

Research on the Construction of Practice-oriented Ideological and Political Teaching Mode in Higher Vocational Colleges

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Abstract: In today's society, cultivating the practical skills of higher vocational students is not only the objective need of development, but also the major mission of higher vocational education. The teaching of ideological and political courses in higher vocational education is an important part of higher vocational education, but the current teaching mode of ideological and political courses in higher vocational education still has some shortcomings. Therefore, we should build a diversified teaching mode of ideological and political courses in higher vocational education, strengthen the training of students' practical skills, and improve students' practical ability.

Keywords: Practice; Ideological and political courses in higher vocational colleges; Current situation analysis; Pattern construction

Higher vocational education is an organized and planned education. Therefore, in the construction of high-level talent training mode, the role of ideological and political courses is increasingly prominent. Under the current situation, how to speed up the reform of ideological and political teaching in higher vocational colleges is an urgent task facing higher vocational colleges.

1. The Necessity of Practice-oriented Construction of the Teaching Model of Ideological and Political Courses in Higher Vocational Colleges

The practice-oriented teaching of ideological and political courses in higher vocational colleges does not only emphasize the importance of practical skills and ignore the study of theory, but requires the combination of theory and practice. From the perspective of curriculum objectives, the "practice" oriented teaching aims at improving students' practical ability and being better qualified for relevant work. From the perspective of curriculum content, practice-oriented ideological and political teaching is carried out according to the requirements of practical ability. From the perspective of curriculum implementation, practical teaching is carried out in a specific environment.

Practice-oriented is the inevitable requirement of the development of higher vocational education, and also the inevitable requirement of the quality training of technical talents. The ideological and political course in higher vocational colleges is an important course related to China's socialist modernization. The characteristics of ideological and political education require that ideological and political education should closely combine with social practice, fully tap and use practical resources, and closely link theory with reality. In the open and contemporary social practice activities, cultivate students' three views.

The practice-oriented ideological and political teaching can integrate the knowledge that students have learned, thus forming a knowledge chain, combining theory with practice, combining knowledge teaching with ability training, and enabling students to give full play to their subjective initiative and creativity, which is very beneficial to stimulate their innovative awareness and practical ability. In this process, it can also build a good platform for students' knowledge system and quality education.

2. Analysis of the current situation of ideological and political teaching mode in higher vocational colleges

In recent years, with the attention paid to the teaching of ideological and political courses in higher vocational colleges, the status

of ideological and political courses in higher vocational colleges is also gradually improving, and its teaching quality is also constantly improving. However, the current teaching mode of ideological and political courses in higher vocational colleges in China is facing many problems.

2.1 Separation of theoretical teaching and practice

The teaching goal of ideological and political course in higher vocational colleges is to let students participate in it based on knowledge, give full play to their subjective initiative, enhance their interest in learning and deepen their understanding of knowledge. However, in the process of ideological and political courses, there are certain difficulties in the organization of practice. Most vocational colleges have separated practice from classroom teaching. For example, in the practical teaching of the “theoretical system of socialism with Chinese characteristics” in some higher vocational colleges, students are only required to write a social survey report during the holiday, instead of a process of “theory practice theory”, which leads to the formalization of practical teaching and makes the connection between theory and practice not close enough.

2.2 The teaching mode is single and lacks effectiveness

At present, in some higher vocational colleges, the ideological and political courses still follow the traditional teaching methods. Some teachers only pay attention to the explanation of knowledge, and there is no innovation in the content, but ignore the application in real life, so the teaching appeal is low and the effect is not ideal. In teaching, the teacher adopts a single and passive mode, which is not conducive to the cultivation of students’ independent thinking and creativity, resulting in the difficult result of interaction between teachers and students.

2.3 Some students do not attach importance to ideological and political courses

At present, the ideology of students in higher vocational colleges is increasingly diverse, they pay more attention to personal development, and their learning goals tend to be pragmatic. Many students study in order to find jobs, ignoring the role of ideological and political courses, and only focusing on professional courses. Therefore, some students despise the ideological and political course and lack the enthusiasm to study the subject.

3. Construction of practice-oriented ideological and political teaching mode in higher vocational colleges

3.1 Innovative teaching methods

In the teaching of ideological and political courses, we should innovate teaching methods, such as case discussion, thematic debate, and situational creation. In teaching activities, students occupy the dominant position. As the leader of teaching activities, teachers should be good at using their own teaching methods to carefully design each lesson, so as to stimulate students’ enthusiasm for learning and improve the effectiveness of ideological and political teaching.

For example, scene creation teaching, teachers purposely create emotional, vivid and specific situations in the process of teaching to stimulate students’ desire to learn new lessons, make students feel the specific situation, understand the content of teaching materials, and achieve the teaching purpose.

In order to achieve good educational results, it is necessary to innovate the educational model. A good situation can effectively mobilize students’ thirst for knowledge and enthusiasm, and can effectively create a better learning atmosphere. On this basis, teachers can use modern teaching methods to guide students into specific situations in combination with professional characteristics. In addition, teachers can also simulate the real life situation based on the actual needs of teaching, and show the real life in the form of classroom teaching, so that students can give full play to their imagination and exploration space.

3.2 Expand social practice channels

Higher vocational schools focus on training technical applied talents. While paying attention to classroom theory teaching, they should also add more social practice education to enable students to gain personal experience in practical practice, including social investigation, visiting enterprises, interviewing people, holding seminars, etc. Connect with the specific situation of each specialty, integrate the practical resources of various specialties, and purposefully guide students to translate the knowledge learned in the classroom into practice, so that students can better understand and master these theories and improve their overall quality. Learning in actual working situations can stimulate students’ emotions and make their teaching more convincing and attractive. Therefore, only by combining ideological and political teaching with work and making full use of work resources can students’ overall quality be improved.

The practice-oriented ideological and political teaching model that combines learning and work requires us to make full use of and integrate various educational environments and resources inside and outside the school, and effectively integrate classroom education and extracurricular work, so as to better improve the effectiveness of ideological and political teaching.

3.3 Establish practice assessment system

In the teaching of ideological and political courses, we should abandon the traditional assessment system, and should not be evaluated unilaterally by teachers, but adopt the assessment system that focuses on the ability assessment and learning process in practical teaching. The practice teaching activity itself can be regarded as the investigation of students, and the comprehensive evaluation of their behavior can be made through the observation of their organizational ability, communication ability and creativity displayed in the practice activities.

In this assessment system, students can evaluate themselves and each other, build a good assessment system, and conduct a comprehensive assessment of students. This not only attaches importance to learning in the classroom, but also attaches importance to curriculum practice. Such an assessment system not only cultivates students' thinking ability, but also stimulates their enthusiasm for learning, and also greatly improves their comprehensive ability.

Epilogue

In a word, when constructing the teaching mode of ideological and political courses in higher vocational colleges, students should be placed in the dominant position and be practice-oriented, which can not only enable students to achieve the unity of knowledge and practice, but also effectively improve their comprehensive ability and improve the effectiveness of ideological and political courses.

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