Innovative Mode of Integrated Development of Higher Vocational Education Based on Social Interaction Theory[*]

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Abstract

Under the background of the knowledge economy era, colleges and universities of higher vocational education should take cultivating interdisciplinary talents with knowledge, skills, ability and quality for the society as the teaching objective, innovate the development mode and update the educational concept. Based on the important significance of innovative integrated development of higher vocational technical and humanistic education, this article takes social interaction theory as the breakthrough point, combines with the status quo of integrated development of technical and humanistic education, and analyzes the dilemma of integrated development in such a situation from different perspectives. Corresponding improving strategies have been put forward in three aspects: premise and foundation, core conditions and guarantee mechanism, so as to build an innovative mode of integrated development of technical and humanistic education in higher vocational education.

Keywords

Higher Vocational Education • Technical Education • Humanistic Education • Integration

At present, the society puts forward higher requirements on talents, requiring them to master technology, have higher quality and be interdisciplinary talents. Therefore, innovation and reform of the development mode and promotion of integration of technical and humanistic education are the core of the future development of higher vocational colleges (Hoelscher, Hayward, Ertl & Dunbar-Goddet, 2008; Harwood, 2010). In China, there have been many achievements among existing research of the integrated development of science and humanistic education. For example, in "Mutual Penetration of Humanities and Higher Vocational Technical Education", Wang Yunjiang states that the influencing factors should be explored by finding the "supporting point" in integrated development of technical and humanistic education (Farías, Mauricio & Sevilla, 2015; Harris & Rainey, 2012). In "The integration of technical and humanistic education in higher vocational colleges based on technological development", Zhang Cuiying further points out that the levels of technical and humanistic education have their respective emphatics and importance (Kessels & Kwakman, 2007).

According to previous research achievements, this article mainly uses historical method, literature analysis and comparison analysis to analyze the present real situation of integrated development of technical and humanistic education in vocational colleges, and further investigates its reasons based on social interaction theory in order to draw a feasible development mode.

Social Interaction Theory

standard	Type of form					
	cooperation	contend	conflict	constraint	exchange	obedience
The relationship and nature of interests, rights between the interactive subjects	Interactive agents act together based on common interests or common goals	Cooperative conflict, following certain rules, achieving goals and adhering to the principle of goal first	The opposite of cooperation, breaking through regulations, laws, and achieving goals, believes that defeating the opponent is most important	An unbalance of forces between subjects, individuals or groups using physical or mental means to subdue one another	Social interaction that occurs when individuals or groups follow the principle of reciprocity for the purpose of receiving rewards or rewards	The opposite of coercion, A party voluntarily or voluntarily adjusts its behavior, Bo th parties or parties adjust their behavior to achieve mutual adaptation

Figure 1. Forms of social interaction.

Social interaction is actually one of the most basic research unit in the field of sociology. It is a research subject under the category of micro-sociology (Day, 1942; Baartman & Ruijs, 2011; Meeuwisse, Severiens & Born, 2010). It is the intermediary of social structure level, individual level and cultural level. It is a new turning point for individual residents to gradually integrate into a group or even a broader organization, which has vital significance to the existence of self, humanity and society (Wallenborn, 2010; Bieber, 2011). In terms of social interaction, due to the differences in the dimensions on which it depends, the corresponding interaction types

formed are also different. There are various forms of social interaction, and the value orientation and occurrence conditions of each form are different, as shown in Fig. 1. However, all forms have corresponding functions on social operation and interaction subjects.

For higher vocational colleges, based on the sociality of integrated development of technical and humanistic education, and the educational characteristics of higher vocational colleges, such as the communication needs between teacher and student, this article has certain rationality to conduct in-depth discussion on the integrated development mode of technical and humanistic education.

Core concept definition

"Integrating" is actually a verb, which means "to combine several different things together". According to the relevant dimensions of interaction intention and nature, "Integrating" has the following four types, as shown in Table 1:

Table 1
Table of Two-dimensional Analysis of Integration

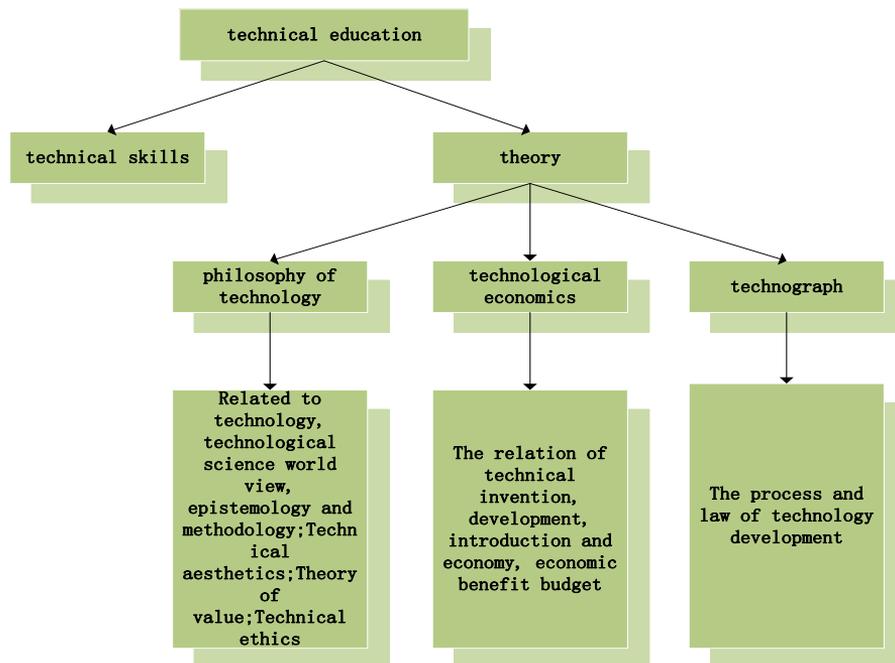|	One-way	Two-way
passivity	One waits and accepts the other passively	Use external intervention to passively accept each other
initiative	One waits and accepts the other actively	Both sides take action and the initiative to accept the other

Figure 2. The content of technical education.

According to Tab. 1, it is not difficult to find that, according to the interaction intention and nature, things artificially integrated can present different states: one-way passive integration, one-way active integration, two-way passive integration, and two-way active integration.

Technical education is actually a kind of higher education, the basic content of which can be divided into two parts: one is technical skill, the other is theoretical knowledge; and its main function is to cultivate high-quality talents who master advanced technology for the society. It is different from education, which attaches great importance to theoretical explanation, and education, which attaches great importance to skill training. See Fig.2 for details:

Humanistic education can be regarded as education in humanistic thinking, theory and spirit, mainly around the humanistic spirit. It attaches great importance to human's material needs, and ensures that their spiritual demands have been fully satisfied. With theory teaching, self-education and environmental impact, humanistic education effectively improves personality and realm, so as to ensure the realization of both social and personal value.

By clearly defining technical education, integration and humanistic education, and combining interaction nature and intention, it is clear that the integrated development of humanistic and technical education has the following different categories, as shown in Fig.3:
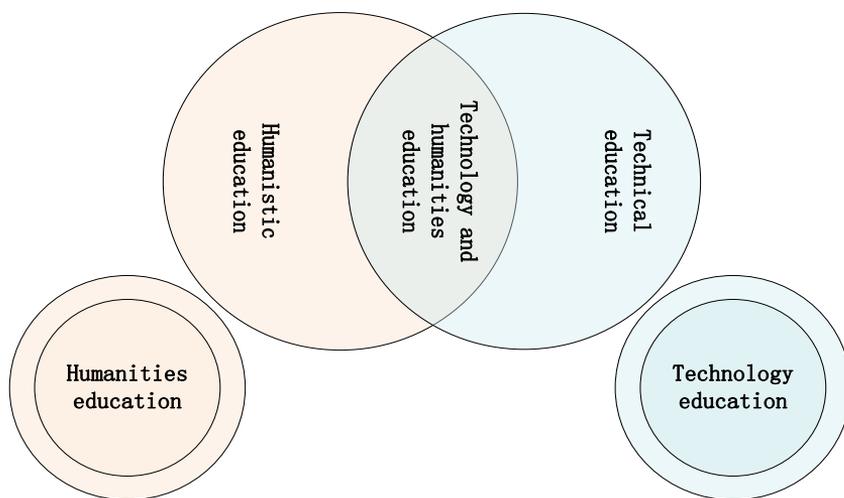

Figure 3. Several types of technical and humanistic education integration.

According to Tab.1 and Fig.3, for integrated development of humanistic and technical education in higher vocational colleges, there are three main situations as follows: First, under the situation of one-way passive and active integration, there are two kinds of trend regarding humanistic and technical education, one considers that humanistic education should actively permeate into technical education, while the other advises just the opposite view. Second, under the situation of two-way passive and active integration, both sides attach great importance to the understanding of each other. In the case of passive integration, external force is in need in promoting the integration, failing to give play to their internal driving force, resulting in the lack of vitality. In the case of

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initiative, both sides play a role and have a close relationship with each other. Third, the characteristics and differences of each participant have been fully measured; there are also two situations: partial integration and complete integration.

The integrated development and predicament analysis of technical and humanistic education based on social interaction theory

Based on social interaction theory, this paper conducts in-depth discussion on the integrated development status of technical and humanistic education in vocational colleges, attaching great importance to "interaction". However, in view of higher vocational education, there are still doubts and dilemma to explore how to ensure efficient interaction, and find the factors influencing interactive effects. Thus, this article begins with studying the factors influencing interaction and conducts the research mainly from two aspects, involving humanistic and technical education, teachers, students and higher vocational colleges.

Interactive dilemma of integration between humanistic and technical education

Based on the literature research, it is not difficult to find that at present stage, the general public has not built a correct understanding of humanistic education and technical education, and imbalance occurs when the two aspects are integrated. The actual performance and reasons are as follows:

Cognitive misunderstandings (1) technical education was not systematically recognized

(2) humanistic education pays more attention to formalization and theorization rather than specificity

Imbalance in integrated development (1) humanistic and technical education have not achieved integrated development

(2) integration of humanistic and technical education is over-formalized.

Interactive dilemma of self-development of higher vocational colleges

Coordination dilemma between survival and lifelong development of higher vocational colleges Higher vocational colleges have been restricted by technical rationalism for a long time, and a reasonable "technical determinism" has appeared. For ordinary colleges and universities, they mainly adhere to the development direction of popularization, and their own positioning is more utilitarian; they attach great importance to the rapid economic development, but ignore the humanities and other aspects.

Lack of supportive culture for integrated development of technical and humanistic education in higher vocational colleges In terms of integrated development, its supporting culture is usually manifested as a multi-dimensional structure, the basic content of which covers three aspects: first is the support of teaching

methods and resources, the second is the support of institutional management, and the third is the psychological and physical support. See Fig.4 for details:
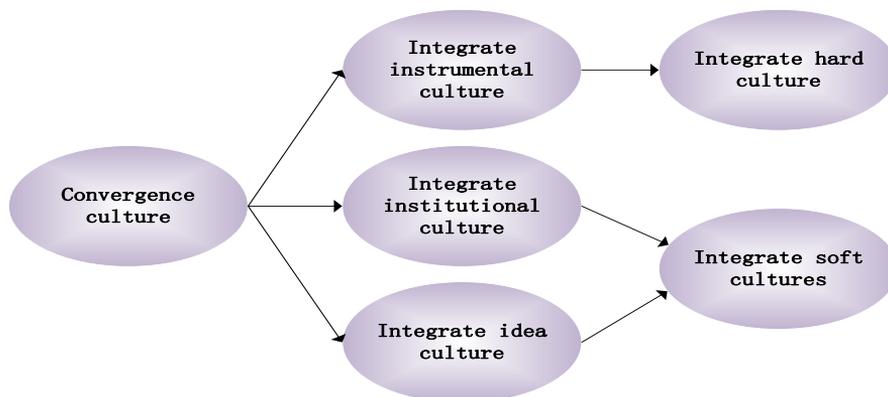

Figure 4. The supportive culture of integrated development of technical and humanistic education.

(1) Integrated development in higher vocational colleges lacks perfect cultural mechanism: for example, the organizational management mechanism does not involve the organic integration system of humanistic and technical education, and the humanistic care and evaluation mechanism does not attach great importance to the incentive system and "quality" index of integrated development.

(2) The integrated development of higher vocational colleges does not have scientific and reasonable cultural concepts, which is mainly reflected in three aspects: first is the self-development of teachers, the second is that teachers do not have a strong ability to conduct integrated education, and the third is that students do not have a clear idea and strong capability of common development in various aspects.

Improving strategies for integrated development of humanistic and technical education in higher vocational colleges based on social interaction theory

Based on the above analysis, the difficulties encountered in the integrated development of higher vocational colleges are reflected in the following two aspects: one is the environmental system, the other is the individual initiative. It is not difficult to find that the optimization and improvement ideas of integrated development should be considered mainly based on problems. And for higher vocational colleges, in order to achieve integrated development, it is necessary to use "whole-school participation mode", that is, conducting organic integration of policies, culture and practical measures. Based on social interaction theory, this paper proposes the optimization and improvement scheme from the aspects of creating supportive environment, defining positioning and establishing perfect guarantee mechanism.

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Premise and foundation

1. It should be clear that the target of integrated development is students, aiming at promoting their all-round development. Higher vocational is actually a kind of education type, and it must attach great importance to the all-round development of students and cultivate high-quality professional talents to meet the social needs. In view of the higher vocational colleges, they must always adhere to the basic ideas of integrated development of humanistic and technical education during the process of the teaching planning and talent cultivation. They shall also ensure the coordinated development of "professional" and "personality" cultivation, and the combination of humanistic education, technical education and individual participants, which is all committed to promoting the rapid development of students.

2. It should be clear that the responsibilities of integrated development of higher vocational colleges should be shared by all the internal personnel. All teachers and students in the school should correctly recognize various symbols by virtue of their own ability, constantly strengthen the understanding of integrated development in the process of mutual communication and interaction, clarify its necessity, and promote different individuals to form a complex of mutual cooperation.

Core conditions

We are committed to creating an interactive cultural atmosphere in the process of integrated development.

1. Set up the thought of integrated development and give full play to the role of "important others". According to the theory of social interaction, it is not difficult to find that people's learning and growth are the results of communication and interaction with others, and great importance should be attached to the specific role of "important others". For higher vocational colleges, logistics workers, senior managers, grassroots teachers and students are "important others" to each other. On this premise, all personnel should cooperate with each other to strengthen communication and ensure the realization of integrated development goals.

2. Effectively improve the integrated development ability of teachers and students, so as to promote the formation of harmonious and friendly relations. Teachers must have a comprehensive understanding of the mode and essence of integrated development, and be sure to grasp it in the actual stage. At the same time, they should obtain rich experience and define its practical value on their own, so as to stimulate their initiative and drive students' integrated development.

3. Establish a variety of teaching methods, and strengthen the interaction between teachers and students. Create diversified teaching modes to create integrated development platform; Continue to expand the scope of interaction and create integrated development complexes.

Guarantee mechanism

For higher vocational colleges, they should innovate the cooperation and competition mechanism of integrated development of humanistic education and technical education.

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1. Optimize and improve the management system of integrated development to ensure the normal progress of integration. Clarify the requirements and responsibilities of all participants in integrated development. From the legal perspective, establish standardization management in higher vocational colleges, and create the corresponding service and consultancy to provide scientific and reasonable advice for all participants, so as to ensure the normal progress of integrated development and arouse the enthusiasm of all agents within the school.

2. Improve the assessment system of integrated development and encourage school staff to participate actively. Establish a relatively complete assessment mechanism to fully reflects the basic characteristics of development and diversity, which can not only facilitate each participant to clarify their own situation and promote their own development, but also facilitate the friendly coexistence of all members, so as to promote the long-term effectiveness of integrated development.

Conclusion

1. Taking social interaction theory as theoretical basis, higher vocational colleges as research subject, this paper summarizes the specific concepts of integrated development by virtue of literature research and comparison, and makes clear that it is appropriate to study the integrated development of humanistic education and technical education through social interaction theory.

2. Based on the theory of social interaction, it further studies the problems existing in the integrated development at the present stage, and conducts in-depth discussion from the perspectives of humanistic and technical education, and vocational colleges, mainly covering issues such as organizational management, cognition and conceptual ability.

3. Based on the above analysis, this article put forward targeted optimization and improvement plans for integrated development, and proves that the premise and basis of integration is to define the responsibility attribution and value subject; The core condition is the ability and consciousness of teachers and students. The guarantee system is the assessment and organization management system.

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