

Telling the Story of China Well in English - Analysis of Ideological and Political Education Strategies in Vocational English Curriculum

Fu Liu

Cao County Secondary Specialized School of Vocational Education, Heze 274400, China

Abstract: With the deepening of quality education, higher requirements have been put forward for vocational English teaching, and improving ideological and political education in vocational English courses has become one of the important issues faced by teachers at present. Teachers should not only impart English knowledge and skills to students, but also cultivate their core English literacy. This requires teachers to actively explore new educational concepts and teaching methods to effectively enhance students' awareness and ability to tell Chinese stories in English through ideological and political education. This article will analyze the current situation of ideological and political education in vocational English courses, and propose strategies for ideological and political education in vocational English courses, in order to enhance students' English language ability and ideological literacy, and better tell the story of China in English.

Keywords: Vocational English; Course ideological and political education; Chinese Stories

With the acceleration of globalization, cultivating new era talents who can "tell the story of China well and spread the voice of China well" has become the development direction of vocational education in China. In this regard, vocational schools, as the main battlefield for cultivating excellent professional and technical talents in China's education system, should organically integrate ideological and political education into English teaching. English is one of the most widely used and communicative languages in the world, and plays a crucial role in teaching in China. Therefore, every English teacher should seriously consider how to introduce ideological and political education into the English classroom. The main idea of "telling the story of China well in English" is to use English as a global language to introduce China's history, culture, development, etc. to the world, thereby promoting China's foreign exchanges and cooperation, enhancing China's cultural strength and influence. Therefore, teachers should integrate "telling the story of China well in English" into vocational English teaching and curriculum ideological and political education.

I. The Current Situation of Ideological and Political Education in Vocational English Curriculum

1. The content of ideological and political education in vocational English courses is relatively limited

Currently, vocational English textbooks focus on improving students' English listening, speaking, reading, and writing abilities, but neglect ideological and political education for students. The content on ideological and political education in textbooks is very limited. Therefore, among English students, they only engage in English learning and have little understanding of the ideological and political education content behind it. In addition, the teaching content of vocational English mainly focuses on daily life, vocational skills, etc., and the integration of ideological and political content such as national policies and social development is not high. Therefore, in vocational English learning, students find it difficult to understand issues related to ideological and political education. In addition, some teachers focus more on students' final grades and lack specific guidance on ideological and political education for students. They do not guide students to think about discussions or practices related to English learning and ideological and political education. In this regard, teachers should deeply explore the connection between vocational English teaching content and ideological and political education, in order to improve the quality and effectiveness of ideological and political education in vocational English courses.

2. Insufficient understanding of excellent traditional Chinese culture among students

On the one hand, with the rapid development of Internet technology, students are attracted by the complicated information on the Internet, and have little understanding of the excellent traditional Chinese culture, and are not very interested. So in the process of vocational English teaching, when teachers link traditional culture with English teaching, students often appear inactive and unwilling to interact with teachers. They only passively receive knowledge teaching from teachers, without considering how to introduce excellent traditional Chinese culture in English. On the other hand, many vocational school students have a relatively weak foundation in English, and the introduction of traditional culture in English may involve some complex words, which can easily lead to a decrease in students' motivation and enthusiasm for learning to spread excellent traditional Chinese culture in English. In this regard, teachers should enhance students' interest in learning traditional culture and stimulate their enthusiasm to spread traditional culture in English.

3. The ability of teachers to teach ideological and political courses needs to be improved

At present, some vocational English teachers have insufficient understanding of ideological and political education in the curriculum, outdated educational concepts, and traditional teaching methods. Some teachers separate English teaching from ideological and political education, emphasizing only the teaching of English knowledge and skills, while neglecting the cultivation of students' ideological and political literacy. When teachers engage in vocational English teaching activities, they often rigidly engage in ideological and political education during the gap between teaching English knowledge. This teaching model can make students feel bored and reduce the

effectiveness of ideological and political education in the curriculum. At the same time, some vocational English teachers mainly use conventional teaching methods such as “indoctrination” to carry out ideological and political courses, lacking innovative and diversified educational methods, which cannot effectively mobilize students’ thinking and enthusiasm. In addition, English teachers only prepare lessons separately and do not actively communicate with ideological and political teachers, which is also detrimental to the improvement of their ideological and political teaching abilities.

II. Strategies for Ideological and Political Education in Vocational English Curriculum

1. Exploring Traditional Cultural Elements and Optimizing the Content of Ideological and Political Education in Vocational English Curriculum

The teaching of English in vocational schools is basically based on the corresponding curriculum standards and syllabus requirements, dividing the teaching content into three themes: “People and Self”, “People and Society”, and “People and Nature”. When preparing lessons, teachers should not only clarify teaching objectives and optimize teaching methods for key and difficult points, but also explore traditional cultural elements in textbooks. Based on the concept of “telling the story of China well in English”, they should guide the development of ideological and political education in the curriculum. For example, when leading students to learn about “human and self”, teachers should not only teach textbook content, but also explore traditional Chinese virtues and other traditional cultures behind it. Guide students to think about the role of cultural background and social environment in achieving success, in addition to personal efforts. Make students aware of the impact of traditional culture on their own learning and life, pay attention to and learn from traditional culture, establish cultural confidence, and thereby improve the teaching quality of ideological and political education in vocational English courses and the learning effectiveness of students. While teaching the module of “people and society”, teachers can collect relevant information about China’s modern development online, such as reform and opening up, accession to the WTO, hosting the Olympic Games, World Expo and other world-class events. By explaining the integration and role of traditional cultural elements in the above events, students can have a deeper understanding of traditional culture, thereby stimulating their awareness and ability to learn English and spread excellent traditional Chinese culture in English. By exploring and narrating traditional culture in the textbook content, students can feel the unique cultural heritage of China, thereby enhancing their cultural identity and national pride. While optimizing the ideological and political education content of vocational English courses, it also stimulates students’ motivation and determination to tell Chinese stories well in English.

2. Innovate classroom teaching methods and strengthen the effectiveness of ideological and political education in vocational English courses

When implementing ideological and political education in vocational school English courses based on telling the story of China well in English, teachers should break the traditional “indoctrination” teaching method, innovate and explore diverse teaching modes, and enhance students’ initiative in English and ideological and political learning. Teachers can expand the content of vocational English teaching for students, introducing English teaching resources with Chinese classic culture such as “Beautiful China” and “Journey to the West”. While enriching students’ international perspectives, they can subtly convey ideological and political education containing traditional Chinese culture. For example, when teaching content related to “Travel”, teachers can play English version of “Beautiful China” for students, allowing them to have an immersive feeling and feel the magnificent beauty of the motherland. Students often marvel at the natural beauty of China while feeling extremely proud of being able to grow on this beautiful and magnificent land. Meanwhile, in the teaching process, teachers should make full use of multimedia teaching methods and use intuitive teaching resources such as pictures, videos, and audio to help students deepen their understanding and memory of the teaching content. When teaching English knowledge points, teachers should also guide students to think about the morality, values, and ideological content contained in them. And through questioning, deepen their understanding and mastery of English and ideological and political education knowledge points. In addition, role-playing is also an effective way to innovate teaching methods in vocational English classrooms. When teaching “Job hunting” related content, teachers can organize students to role-play “Journey to the West” that they have been familiar with since childhood, and complete a new era interpretation of traditional culture in English. This can not only enhance students’ comprehensive English application ability, but also deepen their understanding of stories. In addition, teachers can also strengthen cooperation with enterprises to provide students with opportunities to intern in foreign-funded enterprises. In their spare time, students can explain Chinese culture and customs to foreign colleagues, improve their cross-cultural communication skills, broaden their international horizons, and enhance their cultural confidence.

3. Carry out English practical activities and implement the goal of ideological and political education in vocational English courses

In vocational English teaching, teachers carry out diverse English practical activities to implement the goal of ideological and political education in vocational English courses. For example, when teaching “School life” related content, teachers can allow students to read the reading tasks in the textbook on their own and list the things that the school should pay attention to when organizing an activity. Students will choose a suitable time and reason for holding an English speech competition based on the corresponding schedule and known conditions. Secondly, the teacher will divide the students into several study groups and have them discuss the theme, slogan, registration deadline, registration method, speech duration, and number of participants of the English speech competition through group discussions. In order to strengthen the connection between vocational English teaching and ideological and political education, when students choose themes, teachers can allow them to choose from topics that are meaningful for ideological and political education, such as inheriting traditional culture and practicing the spirit of craftsmanship, thereby achieving the organic integration of ideological and political education and

English teaching. Then, the teacher asked the students to create their own promotional materials for the English speech competition based on the materials. Through the implementation of the above English practical activities, students will be able to flexibly apply their learned English knowledge to complete corresponding tasks. And by determining the date of the English speech competition, setting competition requirements, designing promotional materials, etc., students have a deeper understanding of the communication structure of the time arrangement discussed in this unit, as well as English grammar knowledge such as the general future tense. This has achieved the goal of English teaching as the mainstay and ideological and political education in the curriculum.

4. Optimize the assessment and evaluation mechanism to enhance students' core literacy and cultural confidence

It is crucial to enhance students' English core literacy and cultural confidence in order to enable them to tell Chinese stories well in English. Therefore, in addition to exploring traditional cultural elements in teaching content, innovating classroom teaching methods, and conducting English practical activities, teachers should also further optimize the assessment and evaluation mechanism of vocational English. Firstly, teachers should expand diversified assessment methods for vocational English. In addition to traditional written exams, diverse evaluation methods such as oral exams, group assignments, and classroom performance have been added. In order to achieve a more comprehensive evaluation of students' English application ability and English core literacy. During the evaluation process, teachers should pay attention to the fact that the evaluation content should be close to the actual life or professional courses of students, such as setting up workplace English application scenarios related to students' majors, so that students can demonstrate their English language abilities in solving practical problems. In addition, in addition to the outcome evaluation of the final exam, teachers should also conduct a process evaluation of students. To enhance the scientific and effective evaluation of students by observing their learning status, answering questions actively, and group cooperation performance in English classrooms. Alternatively, incorporating students' understanding and application of cross-cultural communication, traditional Chinese culture, and English speaking countries in the evaluation content. At the same time, teachers can also expand the evaluation channels for vocational English by introducing student self-evaluation and peer evaluation to enhance students' autonomy and sense of responsibility in English learning, and enhance their critical thinking ability. In addition, teachers should adjust teaching strategies and content in a timely manner based on the evaluation results and feedback of students, ensuring that vocational English teaching matches their learning needs and language proficiency levels. This not only contributes to the comprehensive development of students, but also lays a solid foundation for their life and work.

III. Conclusion

In summary, enhancing ideological and political education in vocational English courses can enhance students' core English literacy and shape their correct values. Therefore, teachers should constantly explore new educational concepts and teaching methods, adopt various strategies, and carry out ideological and political education in vocational English classroom teaching activities. Naturally, while improving students' English language ability, they should also teach them how to tell Chinese stories well in English, thereby providing more professional and technical talents with both morality and talent for the development of China's social economy.

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