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A Practical Study on Integrating the Advantageous Perspective Theory into the Ideological and Political Education Classroom for Undergraduate Vocational Programs

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Abstract: The ideological and political education curriculum in vocational undergraduate programs faces challenges such as low student engagement rates and difficulties in fostering deep student involvement; the Strengths-Based Perspective theory emphasizes uncovering individuals potential and strengths, offering a novel approach to addressing these challenges. Building upon an exposition of the core tenets of the Strengths-Based Perspective theory, this paper analyzes its strong alignment with the characteristics of vocational undergraduate students, educational objectives, and program-specific features. From four dimensions-innovating teaching philosophies, optimizing classroom content, restructuring interactive learning models, and refining assessment systems-the paper systematically outlines a practical pathway for integrating the Strengths-Based Perspective into ideological and political education classrooms. This approach aims to stimulate students intrinsic motivation, enhance the effectiveness of ideological and political education, and provide a practical reference for cultivating high-caliber professionals who excel in both moral integrity and professional competence.

Keywords: Advantageous Perspective; Professional Undergraduate Programs; Ideological and Political Education Classroom; Practical Research

1. Introduction

Against the backdrop of rapid economic and social development, vocational undergraduate education-as an essential component of higher education-undertakes the vital mission of cultivating high-caliber, application-oriented, and technically skilled professionals for society. The ideological and political education classroom, serving as a central pillar in shaping students values at vocational undergraduate institutions, plays an irreplaceable role in fostering students ideological and moral development as well as enhancing their political literacy. However, as students ways of acquiring knowledge are evolving rapidly and their value orientations are becoming increasingly diversified, the ideological and political education classroom faces challenges such as low student engagement rates, difficulties in resonating with students, and the inability to adequately meet their personalized learning needs [1]. The Advantage Perspective Theory emphasizes that educators should focus on students positive attributes, assist them in identifying their own strengths and potential, and stimulate their intrinsic motivation, thereby providing a theoretical foundation and practical guidance for the optimization and enhancement of ideological and political education classrooms.

2. The Main Content of the Advantage Perspective Theory

The Strengths-Based Perspective theory emerged in the 1980s; its core tenet lies in focusing on the positive factors and latent capacities within individuals, rather than merely concentrating on problems or shortcomings. This theory was first systematically presented in the book *Strengths-Based Perspective: A New Model for Social Work Practice*, and

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it has since garnered widespread attention worldwide. As research on this theory has deepened, it has gradually expanded beyond the field of social work to encompass various disciplines-including education, psychology, and medicine-becoming an important theoretical framework.

The Strengths-Based Perspective theory begins with a critical examination of traditional problem-oriented approaches and flawed paradigms, and is grounded in positive psychology, resilience research, social constructionism, narrative therapy, and solution-focused therapy [2]. This theory emphasizes that every individual possesses an innate potential; an individuals growth and development are, in essence, a process of strength activation, rather than merely a process of compensating for shortcomings or correcting mistakes.

The application of the Strengths-Based Perspective in education encompasses three core dimensions. First, the Strengths-Cognitive Dimension: This perspective emphasizes that teachers should abandon stereotypical thinking and refrain from defining students solely based on academic scores or behavioral patterns; instead, they should proactively identify students diverse strengths. Second, the Potential Development Dimension: The Strengths-Based Perspective posits that students challenges in growth do not stem from a lack of ability, but from the fact that their strengths have not yet been activated or their potential has not been fully realized. The central role of education is to create a supportive platform and favorable conditions that enable students to transform their latent strengths into core competencies. Third, the Empowerment for Growth Dimension: This dimension focuses on using positive reinforcement to help individuals build self-identity and rekindle their confidence in personal growth, thereby fostering an intrinsic motivation for continuous self-improvement [3].

3. The Compatibility of the Advantageous Perspective Theory with the Ideological and Political Education Curriculum in Undergraduate Vocational Programs

3.1. Alignment with the Cognitive and Developmental Characteristics of Undergraduate Vocational Students

Professional undergraduate students differ from traditional undergraduate students; they generally exhibit weaker theoretical learning abilities but possess strong practical skills. Influenced by traditional societal norms, some students may develop feelings of inferiority or self-doubt due to disparities in their college admission outcomes, hold prejudices against vocational education, or lack confidence in their academic pursuits. If ideological and political education classes focus primarily on theoretical instruction and critical commentary on issues, this can exacerbate students negative self-perception. In contrast, the Strengths-Based Approach theory focuses on students strengths; through positive affirmation and the identification of their strengths, it helps students overcome self-prejudices and rebuild their professional confidence, thereby aligning with their psychological development needs.

3.2. Alignment with the Educational Objective of Undergraduate Programs That Foster Both Moral Integrity and Professional Competence

Professional undergraduate institutions bear the important responsibility of cultivating technically skilled and practically competent professionals, thereby ensuring a steady supply of talent for frontline production roles [4]. Students should not only possess solid professional skills but also develop a proactive professional mindset and a positive value orientation. The Advantage Perspective Theory focuses on nurturing students positive traits-such as resilience, pragmatism, innovation, and dedication-and guides them to leverage their individual strengths to deepen their expertise and refine their skills, achieving a seamless integration of "moral cultivation" and "professional excellence" in alignment with the educational objective of professional undergraduate programs, which emphasizes the simultaneous development of both ethical integrity and technical proficiency. Applying the Advantage Perspective to ideological and political education not only enhances educational effectiveness, fosters students professional

growth and long-term development, and holds practical value, but also represents an innovative educational approach that shifts the focus of education toward "advantage discovery," infusing ideological and political education with humanistic care.

3.3. Tailoring to the Distinctive Features of Vocational Undergraduate Education

Professional undergraduate education embraces a distinctive approach that integrates job-oriented training, curriculum design, competency-based competitions, and certification systems with the synergy between industry and education, placing emphasis on practical, personalized, and application-oriented talent development while rejecting homogeneous and standardized talent cultivation models. The Advantage Perspective Theory emphasizes respecting students individual differences, uncovering their unique strengths, and providing differentiated empowerment; this approach effectively aligns with the diversified and personalized educational framework of professional undergraduate programs, facilitates the transition of ideological and political education from standardized indoctrination to personalized empowerment, and highlights the distinctive strengths of vocational education in fostering talent development.

4. Practical Pathways for Integrating a Strengths-Based Approach into the Ideological and Political Education Curriculum for Undergraduate Vocational Programs

Integrating the Advantageous Perspective into the ideological and political education classroom requires practical exploration across various dimensions-including teaching philosophies, classroom instructional content, the classroom interaction ecosystem, and diversified assessment systems.

4.1. Innovate Teaching Philosophies and Foster an Educational Mindset That Leverages Strengths for Empowerment

The introduction of the Strengths-Based Perspective Theory requires teachers to shift from a one-way teaching approach to a student-centered methodology that focuses on students strengths and potential. Teachers should recognize that every student is an individual with unique strengths and potential, rather than a passive recipient of knowledge. By identifying students inherent strengths, teachers can more effectively inspire their learning motivation and help them realize their self-worth within the ideological and political education classroom. The Strengths-Based Perspective Theory also emphasizes that teachers should abandon an authoritative, top-down approach and instead strive to create a supportive and inclusive classroom environment. This shift in mindset not only helps foster students proactive engagement in learning but also strengthens the emotional connection between teachers and students. Teachers should not only embrace this philosophy themselves but also consistently advocate for the Strengths-Based Perspective within their classrooms. During the first class, teachers can introduce the Strengths-Based Perspective to their students and establish a classroom contract with them. The content of this contract involves viewing the people, events, and the school around them through the lens of the Strengths-Based Perspective; by doing so, everyone can radiate positive energy and foster a constructive classroom atmosphere. Through this contract, teachers and students engage in mutual learning, exchange ideas, and grow together. This classroom contract is like planting a seed of the Strengths-Based Perspective in the hearts of the students-when the right opportunity arises, this seed will take root and sprout.

Teachers should also adopt a dynamic educational perspective, viewing students growth as a continuous process of exploring their strengths and realizing their potential. In this context, the teachers role shifts from that of a mere knowledge transmitter to that of a guide and supporter in students development. By taking into account students professional backgrounds and career aspirations, teachers can help them recognize the connection between their personal strengths and their career development, thereby internalizing the objectives of ideological and political education as their own personal pursuit [5].

4.2. Optimize Classroom Content to Unlock Students Inherent Potential and Strengths

Integrating the Advantageous Perspective into the ideological and political education classroom requires rethinking various aspects, including pre-class learning assessment, in-class instructional content, and post-class assignments.

After the course begins, teachers should promptly establish student strength profiles. During the first class-when teachers and students get to know each other-teachers can design interactive activities to identify students strengths. Teachers may also use questionnaires to gain a comprehensive understanding of students overall profiles, with a particular focus on their strengths and needs. In the routine teaching process, teachers should maintain a keen eye and identify students strengths through classroom observation. The practical training component of the undergraduate professional ideological and political education course requires students to independently select topics, conduct post-class research, prepare PowerPoint presentations, and deliver presentations on stage-activities that can also effectively reveal students strengths. During everyday informal conversations, held in a more relaxed atmosphere, teachers can gain a more comprehensive understanding of students various aspects. By thoroughly assessing students personality strengths, skill strengths, practical strengths, and cognitive strengths, teachers can develop differentiated instructional plans tailored to students across different classes, majors, and individual characteristics.

At the instructional content level, teachers should foster the deep integration of ideological and political education content with students individual strengths and their major-specific characteristics. The content of ideological and political education courses can be enriched using real-life case studies that highlight students genuine strengths, ensuring that such teaching is both rooted in and tailored to the students themselves. Based on my observations in daily classroom practice, vocational undergraduate students generally show greater interest in and a stronger sense of identification with the people and events around them; therefore, teachers can leverage the outstanding performances of their students in skill-based competitions as valuable teaching materials. For example, if a student wins an award in a provincial-level professional competition, their story can serve as a relevant case study for an ideological and political education lesson; alternatively, the teacher may invite that student to share their personal growth journey. By leveraging the exemplary influence of such "local role models," teachers can help students intuitively recognize the value of their own strengths, thereby reinforcing their belief that "I can do it." When integrating the spirit of craftsmanship and the spirit of model workers into the classroom or selecting success stories of outstanding industry artisans and technical experts, teachers should focus on elucidating the individuals paths of growth-how they capitalized on their inherent strengths, deepened their expertise in their respective fields, and overcame technical challenges-thereby guiding students to benchmark themselves against these exemplary figures and activate their own skill-based advantages.

When designing after-class assignments, teachers should align them with students strengths to facilitate the progression from potential to actual competence, transforming students latent advantages into tangible skills, enabling them to learn by doing and gain insight through the learning process. When assigning after-class tasks, teachers can employ a complementary grouping approach-pairing students who excel in creativity, expression, or copywriting together-so that students can recognize their peers value and learn from each others strengths through collaboration. For example, in practical training tasks for ideological and political education courses, teachers can help form training groups based on each students strengths, ensuring that every student can leverage their individual strengths within the group. For instance, students with strong verbal communication skills can be assigned to deliver presentations; those skilled in textual organization can be responsible for drafting presentation scripts; and students proficient in video editing can handle the production of group presentation videos.

4.3. Restructure Interaction Models to Foster a Positive, Empowering Classroom Ecosystem

By leveraging strengths-based approaches to reshape classroom interaction, we can foster an overall communicative environment characterized by equality, inclusivity, and positive empowerment, thereby optimizing classroom dynamics through improved teacher–student and peer relationships. At the teacher–student interaction level, within all instructional activities, both teachers and students serve as key participants in the learning process; the establishment of a harmonious relationship between them and their mutual sense of recognition have a direct impact on enhancing the quality of teaching [6]. Teachers should move away from traditional authoritative roles and transition from being mere error-correctioners and evaluators to becoming facilitators who identify students strengths; when communicating, they should prioritize positive affirmation, recognize students various strengths-such as their practical skills, innovative thinking, and sense of responsibility-before gently suggesting areas for improvement, thereby avoiding stereotyped criticism. Additionally, aligning with the educational characteristics of the AI era, teachers can utilize digital tools to document students strengths across various domains, engage with students through equal, dialogic interactions, bridge the psychological gap between teachers and students, and build trust-based relationships rooted in humanistic care. At the peer interaction level, it is essential to embrace the belief that every student possesses strengths and that peers can serve as mutually beneficial resources for growth. During group presentations or thematic sharing sessions, students should first identify and showcase their teams distinctive strengths and advantages, followed by the objective offering of suggestions for improvement, with the teacher providing a concluding summary and guidance. Classrooms could also incorporate regular "strength-sharing" segments, encouraging students to share their positive experiences and demonstrate their skills and talents, thereby strengthening their self-identity through peer recognition. Teachers should consistently minimize the tendency to compare students strengths and weaknesses, embrace any shortcomings in students practical work or classroom contributions, and instead focus on acknowledging their positive qualities-such as the courage to try new things and their dedication to thorough learning. This approach shifts classroom interaction from corrective feedback to the activation of students potential, creating a positive learning environment that fosters the development of high-caliber technical and skilled professionals who excel both morally and professionally.

4.4. Refine the Evaluation System and Establish a Diversified Positive Incentive Mechanism

Teaching evaluation from a strengths-based perspective can be applied when determining the component scores for ideological and political education courses; the evaluators should be diversified, incorporating student self-assessment, peer assessment, and teacher assessment. The component scores should place greater emphasis on showcasing students strengths, unlocking their potential, and tracking their academic and personal growth. For example, the "Classroom Participation" component could include metrics such as students enthusiasm for engaging in classroom interactions, the frequency of their proactive sharing, their contribution to identifying and leveraging their peers strengths, and their active involvement in maintaining classroom cleanliness after class. Teachers can capture every instance of student progress through immediate verbal praise in class, classroom point-tracking systems, or personalized growth feedback; this ensures that evaluation serves not only as a basis for determining final course grades but also as a positive empowerment mechanism that fosters student development. For the practical training component of the component scores, group self-assessment, peer assessment, and teacher assessment should be integrated, along with awards such as the "Best Creativity Award," "Best Collaboration Award," and "Best Presentation Award," so that students with diverse strengths can receive recognition and motivation. This approach helps stimulate the intrinsic motivation to learn among all students and creates a positive learning environment where "every student has the potential to succeed and fully realize their talents."

5. Conclusion

Integrating the Strengths-Based Perspective Theory into the ideological and political education curriculum for vocational undergraduate students represents a practical exploration centered on the concepts of "seeing" and "believing." This theory does not deny the existence of any challenges faced by the individuals involved, nor does it deliberately downplay the negative impacts of these challenges; instead, it emphasizes a conceptual belief-that both individuals and systems possess the potential and resources for integrated development-and it strengthens humanistic care toward individuals facing difficulties, enabling them to recognize both the challenges and the opportunities that exist. This approach calls upon us to recognize students potential and to believe that every student has the capacity to succeed. By incorporating the Strengths-Based Perspective Theory into the ideological and political education curriculum for vocational undergraduate students, we not only bring this curriculum to life but also empower these students. Such an instructional approach focuses not merely on the transmission of knowledge but also on the shaping of character and the unlocking of potential, aligning precisely with the educational goal of vocational undergraduate programs-namely, the simultaneous cultivation of moral integrity and professional competence.

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