

Research on Teaching Strategies of Ideological and Political Courses in Secondary Vocational Schools From the Perspective of Industry-teaching Integration

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Abstract: The integration of industry and education requires that the ideological and political course teaching in secondary vocational schools must be reformed, and the collaborative education between school and enterprise has become an inevitable trend. It is said that the teaching reform of ideological and political courses in secondary vocational schools from the perspective of the integration of industry and education reflects the needs of comprehensive high-quality personnel training, embodies the needs of campus culture construction of secondary vocational schools, and meets the growth and development needs of ideological and political teachers in secondary vocational schools. However, it cannot be ignored that there are still many problems in ideological and political course teaching in secondary vocational schools from the perspective of industry-education integration, such as insufficient attention from schools and enterprises to ideological and political course, lack of industry-education integration teachers, lack of practical effect of ideological and political course teaching, and difficult to quantify and evaluate the teaching effect of ideological and political course.

Keywords: Industry-education Integration; Secondary Vocational Schools ; Education Courses; Teaching Strategies

1. Introduction

In June 2014, China proposed in the Decision on Accelerating the Development of Modern Vocational Education that “the key to strengthening the reform of Vocational education in China is the integration of industry and education”, and the concept of “integration of industry and education” has gradually gained popularity. The integration of industry and education, that is, school teaching and market integration, teaching must be able to reflect and meet the market demand for talent.

2. Inevitability of ideological and political course teaching reform in secondary vocational schools from the perspective of industry-teaching integration

2.1 Embodies the comprehensive high-quality personnel training needs

Secondary vocational schools, as the cradle of vocational education talent cultivation, cannot only cultivate students' skills in a certain aspect, as the document “Ideological and Political Curriculum Standards for Secondary Vocational Schools (2020 Edition)” points out: “Secondary vocational schools should incorporate the concept of vocational education into the public basic curriculum to connect students' ‘general knowledge’ and ‘specialized knowledge’, so that the public basic curriculum can play a role in cultivating students' professional quality.” Therefore, ideological and political course, as an important public basic course in secondary vocational schools, must carry the banner of “humanistic general knowledge” and “vocational specialized knowledge”, and build a group of highly skilled talents by cultivating students' political identity and professional spirit^[1].

2.2 It reflects the need of campus culture construction in secondary vocational schools

The teaching objectives of secondary vocational schools are different from those of ordinary high schools -they take vocational education as the background, supplemented by humanistic education, and highlight the characteristics of the integration of production and education. Secondary vocational students who grow up under this educational concept can also better meet the needs of the rapid

development of marketization and industrialization in China. However, the current situation is that many secondary vocational schools pay attention to the school's own educational tradition when building campus culture, and lack of awareness of school-enterprise cooperation and industry-education integration, resulting in the lack of focus and sustainability of school cultural construction. Therefore, ideological and political courses in secondary vocational schools as the pacesetter of campus cultural construction, it is necessary to infiltrate the idea of integration of production and education-this is not only conducive to the unity of ideological and political courses and industrial units, but also conducive to the integration of vocational characteristics and cultural construction as one of the campus culture, so as to help the sustainable development of secondary vocational schools.

3. Problems existing in ideological and political course teaching in secondary vocational schools from the perspective of integration of industry and education

3.1 Schools and enterprises do not pay enough attention to ideological and political education

To promote the leapfrog development of vocational education, to promote talent training and industrial requirements go hand in hand, has become the consensus of enterprise development and secondary vocational schools at the present stage. However, it should be noted that at present, there are still many teachers in secondary vocational schools who have inherent traditional ideas that ideological and political courses are the “wind vane” of national policies, which are not closely connected with vocational education and are only a theoretical course, leading many teachers to form the wrong view of “ideological and political courses are useless”. Not only the funds are difficult to maintain, but also the practice base is difficult to take root, which makes ideological and political courses in many secondary vocational schools become a mere formality and the teaching effect is unsatisfactory.

On the other hand, as another key point for the integration of industry and education, enterprises should also undertake social responsibilities, such as ensuring the reliability of product quality with good faith, establishing the image of craftsmen in a big country, and protecting the production environment from pollution with responsibility. However, the actual situation is that many enterprises unilaterally pursue economic interests while ignoring their own social responsibility, and do not integrate corporate culture and craftsman spirit into school-enterprise cooperation.

3.2 Lack of ideological and political teachers who integrate industry and education

As the guide of ideological and political course in secondary vocational schools, the quality of ideological and political teacher determines the teaching effect of the course. If the overall quality of teachers in secondary vocational schools is low, the teaching practice of ideological and political courses is bound to be hard. However, owing to the influence of different reasons, ideological and political teachers in secondary vocational schools rarely have the opportunity to step into the basical level (front-line) of enterprises. Although their theories can keep up with the development of national policies, it is difficult to organically connect their theories with reality.

4. Conclusion

The integration of industry and education requires that the ideological and political course teaching in secondary vocational schools must be reformed, and the collaborative education between school and enterprise has become an inevitable trend. It is said that the teaching reform of ideological and political courses in secondary vocational schools from the perspective of the integration of industry and education reflects the needs of comprehensive high-quality personnel training, embodies the needs of campus culture construction of secondary vocational schools, and meets the growth and development needs of ideological and political teachers in secondary vocational schools. However, it cannot be ignored that there are still many problems in ideological and political course teaching in secondary vocational schools from the perspective of industry-education integration, such as insufficient attention from schools and enterprises to ideological and political course, lack of industry-education integration teachers, lack of practical effect of ideological and political course teaching, and difficult to quantify and evaluate the teaching effect of ideological and political course.

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