

Application Strategies of Ideological and Political Curriculum in English Teaching in Secondary Vocational Schools

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Abstract: The report of the 18th National Congress of the Communist Party of China pointed out that “the fundamental task of education is to establish morality and cultivate people, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique and beauty”. As the fundamental task of education, moral cultivation points out the direction for today’s education. English teachers in secondary vocational schools should adhere to the education plan of “building morality and cultivating people”, integrate moral education into teaching activities, and implement moral education in all aspects of English classroom teaching. In English class, teachers should not only impart language knowledge to students, but also cultivate students’ noble moral character, so that they can develop correct life values and a strong sense of social responsibility. This paper makes a further study on how to effectively implement ideological and political curriculum in secondary vocational English teaching.

Keywords: ideological and political curriculum; Secondary vocational English; operational research

The report of the 19th National Congress proposed that “adhering to the socialist core value system” and “cultivating and practicing socialist core values” are to “not forget the original, absorb foreign countries, and face the future” to better build the Chinese spirit, Chinese values, and Chinese power. The secondary vocational school students are at the primary stage of the development of values. The value of English courses can be improved by integrating moral education into English teaching, tapping moral elements in listening, speaking, reading and writing, and guiding students to develop a healthy and positive attitude towards life and good quality. Many contents in English textbooks are related to the cultivation of personality and morality, cultural education. Therefore, in English teaching practice, teachers can implement the educational requirements of moral education based on the content of textbooks.

1. Concept of Ideological and Political Education

The national symposium on ideological and political work for college students pointed out that we should adhere to the principle of cultivating moral character, run ideological and political work through the whole process of education and teaching, and achieve all-round education. The ideological and political reform of the curriculum brings all kinds of courses and ideological and political theory courses in the same direction, forming a synergistic effect, and taking “building morality and cultivating people” as the basic task of education. The primary goal of secondary vocational education is to cultivate practical talents for the society, and the training of practical talents requires both strengthening the training of professional skills and improving the ideological and moral quality of talents. The essence of ideological and political education is to cultivate good personal qualities and enhance family and country feelings, so that students can not only master solid scientific and cultural knowledge and professional skills, but also maximize their personal values with good moral cultivation and contribute to the cause of socialist construction.

To implement ideological and political education in curriculum, teachers should first explore the elements of ideological and political education in professional curriculum, and infiltrate ideological and political education in professional curriculum education. In fact, the focus of curriculum ideological and political education is to integrate “knowledge teaching” and “value guidance” together. However, in actual teaching, students’ goals often reflect certain utilitarian characteristics, and they often “passively” learn only to complete learning tasks or to get credits, which leads to the problem of mismatching knowledge and professional accomplishments. Therefore, we should dig deeply into the ideological and political education elements in professional courses, let morality and professional teaching go in the same direction, let students master solid professional skills, and be able to invest in future jobs with good moral cultivation to maximize their personal value. English education plays an important role in promoting students’ physical and mental health and improving their cognitive ability. The most important thing is to improve students’ cognitive ability. Many experts and scholars have studied it. Through English teaching, students can find and taste beauty in their daily life, and improve their cognitive ability in all aspects.

2. The Necessity of Ideological and Political Education in Secondary Vocational English Teaching

2.1 The significance of ideological and political education in vocational school english for the development of vocational school students

The students in secondary vocational schools generally have poor learning foundation and weak self-management ability. At the same time, many students are only children who have been spoiled by their elders since childhood, resulting in low overall ability and low moral quality of students. The secondary vocational school stage is the adolescence of students’ growth and development. The students are

generally rebellious and unwilling to accept the teacher's discipline. They are disgusted with the past ideological and political education activities. However, through the curriculum of ideological and political education, the implicit ideological and political education can effectively improve the students' recognition of ideological and political education. Moral education is an imperceptible and continuous process, which must be carried out in an appropriate situation, so that students will not feel false and irritable. English teachers in secondary vocational schools can use various teaching methods to carry out ideological and political culture teaching in English classes.

2.2 The significance of ideological and political education in secondary vocational english to english curriculum reform

In the work of secondary vocational education, many teachers do not attach importance to ideological and political education. They believe that ideological and political education is not the focus of vocational education. In essence, ideological and political education is a key link in the work of establishing morality and cultivating people. For secondary vocational students, their ideological quality and professional ethics will affect their future development when they go to work in the future. However, many teachers think that ideological and political education should be the work of Chinese or political teachers, which is obviously biased. Ideological and political education should run through the study of secondary vocational school students, and should be properly integrated into the teaching of all subjects. English teaching in secondary vocational schools can also provide students with ideological and political education. Therefore, for secondary vocational school students, English classes can not only learn the basic knowledge of English and Western culture, but also provide moral education for students. In English classes with various teaching methods, the students' learning atmosphere is very pleasant. In such an atmosphere, students' pressure on learning courses can be reduced, and students can also unconsciously receive ideological and political education in a relaxed state. Since the 19th National Congress, the Ministry of Education has included the thought of socialism with Chinese characteristics in the textbooks. In the new situation, the organic integration of English education and "curriculum ideological and political" can not only effectively improve knowledge and students' ideological level, but also help promote English teaching reform.

3. The Strategy of Cultivating Virtue and Talents in English Teaching in Secondary Vocational Schools

3.1 Enrich the activity teaching in the classroom

The content of English courses in secondary vocational schools has obvious life style, and the language learned in the classroom is commonly used in daily communication activities. Ideological and political education can be integrated into the process of learning language and cultivating English communication ability. In English class or in daily life, use polite English words to talk with students, infect students, and enable students to gradually develop good social etiquette. Secondary vocational school is a critical period for students to form correct values and good moral character. During this period, students are greatly affected by the surrounding environment and people around them. Teachers should make full use of the surrounding environment of students, start with the environment, and implement the education requirements of establishing morality and cultivating people.

For example, at the beginning of the English class, the teacher smiled and said "Good morning, boy and girls!" Start a simple oral communication. The student replied: "Good morning, Teacher". Such a simple opening speech can make students form the habit of greeting others politely. Teacher: "How are you today?" Through a warm English dialogue, students can feel the teacher's care from these simple greetings, and consciously greet and care for the teacher. In teaching, teachers can often use "Excuse me!" "I'm sorry!" "You're welcome" "Thank you!" "Goodbye!" And other polite expressions, so that students can gradually develop the habit of using polite expressions. Through these basic greetings and polite expressions in daily teaching, students are guided to develop good social and etiquette habits, develop the good quality of caring for others, use polite expressions frequently, exercise their English expression ability, and cultivate their moral quality.

3.2 Strengthen students' perception of cultural atmosphere

English course is a language course. In the process of learning English, students will come into contact with English culture. Teachers can introduce excellent English cultural knowledge to students, such as western food etiquette, Thanksgiving Day and other traditional festivals. There are excellent cultures that affect students and enable them to develop good self-cultivation. At the same time, teachers should also introduce Chinese traditional culture to students. Through the comparison of Chinese and western cultures, students should develop correct cultural attitudes, treat foreign cultures and Chinese traditional cultures correctly, and gradually strengthen their cultural communication ability.

For example, in the course "Happy New Year", teachers can introduce different cultures and customs of Chinese and Western countries to students. Teachers can invite students to independently sort out the contents of Chinese and Western traditional festivals and learn about the customs of Chinese and Western traditional festivals, such as comparing the Chinese and Western "New Year". The Western "New Year" is the New Year's Day, which is the Gregorian New Year, while the Chinese New Year is calculated according to the lunar calendar,

which is not the same day as the Gregorian New Year. Teachers can invite students to make slides or arrange plays to show their knowledge of Chinese and Western cultures. This section effectively expands the content of the course, at the same time, it also enables students to be infected and edified in the rich cultural knowledge, so that they can enhance their ideological cultivation and carry students' high interest in these extracurricular knowledge, which can also effectively enhance students' interest in learning English courses.

In a word, the open teaching method gives full play to the students' learning initiative, expands their cultural vision, and effectively implements the educational requirement of establishing morality and cultivating people.

3.3 Enriching oral English training links

Learning English requires students to express themselves. In class, teachers should provide students with enough space for oral expression, so that students can practice boldly. In this process, students can not only strengthen their oral English expression ability, but also improve their interpersonal skills and establish a harmonious relationship with their classmates. Teachers can choose some life topics and let students fully express and communicate based on the topics. Students should speak more and express more, and their fear of speaking will be reduced, and their self-confidence will continue to increase, forming a more positive and confident attitude towards life and learning.

For example, the teacher can design a communication scene of ordering meals in a restaurant, and let the students communicate with each other through dialogue. Students first understand the words about food and drink: steam, boiled dumplings, burger, noodles, orange juice, salad, coffee, tea, milk, coca cola, and then design a dialogue in groups: Can I take your order? I'd like some... Situational dialogue provides space and platform for students to express and communicate, which enables students to further strengthen key vocabulary and sentence patterns of the course. At the same time, situational dialogue also exercises students' cooperation ability and interpersonal skills. In this situation, students should use some polite words, order meals in a civilized way, and say "Thank you" when receiving help from the waiter, so as to develop the habit of being polite to others. In the situational dialogue, the classroom can also expand Chinese and Western catering culture for students, so that students can understand China's long-standing food culture, understand the differences between Chinese and Western cultures, broaden their international vision, improve their understanding of foreign cultures, and face multiculturalism with an open mind. In addition, the students should contact with the reality of life to deepen their understanding of Liuzhou's local food culture, promote the local food culture, strengthen cultural self-confidence, and promote the spread of Chinese culture. This series of oral activities can not only speed up students' understanding of relevant English knowledge, but also exercise students' oral expression ability, and also cultivate students' self-confidence, so that students can develop comprehensive language literacy.

3.4 Expand teaching content and enrich English learning resources

As a language course, English learning should not only make good use of classroom learning time, but also do a lot of extracurricular reading after class. Teachers can guide students to read some extracurricular books. Excellent English extracurricular reading materials explain a certain philosophy of life. In these extracurricular reading materials, students can feel positive energy, see the wider world, be influenced by various characters, distinguish between beauty and ugliness, and learn the spiritual qualities of kindness, integrity, tenacity, etc. In this process, students not only improve their English language literacy, but also improve their ideological realm and accomplishment, further promoting the development of moral literacy.

For example, teachers can recommend English books suitable for students to read, and the works of literary masters such as Goethe, Hemingway, Dickens, Shakespeare, etc. to students, such as Faust, Hamlet, Young Werther's Worries, Old Man and the Sea, Great Expectations, etc., or film and television materials, or English translations of Chinese classics, For example, read the classic translation of Mr. Xu Yuanhong, and learn the authentic foreign language expression in the process of reading. The English reading book not only enables students to understand the foreign culture and geographical environment, but also enables students to be infected and edified, learning from the stubborn and brave character of the hero. Students can gain a stronger sense of learning experience by learning relevant knowledge of this course. As a result, the content of the course has been expanded, the effect of English teaching has been strengthened, and students have also improved their moral quality.

3.5 Teachers set an example and treat students fairly

Teachers' personal accomplishment has a profound impact on students. To implement the curriculum, ideological and political teachers must set an example, strengthen their moral and cultural accomplishment, have a good ideological quality to infect students, guide students to be healthy and upward, and carry out more persuasive education on the basis of establishing a good sense of dignity. Teachers should also communicate with students more so that students can understand teachers, and the good moral quality of the head teachers can influence students imperceptibly.

First of all, in the daily teaching management work, teachers should use positive spiritual power to infect students. If teachers want to achieve the educational goal of establishing morality and cultivating people, let students master solid English knowledge, form healthy and upward values, and develop good moral quality, they must fully respect students and have an equal dialogue with them. Secondly, teachers need to recognize and trust students, because secondary vocational school students are extremely sensitive in their hearts, and they are eager

to be concerned and praised. Therefore, in the teaching process, teachers should be good at finding students' highlights, praise and encourage students more, and enhance their self-confidence. Finally, in a knowledge-based society, teachers should keep learning, improve their professional knowledge level, understand new things, keep pace with the times, and influence students with their own quality of being eager to learn and eager to learn. In a word, as long as we have patience, we can guide students to establish correct values, so as to promote their self-improvement and healthy growth.

4. Conclusion

To sum up, English courses in secondary vocational schools should not only teach students English knowledge, but also guide students to develop noble moral sentiments and promote their all-round and healthy development. English teachers in secondary vocational schools should start from themselves, consciously improve their moral knowledge, and put moral education into English reading teaching. The infiltration of moral education in English teaching in secondary vocational schools cannot be achieved overnight. In English reading teaching, teachers should combine students' learning knowledge and ideological receptivity, imperceptibly implement the educational concept of "cultivating morality and cultivating people", so as to achieve the dual educational goals of moral education and intellectual education.

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