

A Probe into the Path of Implementing the Standing Virtues in Ideological and Political Courses in Higher Vocational Colleges in the New Era

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Abstract: Based on the analysis of the main problems of the implementation of moral education in ideological and political courses in vocational colleges in the new era, combined with the "six requirements" and "eight unifications" requirements of Comrade Xi Jinping, this article explores the specific path for implementing ideology in ideological and political courses in higher vocational colleges in the new era, and provides useful exploration for giving full play to the role of ideological and political courses as the main front and channel.

Keywords: New Era; Vocational College; Ideological and Political Courses

1. Introduction

Ideological and political courses are the key courses for implementing ethics in vocational colleges. For a long time, ideological and political courses in colleges have been highly valued by the leaders of the party and the state. At the "School Symposium on Ideological and Political Theory Teachers" held in Beijing on March 18, 2019, Comrade Xi Jinping put forward the requirement to have a good ideological and political course. For the great rejuvenation of the Chinese nation, we should cultivate a better team of socialist builders and high-quality ideological and political teachers based on the implementation of ideological and political courses^[1]. In addition, he put forward "six requirements" for ideological and political teachers and specific requirements for "eight unifications" for ideological and political courses, which pointed out the direction and content for the implementation of the ethics and morals path in the ideological and political courses of higher vocational colleges in the new era.

2. Analysis of the main problems of implementing leaders in ideological and political courses in higher vocational colleges in the new era

2.1 The effectiveness of the work of "cultivating people with morality" in higher vocational colleges is insufficient

Higher vocational colleges mainly train high-skilled and applied front-line talents. Therefore, vocational colleges focus their work on technology, specialty and professional technical knowledge, and put too much attention on the relationship between student career development and personal career planning, ignoring the cultivation of moral education functions in higher vocational colleges. The survey found that various vocational colleges have carried out some ideological and political reforms in accordance with the requirements of the higher-level documents, but the results have been the least obvious. Also in the teaching method, many ideological and political teachers have adopted special teaching, modular teaching, beautifully made PPT teaching, and looking for the way students like to teach content; Even by leading leaders into the classroom, inviting ideological and political experts to enter the classroom, and adding extra-curricular practices to enhance the charm of ideological and political lessons, the effect is not satisfactory.

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2.2 The pattern of "big ideological and political" in higher vocational schools does not form a resultant force and does not truly achieve "three complete" education

In vocational colleges, there is a phenomenon of "verbal attention, procrastination in action, resolute attitude, and weakness in action" at the leadership level; Professional teachers and teaching assistants lack the initiative awareness of "big thinking and politics" work. They think that it is enough to do their own jobs. They do not have the same frequency resonance with the thinking and politics courses, and they have no consciousness of cultivating with peers. The teaching of ideological and political courses is generally solitary, and some teachers and employees do not regard implementing ideology as their key work, thinking that the education of students is only in the class, and ignore the time after class. In addition, China's vocational colleges have developed with the further development of the market economy. The international and domestic environment has a great impact on vocational school students. The "full process" and "omni-directional" education model has not really fallen into the field, and the education effect is not ideal.

2.3 Problems exist in the construction of ideological and political teachers in higher vocational colleges

According to the requirements issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council, "Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era": The ratio of teachers to students in ideological and political courses in colleges and universities is 1: 350. The vast majority of higher vocational colleges fail to meet the requirements, let alone the ideological and political teachers of the "dual-qualification" vocational colleges with noble ethics, knowledge, and skills; In order to complete the teaching work of ideological and political courses, most of the part-time teachers are not high in professional knowledge and deep in cognition of ideological and political courses. In addition, the training mechanism for ideological and political teachers is not perfect, and it is difficult to improve their professional scientific research ability in a short time, which affects the effectiveness of ideological and political courses.

3. A probe into the reasons for implementing the basic status of standing virtues in ideological and political courses in higher vocational colleges in the new era

3.1 The weak teaching staff leads to the implementation of ideological and political education in higher vocational colleges

As the carrier of teaching ideological and political courses in higher vocational colleges, the role of ideological and political teachers is conceivable. At present, the ideological and political levels of ideological and political teachers in higher vocational colleges in China are uneven, and the level of education and teaching is high or low. There are also individual differences in the degree of understanding and recognition of the core values of socialism, which directly affects the students' enthusiasm, interest and cognition in studying ideological and political courses. In addition, in the process of running the school, ideological and political courses have a shortage of teachers and a large class teaching, the phenomenon of swallowing a date without understanding a word occurs from time to time, which often leads to a lack of communication and feedback between teachers and students. I complete the duck-filling learning of the teaching tasks, and it is impossible to talk about the education status of the student and the teacher.

3.2 The implementation of ethics and morality in vocational colleges based on student factors

The students of higher vocational colleges, looking back from the source, are mainly those students who are not very satisfactory in the entrance examination or those who are not good at learning cultural courses, whose quality levels and ideological and political foundations are uneven. Many students are already under a lot of pressure to get into an undergraduate school and their future is in doubt. Especially in recent years, the continuous expansion of undergraduate colleges has led to a shortage of students in higher vocational colleges, and the lower limit of students admitted to higher vocational colleges has been constantly lowered. All these realities are the objective reasons for the poor basic quality of ideological and political courses in higher vocational colleges^[3].

3.3 The implementation of ethics and morality in vocational colleges based on social factors

With the vigorous development of the information age, under the negative influence of incorrect money views and values, most of the students in higher vocational colleges came to the school with the original intention of learning professional skills and seeking personal development. The degree of understanding of the ideological and political courses is also affected by social factors and is generally low. Since the ill-conceived concepts of "advance consumption, money supremacy" of higher vocational students are rooted in the heart, the implementation of ideological and political education tasks in higher vocational colleges is even more difficult.

4. New times ethics and politics in higher vocational colleges implement the innovation of the path of establishing virtue

4.1 Reform the teaching mode of ideological and political courses to improve the teachers' dominance and the affinity of the courses

If higher vocational colleges want to improve the teaching effect of the ideological and political courses, from the source analysis, not only to introduce excellent teachers, to strengthen the recruitment of ideological and political teachers, to strengthen the faculty, but also to fully mobilize the dominant position of ideological and political teachers and combine students' active feedback to truly implement the teaching focus on students, "people-oriented". Suhomlinski has this motto: "Education-this is first and foremost to deliberately and carefully reach out to the young soul." For teachers, they are familiar with the knowledge and content of each ideological and political lesson, carefully extract and screen the content of affinity education and teaching, realize the dual construction of theoretical and realistic ideological curriculum system, and build a perfect system for students to study ideological and political courses more systematically. Obviously, these traditional teaching modes can no longer be realized, and Ideological and political teachers are required to pass on their summarized points of ideological and political knowledge to students in a more diverse way of teaching, so as to achieve the affinity of the curriculum. The ideological and political courses in higher vocational colleges should make students like to listen and grow after listening to them, they must vigorously mobilize the dominance of ideological and political teachers. For example, first of all, in the description of theoretical knowledge points, a large number of real cases should be combined to let students understand, raise some open questions that students are interested in, guide students to learn enthusiasm for ideology and politics, let students absorb the nutrients of ideological and political courses in a relaxed and happy atmosphere, and achieve teacher dominance. Secondly, on the basis of practical examples, help students to sort out the laws and thoughts behind, inspiring help students realize the value and unity of knowledge, and better implement the construction of ideological and political courses in vocational colleges based on the requirements of "eight unifications" pointed out by Comrade Xi Jinping. Thirdly, the ideological and political courses in higher vocational colleges should pay attention to adding advanced scientific theories that advance with the times and the spirit of the times, to help students solve real ideological value contradictions and theoretical difficulties ^[3].

4.2 Carry out practice related to ideological and political courses to realize students' subjectivity

First of all, the ultimate goal of the study of ideological and political courses is the combination of theory and reality. This has clear requirements for the teaching results. Whether students can make the right decision by combining the learned theoretical knowledge points with the background events of the times and the difficulties encountered by themselves is an important factor in considering the success or failure of education. Only by allowing students to participate in practical activities and feedback to the classroom after discovering problems can we achieve the teaching goal of combining theory with practice more scientifically. Secondly, educational activities are activities in which teachers, teachers and students interact and feedback, and higher vocational colleges are no exception. The initiative and participation of students is one of the important indicators of ideological and political education activities to achieve the expected goals.

Therefore, higher vocational colleges should explore some ideological and political practice activities that take students as the main body to help students increase their subjective consciousness and better realize the combination of theory and reality, such as establishing some meaningful community activities, investigating the construction achievements, ideological guidelines, etc. of enterprises, communities, universities, and medical institutions in the country; Organizing environmental protection education, community gratitude feedback activities, etc. Holding music, dance, calligraphy competitions and other activities to allow students to feel the mainstream socialist values in the process of participation, and subconsciously understand that the double blessings of "morality" and "talent" are the foundation of career success, so as to perceive, summarize, explore self-worth and complete self-development.

4.3 Link the society and create the surrounding teaching environment for ideological and political courses

To change the impact and impact of today's diversified world outlook on the world outlook of students in higher vocational colleges, and accomplish the teaching objectives of constructive and critical integration of ideological and political teaching, vocational colleges should expand the social culture, history and other circles around the school in the teaching of ideological and political courses, and create a more intuitive educational environment for students. For example, social class activities lead students to visit the revolutionary base to stimulate students' home country feelings; Taking the ideological and political classroom as a platform, leading students to participate in the functions of social

management, volunteering to participate in social practice at the grassroots level in rural areas, and helping students to experience the great management experience; Using social hot spots to create discussion or debate topics ^[4], guiding students to see the essence through the phenomenon, which can really help students build an ideological and theoretical core that conforms to the socialist core values, accept the relevant content of the value belief derived from the socialist core value system, and realize the ideological and political curriculum guiding theory of Comrade Xi Jinping's "constructive and critical unity, unity and diversity."

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