

# Review of Innovative Talent Cultivation Models in Local Universities Under the “Educating Five Domains Simultaneously” Philosophy

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**Abstract:** The study aims to delve into the talent cultivation models in local universities under the new era’s “Educating Five Domains Simultaneously” philosophy. Through reviewing relevant theories and practices, analyzing educational goals and curriculum design, and conducting a comprehensive analysis of the current state of “Educating Five Domains Simultaneously” in local universities, this study focuses on innovative practices within these models. Identified issues are further analyzed for their root causes, providing a basis for future reforms. The primary objective of this research is to offer practical experiences and theoretical support for talent cultivation in local universities in the new era.

**Keywords:** Educating Five Domains Simultaneously; Talent cultivation model; Innovative practices

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## 1. Introduction

In the context of the new era, Chinese higher education has been undergoing a profound transformation. The “Educating Five Domains Simultaneously” philosophy proposed in the 20th National Congress of the Communist Party of China provides local universities with a new direction. This philosophy signifies a shift in the talent cultivation model from focusing on professional skills to comprehensive development. Local universities face unprecedented opportunities and challenges in meeting societal needs and cultivating more well-rounded talents. Therefore, this study aims to thoroughly analyze the significance of the “Educating Five Domains Simultaneously” philosophy for local universities and explore the practical challenges faced in talent cultivation in the new era, along with strategies to address these challenges.

The role of the “Educating Five Domains Simultaneously” philosophy in talent cultivation at local universities is analyzed in this study. Strategies employed by local universities in implementing this philosophy are also explored, the effectiveness of new models in fostering comprehensive student development is evaluated, and several improvement measures are proposed. The significance of this study lies in providing

scientific talent cultivation models for local universities, facilitating the integration of the “Educating Five Domains Simultaneously” philosophy into practical operations, and better serving societal needs by nurturing talents with diverse qualities.

## **2. Literature review**

### **2.1. Current state of research related to the “Educating Five Domains Simultaneously” philosophy**

The introduction of the “Educating Five Domains Simultaneously” philosophy has garnered widespread attention in academic circles. Presently, researchers predominantly focus on interpreting the policy aspects of “Educating Five Domains Simultaneously,” overlooking deeper explorations into the theory itself<sup>[1,2]</sup>. Although many studies have been done on the interpretation of the policy, there is a lack of in-depth investigation into the intrinsic meanings and contemporary values of the theory<sup>[3,4]</sup>. This paper aims to delve into the developmental history of the “Educating Five Domains Simultaneously,” including its origin, evolution, and connotation interpretation. Through a comprehensive review of scholars’ viewpoints, it seeks to provide a profound theoretical foundation for subsequent research, fostering a more comprehensive understanding of the intrinsic characteristics and contemporary context of the “Educating Five Domains Simultaneously” philosophy.

### **2.2. Research on talent cultivation models in local universities**

The talent cultivation model in local universities has consistently been a focal point of the education sector, with relevant studies aiming to explore experiences and issues in talent cultivation<sup>[5,6]</sup>. Past research primarily concentrated on retrospective analyses of previous models, dissecting the practical aspects of talent cultivation in local universities and revealing some problems and challenges<sup>[7]</sup>. However, existing literature generally lacks forward-looking studies on the future development of talent cultivation models in local universities<sup>[5-7]</sup>. This paper includes an in-depth retrospective analysis of the historical evolution of talent cultivation models in local universities, examining past experiences and issues while providing a preliminary exploration of future development trends. This approach aims to offer a more forward-looking research perspective for subsequent studies, promoting the deeper application of the “Educating Five Domains Simultaneously” philosophy in practice.

## **3. Analysis of the current situation of the education models based on the “Educating Five Domains Simultaneously” philosophy in local universities**

### **3.1. Educational objective system**

Under the guidance of the “Educating Five Domains Simultaneously” philosophy in the new era, local universities have been undergoing profound adjustments and reconstructions of their educational objectives and systems<sup>[1]</sup>. The “five domains” in this philosophy refer to morality, intelligence, physique, aesthetics, and labor. Local universities have been emphasizing a comprehensive understanding of this philosophy and integrating it into the overall construction of educational objectives. Moral education focuses on shaping students’ moral qualities, intellectual education emphasizes the construction of knowledge systems, physical education cultivates students’ physical fitness, aesthetic education stresses the cultivation of aesthetic tastes, and labor education focuses on the development of practical skills. By comprehensively considering the interrelationships of these five domains, local universities are gradually forming more comprehensive educational objectives that align with the demands of the era<sup>[2]</sup>. Secondly, the setting and adjustment of educational objectives have become a focal point. Local universities, through in-depth analyses of societal needs and student development

conditions, are formulating educational objectives tailored to cultivate students' innovative thinking, teamwork spirit, and practical problem-solving abilities <sup>[3]</sup>. In this process, various universities are actively exploring new paths for talent cultivation under the “Educating Five Domains Simultaneously” philosophy, making educational objectives more closely aligned with societal realities and more operationally feasible. Through an in-depth analysis of the educational objectives and systems, this study aims to reveal new practices and explorations in local universities to achieve comprehensive cultivation of students under the guidance of the “Educating Five Domains Simultaneously” philosophy.

### **3.2. Curriculum system design**

To achieve the goals of “Educating Five Domains Simultaneously,” local universities have comprehensively adjusted their curriculum systems <sup>[4]</sup>. The five domains of this philosophy have been integrated into the curriculum system. Besides, the curriculum structure is designed to be phased and progressive, ensuring that students receive comprehensive cultivation throughout the entire process. Secondly, in terms of architecture, local universities focus on constructing a scientific and rational curriculum structure. By rationalizing the arrangement of subjects in different majors and levels, they ensure that the “Educating Five Domains Simultaneously” philosophy forms an organic connection between various disciplines, avoiding curriculum fragmentation. This integration allows students to deeply combine various competencies throughout their academic journey. Lastly, in terms of content, local universities are dedicated to deepening the curriculum content, incorporating practical applications and interdisciplinary elements into the curriculum system. There is a particular emphasis on cultivating students' practical skills, teamwork spirit, and innovative capabilities to adapt to the increasingly diverse and complex societal demands. Through an in-depth study of curriculum design, this paper aims to provide feasible practical experiences for local universities, promoting innovation and practical application of the “Educating Five Domains Simultaneously” philosophy at the curriculum level.

## **4. Local university talent cultivation model innovation practices**

### **4.1. Integration of theory and practice**

Guided by the “Educating Five Domains Simultaneously” philosophy, local universities have established open platforms and organized activities that serve to improve theoretical knowledge and practical skills <sup>[5]</sup>. These platforms aim to encourage in-depth theoretical discussions, reflecting the multi-layered connotations of the “Educating Five Domains Simultaneously” philosophy. This, in turn, better guides actual educational practices.

Simultaneously, the universities focus on problem-oriented project practices, ensuring that the “Educating Five Domains Simultaneously” theory transcends paper and becomes a reality in students' practical experiences <sup>[1]</sup>. Through project practices, students integrate philosophy into the entire process of solving real-world problems in authentic scenarios, allowing theoretical guidance to manifest in practical operations. This unique approach provides students with a more comprehensive quality education, transforming the “Educating Five Domains Simultaneously” philosophy into practical capabilities.

Moreover, universities actively collaborate with industries to create talent development projects under the “Educating Five Domains Simultaneously” philosophy <sup>[2]</sup>. This integrated model allows students to immerse themselves in the working life through internship programs, which prepares them for their future careers. Feedback and demands from the industry also contribute valuable insights for continuously optimizing the specific practices of the “Educating Five Domains Simultaneously” theory. The unique combination of these practices enables local universities to take solid steps forward in both theory and practice.

## 4.2. Innovative teaching models: Dynamic “Educating Five Domains Simultaneously” educational symphony

The “Educating Five Domains Simultaneously” is explored dynamically by local universities, creating an educational symphony <sup>[6]</sup>. The distinctive features of this symphony include diverse teaching methods, interdisciplinary integration, and the close intertwining of theory and practice, collectively creating a charming educational panorama.

Firstly, universities diversify their teaching methods. Instead of adhering strictly to traditional classroom teaching, they infuse a rich array of elements into the educational symphony. Through a combination of online and offline approaches, students can freely navigate between virtual and physical spaces, experiencing different teaching atmospheres. Digital teaching resources make knowledge dissemination more vivid, sparking students’ interest in learning.

Secondly, interdisciplinary thinking is stimulated in universities. This educational symphony is not limited to a single melody. Universities boldly attempt interdisciplinary integration, intertwining the “Educating Five Domains Simultaneously” philosophy with various disciplines. Interdisciplinary comprehensive courses become musical notes, playing the harmonious convergence of knowledge. In this teaching model, students not only excel in their respective fields but also broaden their thinking, gaining a holistic perspective.

Finally, the theoretical and practical aspects are well-linked. Universities encourage students to experience and practice in real-life scenarios. Social practices, internship programs, and projects become stages for student growth. Theoretical knowledge is consolidated through practice, allowing students to comprehend the essence of the “Educating Five Domains Simultaneously” philosophy firsthand.

This dynamic educational symphony plays the new melody of education based on the “Educating Five Domains Simultaneously” philosophy. This distinctive teaching model enables students to experience the joy of growth in the rhythm of musical notes, creating a rich and colorful educational experience for cultivating well-rounded talents with innovative spirits.

## 5. Challenges

Under the guidance of the “Educating Five Domains Simultaneously” philosophy in the new era, the talent cultivation model of local universities faces multiple challenges that urgently need resolution <sup>[7]</sup>. The curriculum design may not fully align with actual occupational needs, leading to a mismatch between theoretical knowledge and practical skills, as well as workplace adaptability. Uneven allocation of educational resources is also an issue, with some institutions struggling due to resource shortage, directly impacting the quality of talent cultivation. The competence of the teaching staff should also be improved to better guide students’ comprehensive development.

The root causes of these problems deserve an in-depth analysis. Some issues arise due to the constraints imposed by certain systems or policies, hindering the effective implementation of the “Educating Five Domains Simultaneously” philosophy. Traditional culture and concepts may also impede the integration of the philosophy in local universities. The unreasonable allocation of educational resources is another contributing factor to the failure of practicing the “Educating Five Domains Simultaneously” philosophy.

Through a thorough analysis of these problems and their underlying causes, this study aims to provide a basis for formulating practical reform strategies, promoting the healthy and comprehensive development of the talent cultivation model of local universities under the “Educating Five Domains Simultaneously” philosophy.

## 6. Conclusion

### 6.1. Main findings

This study delves into the issues and challenges of talent cultivation model innovation in local universities under the guidance of the “Educating Five Domains Simultaneously” philosophy in the new era. Firstly, the development history of the “Educating Five Domains Simultaneously” philosophy is described, and its connotations and contemporary values are defined. Secondly, reviewing the historical evolution of talent cultivation models in local universities reveals the problems and highlights in applying the “Educating Five Domains Simultaneously” philosophy. Furthermore, the construction of educational objectives and systems and curriculum system designs that align with the “Educating Five Domains Simultaneously” philosophy in local universities are explored. Lastly, the innovative teaching models explored by local universities in based on the “Educating Five Domains Simultaneously” philosophy are elucidated, providing references for future reforms.

### 6.2. Prospects

Looking ahead, it is recommended that researchers make efforts in the following areas. Firstly, the actual effects and issues of talent cultivation models in local universities based on the “Educating Five Domains Simultaneously” philosophy should be further studied through empirical studies. Secondly, the research scope should be expanded, focusing on differences between different types of local universities and providing more targeted suggestions for universities of different levels and backgrounds. Lastly, the innovation of relevant policies and systems should be advocated, promoting the better implementation of the “Educating Five Domains Simultaneously” philosophy in local universities. Through these efforts, it is believed that abundant references can be provided for future research in related fields, promoting continuous innovation and improvement of university talent cultivation models.

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## Disclosure statement

The authors declare no conflict of interest.

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