aesthetic education is reflected in two dimensions: external “product beauty”, pursuing the beauty and fluency of software UI/UX design and product interaction to unify function and form; internal “craftsmanship beauty”, writing concise and efficient code and polishing exquisite technology to highlight

engineers' professional aesthetics. Aesthetic education breaks rigid technical thinking, integrates humanistic aesthetics into innovative practice, and makes technical solutions more creative and humanistic.

### **2.1.5. Labor education: An incubator for professional spirit**

Labor education is an “incubator” for cultivating craftsmanship, with the core of integrating knowledge, skills and literacy through practice<sup>[5-7]</sup>. Its carriers are professional practice scenarios: code debugging, production line operation, and competition tackling are all main battlefields of labor education. In practice, students temper the craftsmanship of excellence and the perseverance of hard work, understand the value of technology and labor, complete the transformation from students to quasi-professionals, and shape core professional literacy.

## **2.2. Internal logic of the “Five-Comprehensive” development model**

The “Five Educations” and “Five-Comprehensive” are deeply coupled as goals and paths, core and carrier, jointly serving the cultivation of high-level technical and skilled talents. The “Five Educations” are the core goals, clarifying “what kind of people to cultivate” and building an all-round development quality system; the “Five-Comprehensive” are the implementation paths, ensuring “how to cultivate people”: all-staff collaboration integrates school-enterprise, teacher-student and family-school educational forces; all-process runs through the entire cycle of enrollment, training and employment; all-dimension integrates courses, practice and cultural positions; all-factor coordinates teachers, equipment and other resources; all-time and space expands in-class, after-class, online and offline scenarios. The two support each other: the “Five Educations” lead the direction, and the “Five-Comprehensive” guarantees implementation, promoting talent training from “single cultivation” to “comprehensive shaping”<sup>[8]</sup>.

## **3. Current situation review: Practical dilemmas for vocational undergraduate students in practicing the “Five Educations”**

Combined with students' learning and practice experience, vocational undergraduate students currently face three major dilemmas in practicing “Five-Education Integration”<sup>[9-11]</sup>:

### **3.1. Cognitive bias: Overemphasis on intellectual education, one-sided value cognition**

Influenced by the traditional evaluation system, students generally fall into the misunderstanding of “valuing intellectual education over others”, regarding professional courses and skill certificates as “hard indicators” and moral, physical, aesthetic and labor education as “soft tasks”, lacking initiative in participation and ignoring their supporting role in long-term career development, leading to unbalanced quality development.

### **3.2. Disconnected practice: Hollow moral and labor education, formal integration**

Students have a narrow understanding of moral and labor education: equating moral education with theoretical learning without integrating it into project cooperation and professional ethics cultivation; equating labor education with physical labor without combining it with technical polishing and process improvement, resulting in a “separation” between the five educations and professional practice, failing to realize the unity of knowledge and practice.

### **3.3. Lack of subjectivity: Passive attitude, absence of independent planning**

Students have weak subjective consciousness and a passive attitude of “waiting, relying and wanting,” lacking personal five-year education development plans. They underutilize high-quality resources such as school clubs, competitions and lectures, failing to transform external resources into growth momentum, and not forming a closed loop of “self-planning, self-practice and self-improvement”, restricting all-around development.

## **4. Core path: Three-dimensional practice plan for “Five-Comprehensive” development from the student perspective**

Based on the subjective status of students and taking the “Five-Comprehensive” as the framework, a three-dimensional path of “professional deepening + platform expansion + self-management” is constructed to promote the deep integration and implementation of the five educations<sup>[12]</sup>.

### **4.1. Path 1: Taking professional learning as the core to realize deep integration of the Five Educations**

Professional learning is the most core and effective field for the integration of the five educations, taking intellectual education as the foundation to radiate all-round development. In intellectual education, deepen theory and skills to consolidate professional foundation; in moral education, take initiative, keep integrity and communicate in project cooperation to temper professional morality; in labor education, polish code and technology with craftsmanship, tackle problems patiently and pursue excellence; in aesthetic education, learn product aesthetics and pursue both function and appearance of works; in physical education, adhere to regular exercise to resist occupational diseases and support high-intensity learning with a healthy body.

### **4.2. Path 2: Taking the second classroom as the platform to actively expand comprehensive literacy**

The second classroom is a key carrier to make up for literacy shortcomings and realize personalized development. Students should actively participate in club activities: join technical clubs to deepen intellectual education and participate in voluntary services to improve moral cultivation; enthusiastically take part in competitions such as the “Challenge Cup” and programming contests to temper intellectual and labor education in preparation, deepen moral education in cooperation, practice aesthetic education in creation, and temper physical education in the competition; actively participate in humanities lectures, art exhibitions and sports events, abandon credit orientation, and targeted improve aesthetic and physical and mental quality.

### **4.3. Path 3: Taking career planning as the guide to strengthen self-management and evaluation**

Students should be the “first responsible person” for their own development and build an independent growth closed loop. Formulate a semester five-education plan, clarifying specific goals for intellectual skills, moral practice, physical exercise, aesthetic improvement and labor practice; establish a growth file, record gains and insights, and regularly review and optimize; take the initiative to connect teachers, seniors and school resources, ask for advice and absorb experience, transform external support into growth momentum, and realize independent improvement.

## 5. Conclusion

The key to the implementation of “Five-Education Integration” lies in students’ transformation from “passive acceptance” to “active practice” and from “I am required to develop” to “I want to develop”. As vocational undergraduate students, only by taking the five educations as goals and the five comprehensive as paths, deepening professional integration, actively expanding platforms, and strengthening self-management, can they internalize the requirements of the five educations in mind and externalize them in practice.

In the future, it is expected that schools will improve the five-education integration support system and provide richer resource platforms; students should stick to their subjective responsibilities, take all-round development as the guide, continuously improve comprehensive quality, and grow into new-era high-level technical and skilled talents with both political integrity and ability, exquisite skills and all-round development, and achieve steady progress in their careers.

## Funding

Research on the Cultivation of Students’ Innovative Ability in Vocational Undergraduate Colleges (Project No.: XJKX22B018); 14th Five-Year Plan 2022 Project of Hunan Provincial Education Science Workers Association

## Disclosure statement

The author declares no conflict of interest.

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