

Research on the Promotion of Students' Comprehensive Quality Improvement through Practical Teaching in Higher Education Institutions under the Marxist Theory of Comprehensive Human Development

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Abstract

The Marxist theory of comprehensive human development emphasizes the freedom, equality, and overall quality improvement of individuals, and is an important theoretical guide for socialist talent cultivation. In the field of higher education in our country, promoting the comprehensive development of students' overall quality has become a core goal, and practical teaching, as a key link, plays an irreplaceable role in implementing this goal. This study is based on the Marxist theory of comprehensive human development, and explores in depth how practical teaching in universities can effectively promote the improvement of students' comprehensive quality. Through literature research, case analysis, and other methods, the current situation and problems of practical teaching in universities have been systematically sorted out. It has been found that there are deficiencies in content design, implementation methods, and evaluation systems in practical teaching, which restrict the comprehensive development of students' overall quality. Based on this, the study proposes specific strategies to optimize the practical teaching system guided by the theory of comprehensive human development: constructing diversified practical content, covering multiple dimensions such as ideological and moral, scientific and humanistic, and innovative practice; Innovative practical teaching methods, emphasizing student subjectivity and participation; Improve the practical evaluation system and establish comprehensive, objective, and scientific evaluation criteria. This study not only enriches the application research of Marxist educational theory in higher education practice, but also provides theoretical basis and practical guidance for the reform of practical teaching in universities, which helps to promote the improvement of higher education quality.

Keywords

Marxism; The comprehensive development of individuals; Practical teaching in universities; Comprehensive quality; educational reform

1. Introduction

The Marxist theory of comprehensive human development takes "real people" as the logical starting point and systematically expounds the multidimensional connotation and implementation path of human development. In the context of accelerating globalization and deepening technological revolution, the demand structure for talent in society has undergone profound changes, shifting from a single professional skill to a comprehensive requirement for overall quality. This transformation poses new challenges to higher education, especially in the traditional education model where problems such as the disconnect between theory and practice, and insufficient cultivation of innovative abilities are becoming increasingly prominent. As a key link between theoretical teaching and industry demand, practical teaching in universities is not only important in terms of knowledge application, but also in cultivating core competencies such as critical thinking, teamwork ability, and social responsibility among students. This article is based on the Marxist theory of comprehensive human development, and deeply explores the theoretical logic and practical path of practical teaching reform in universities, aiming to provide scientific basis and feasible implementation plans for talent cultivation in the new era.[1]

2. The Connotation and Contemporary Value of Marxist Theory of Comprehensive Human Development

2.1. Multidimensional Analysis of Theoretical Connotation

The Marxist theory of comprehensive human development takes "real people" as the logical starting point, systematically elaborating on the three core dimensions of human development, which are interrelated and mutually reinforcing, and together constitute the complete picture of comprehensive human development.

2.1.1. Comprehensive development of labor capacity

Marx pointed out that the essential power of human beings is objectified through labor, and the separation of the brain and body caused by old-fashioned division of labor seriously hinders the release of human potential. In the stage of machine driven industrial production, although workers are forced to master a single skill, the standardization and mechanization of the production process also provide the possibility for individuals to break through skill boundaries. Entering the digital age, artificial intelligence and automation technology further require workers to possess interdisciplinary knowledge integration abilities, such as mechanical engineers

needing to master data analysis skills and programmers needing to understand business process logic.[2] The change in the demand for such abilities highlights the forward-looking nature of the "comprehensive development" ideology in Marxist theory. College practical teaching should keep up with this trend, break down disciplinary barriers, and cultivate students' comprehensive labor abilities through setting up interdisciplinary practical projects, so that they can adapt to the needs of different positions in a complex and changing social environment, and achieve the true comprehensive development of labor abilities.

2.1.2. Comprehensive enrichment of social relationships

Marx believed that the essence of human beings is the sum of social relations, and alienated labor under the capitalist mode of production leads to the objectification of interpersonal relationships. In contemporary society, although networked survival has expanded the temporal and spatial boundaries of interpersonal communication, the fragmentation and immediacy of virtual communication have also exacerbated emotional alienation. Practical teaching in universities requires the construction of real social interaction scenarios, such as school enterprise cooperation projects, community service practices, etc., to guide students to establish deep cooperative relationships based on common goals, thereby achieving the reproduction of social relationships in the process of solving practical problems. Through these practical activities, students are able to collaborate and communicate with people from different backgrounds, broaden their social horizons, enrich their social networks, and thus promote the comprehensive enrichment of their own social relationships.[3]

2.1.3. Unity of Moral Cultivation and Personality Development

Comprehensive development is not about "average development", but about the potential release based on respecting individual differences. Marxism emphasizes human freedom and individuality, and opposes the objectification of human beings as factors of production. College practical teaching should empower students with autonomy to explore their areas of interest through personalized training programs, such as mentorship and independent project selection. At the same time, it should cultivate their sense of social responsibility through ethical courses, social practice, and other means, achieving a dialectical unity of personal value and social value. In the process of independently choosing practical projects, students can fully utilize their personality and strengths, while participating in social practice and ethics courses to enhance their moral awareness and sense of social responsibility, achieving an organic combination of moral cultivation and personality development.[4]

2.2. The Guiding Significance of Theory for Practical Teaching

Marxist theory provides triple logical support for the reform of practical teaching, which are interrelated and jointly point out the direction for the reform of practical teaching in universities.

2.2.1. Value Logic

With the ultimate goal of 'human liberation', it emphasizes that education should serve the free development of individuals rather than capital appreciation. This logic requires universities to go beyond utilitarianism in practical teaching, avoid simplifying students into "human resources", and instead stimulate their subjectivity through project practice, innovation and entrepreneurship. College practical teaching should focus on cultivating students' autonomy and creativity, allowing them to experience the joy of self realization in practice, and truly achieve human liberation and free development.

2.2.2. Practical Logic

The methodology of combining education with productive labor provides a theoretical basis for the integration of industry and education. In the era of digital economy, this principle needs to be expanded to "combine education with technological production and social services", through forms such as co building laboratories and joint research and development centers, [5]enabling students to directly participate in technological innovation and social governance. College practical teaching should actively cooperate with enterprises and social institutions, provide students with more opportunities to participate in practical projects and social services, and enable them to understand social needs and improve their ability to solve practical problems through practice.

2.2.3. Historical Logic

Pointing out that human development is constrained by social productive forces, it is required that practical teaching reform should be synchronized with the technological changes of the times. For example, in cutting-edge fields such as artificial intelligence and quantum computing, universities need to update their practical teaching content in a timely manner to avoid structural contradictions of "what is learned is not applied". Practical teaching in universities should closely monitor the dynamics of technological development, adjust teaching content and methods in a timely manner, and ensure that students' knowledge and skills can adapt to the needs of the times.

3. The main challenges and countermeasures of practical teaching in universities under the theory of comprehensive development

3.1. Main challenges

The current reform of practical teaching in universities is facing multiple deep-seated contradictions, which constrain the deepening of practical teaching reform and require effective measures to be taken to resolve them.

3.1.1. Difficulties in Teacher Capability Transformation

Some teachers lack industry experience and find it difficult to guide high-level practical projects. According to the survey, the proportion of "dual qualified" teachers in universities is less than 30%, and there is a mindset of "emphasizing theory over practice". In addition, the teacher evaluation system is still oriented towards papers and topics, which leads to a low enthusiasm for their participation in practical teaching. The dilemma of teacher ability transformation has led to a lack of effective teacher support for practical teaching in universities, which has affected the quality and effectiveness of practical teaching.

3.1.2. Unequal distribution of resources

Key universities and practice bases have abundant resources, while local universities face the risk of hollowing out. Due to funding shortages and outdated practical equipment, some universities in the central and western regions still use technology platforms from ten years ago for teaching in certain majors. In addition, there is a "Matthew effect" in the construction of off campus practice bases, and high-quality enterprises are more inclined to cooperate with key universities. Unequal allocation of resources has led to outdated practical teaching conditions in local universities, which cannot provide students with a good practical environment and limit the development of their practical abilities and innovative thinking.

3.1.3. Cultural Conflict

There is a tension between the traditional academic evaluation system and the practical education orientation. Universities still use the number of papers as the core indicator in professional title evaluation and disciplinary assessment, resulting in insufficient investment of teachers in practical teaching. In addition, students are influenced by the "exam oriented thinking" and tend to choose theoretical courses that are easy to score high, rather than challenging practical projects. Cultural conflicts have resulted in a lack of a favorable institutional environment and cultural atmosphere for practical teaching in universities, which has hindered the smooth progress of practical teaching reform.

3.2. Countermeasures and Suggestions

In response to the above challenges, it is necessary to promote reforms from three levels: institutional, resource, and cultural, in order to ensure the smooth progress of practical teaching reform.

3.2.1. Building a Teacher Development Community

Establish "special positions for industrial teachers" and establish a teacher enterprise practice system. For example, young teachers are required to complete no less than 6 months of enterprise practice every three years and include their experience in the professional title evaluation criteria. At the same time, through school enterprise cooperation to develop practical courses, teachers can not only master cutting-edge industry technologies, but also transform them into teaching resources. Building a teacher development community can enhance teachers' practical teaching abilities and industry experience, providing strong teacher support for practical teaching reform.

3.2.2. Improve the resource coordination mechanism

Establish a provincial-level practical teaching resource sharing platform to promote paired assistance between eastern and western universities. For example, eastern universities can open virtual simulation laboratories to western universities, and enterprises can publish practical projects through the platform to achieve cross regional resource flow. In addition, the government should increase special investment in universities in the central and western regions, focusing on supporting the updating of practical equipment and the construction of bases. Improving the resource coordination mechanism can optimize the allocation of practical teaching resources, enhance resource utilization efficiency, and narrow the gap between regions and schools.

3.2.3. Deepen the reform of evaluation

Incorporate the effectiveness of practical education into the evaluation index system for the construction of "Double First Class" universities. For example, adding the indicator of "contribution of practical teaching" in subject evaluation to examine the number of cooperative projects between universities and enterprises, as well as the conversion rate of students' innovative achievements. At the same time, reform the teacher evaluation system, convert practical teaching workload into scientific research workload, and stimulate teachers' enthusiasm for participation. Deepening the evaluation reform can guide universities and teachers to attach importance to practical teaching, create a good cultural atmosphere for practical teaching, and promote the in-depth development of practical teaching reform.

4. Conclusion

The Marxist theory of comprehensive human development provides value coordinates and methodological guidance for the reform of practical teaching in universities. By restructuring the curriculum system, innovating teaching models, and improving the evaluation system, practical teaching can effectively solve the chronic problems of traditional education models, and achieve the unity of knowledge imparting, ability cultivation, and value shaping. This reform not only responds to the

demand of the times for innovative talents, but also reflects the pursuit of the ultimate goal of "human liberation" in higher education. In the future, it is necessary to further strengthen the dialectical relationship between theory and practice, promote the deep integration of the education chain, talent chain, and industry chain, and provide solid guarantees for cultivating new generations who are responsible for national rejuvenation.

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