

Research on the integration of ideological and political elements into Chinese teaching in secondary vocational schools in the new era

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Abstract: In order to meet the needs of modern education reform, Chinese teachers in secondary vocational schools need to update teaching concepts and innovate teaching methods with the times. Therefore, under the guidance of the concept of "ideological and political curriculum", we can integrate teaching resources and reconstruct the curriculum system, and ultimately penetrate ideological and political education in Chinese teaching in an all-round and whole process to provide high-quality teaching services for students. In order to achieve this teaching goal, teachers need to organically combine the two on the basis of studying the opportunity of ideological and political integration and the characteristics of Chinese curriculum, so as to activate the classroom atmosphere and mobilize students' emotions. While assisting them to consolidate basic knowledge and practice skills, they can cultivate their value orientation, moral quality, enhance their political and humanistic qualities, and lay a solid foundation for their subsequent adaptation to social life. How to naturally integrate ideological and political elements into Chinese teaching in secondary vocational schools under the background of the new era is one of the important problems that teachers need to solve. This paper will focus on this problem and discuss it.

Keywords: ideological and political curriculum; Secondary vocational schools; teaching of language and literature

introduction

The Chinese curriculum in secondary vocational schools is an important carrier of traditional culture and an important way to cultivate students' core quality. In order to give full play to the educational value of the Chinese curriculum, teachers can try to integrate ideological and political elements into Chinese teaching, and under the guidance of the ideological and political concept of the curriculum, develop teaching programs, design teaching plans, select teaching methods, and improve the evaluation system, which can finally make the Chinese curriculum and ideological and political education naturally integrate. While teaching students Chinese knowledge, application skills, and cultivating their humanistic and disciplinary qualities, it can improve their ideological level, improve their personal character, stimulate their political quality, and make them become the talents needed for social development and national construction. Due to the limitations of practical factors, teachers are still facing various problems in the process of constructing the ideological and political education of Chinese curriculum, which has affected the effectiveness of ideological and political education and even the process of Chinese teaching. Based on the author's teaching experience, this paper analyzes the current teaching situation and practical significance of integrating ideological and political elements into Chinese teaching in secondary vocational schools, and puts forward specific integration paths, hoping to be beneficial to Chinese teachers in secondary vocational schools.

1. The current situation of the teaching of Chinese in secondary vocational schools with ideological and political elements

1.1 Teachers attach too much importance to theoretical teaching

At this stage, Chinese teachers in secondary vocational schools are still accustomed to using the traditional teaching mode when guiding students to carry out teaching, which leads to the problem that they generally attach importance to the explanation of theoretical knowledge and neglect the training of practical skills. In addition, the teaching methods that teachers choose when explaining theoretical knowledge are also relatively old and single, which is easy to cause students to be in a passive state. Over time, it is easy to attack their enthusiasm and motivation for Chinese learning, and even cause their resistance and exclusion. According to the author's teaching experience, the teaching mode that pays too much attention to the explanation of theoretical knowledge can not meet the needs of students' personality development, and can not achieve the expected results of Chinese teaching.

1.2 Students' Chinese foundation is relatively weak

The students at the secondary vocational level have not yet formed mature cognitive thinking, let alone a sound knowledge system. In particular, their Chinese foundation is relatively weak, which virtually increases the difficulty of teaching Chinese courses. Specifically, some students do not pay enough attention to Chinese courses, have low self requirements, and cannot immerse themselves in Chinese courses. Finally, the overall performance is slack and loose; Some students with learning difficulties will be unable to keep up with the teachers' teaching rhythm, which will kill their enthusiasm for classroom participation and eventually fall into a vicious circle; Some students will not be able to successfully complete the learning tasks of Chinese courses according to the school regulations due to their lack of self-control, nor can they make detailed career plans. All these reasons have hindered teachers from carrying out teaching, leading to poor quality of

Chinese teaching.

1.3 Chinese course teaching is not valued

Chinese course is an important part of the construction of the curriculum system in secondary vocational schools, which can lay a solid foundation for students to learn other courses and adapt to social life, that is, by carrying out Chinese course teaching, students can be taught necessary basic knowledge and communication skills. However, according to the author's teaching experience, many secondary vocational schools do not put Chinese courses in the same teaching position with other courses, and do not pay attention to the reform of Chinese ideological and political courses. As time goes by, teachers will neglect Chinese teaching and students will not have a correct attitude. This will not only hinder the teaching process of Chinese courses, but also fail to build a perfect curriculum ideological and political system.

1.4 The way of ideological and political integration of the curriculum is single

In order to realize the natural penetration of ideological and political education in the Chinese curriculum of secondary vocational schools, teachers need to combine the needs of ideological and political education, the characteristics of the Chinese curriculum and the practical needs of students to explore new and effective ways of integration, aiming to improve the interest, novelty and education of ideological and political education in the Chinese curriculum, and finally achieve the expected results of Chinese teaching. However, in the actual teaching process, most Chinese teachers are still trapped in a fixed thinking mode. They use preaching or spoon feeding methods to talk about ideological and political knowledge and do not organize and carry out ideological and political practice teaching and online teaching, resulting in boring ideological and political teaching content, boring teaching classroom, unable to mobilize students' subjective initiative, and ultimately unable to guide students to in-depth analysis of ideological and political connotation and advanced ideas.

2. The Significance of Ideological and Political Courses in Chinese Teaching in Secondary Vocational Schools

2.1 Fulfill the task of establishing morality and cultivating people

Before constructing the ideological and political curriculum, Chinese teachers in secondary vocational schools should deeply analyze the practical significance of ideological and political education, that is, secondary vocational school students are the backbone of industrial innovation and development and regional economic growth, shouldering social responsibility and national hope. Therefore, doing a good job in secondary vocational education teaching plays a vital role in the entire education process. Since the 18th National Congress of the Communist Party of China, the theory of socialism with Chinese characteristics in the new era has attracted wide attention. Among them, establishing morality and cultivating people has gradually become the fundamental task in education and teaching at all stages. Chinese teachers in secondary vocational schools should pay more attention to ideological and political education. Based on this, Chinese teachers in secondary vocational schools can integrate ideological and political elements into the classroom to strengthen the effectiveness of curriculum education, and can transport compound talents with excellent professional ability and outstanding comprehensive quality for social development, which can effectively promote the healthy and stable development of the country. Teachers need to further understand the stage characteristics of students, that is, secondary vocational school students are in a critical stage of continuous development and growth of thinking awareness and cognitive ability, but they lack rich social experience and practical skills. Based on this, teachers need to use the language classroom to infiltrate the socialist core values, be able to face the increasingly complex social environment by correcting students' learning attitude and guiding students' value orientation, and at the same time, be able to complete the fundamental task of establishing morality and cultivating people.

2.2 Promote students' lifelong development

With the extensive promotion and in-depth implementation of the quality reform, most teachers have realized that personality, character and quality affect the lifelong development of students, and secondary vocational Chinese teachers are no exception. They need to resolutely abandon traditional teaching concepts, and timely innovate traditional teaching models. While teaching Chinese knowledge, they should also explore appropriate opportunities to integrate into ideological and political education, so as to lay the foundation for the subsequent development of students. By integrating ideological and political education, teachers can not only teach students basic knowledge and practical skills, but also impart the necessary character and key skills for their lifelong development and social development. To sum up, Chinese teachers in secondary vocational schools should strengthen ideological and political education in classroom teaching, which can promote students' lifelong development.

3. The practical path of integrating ideological and political elements into chinese teaching in secondary vocational schools in the new era

3.1 Change the teaching concept and form the consciousness of ideological and political education

In order to successfully mobilize the subjective initiative of students and enable them to actively cooperate with teachers to complete the established teaching tasks, Chinese teachers in secondary vocational schools should infiltrate the importance of Chinese courses for students in the course teaching, and explain the connotation and ideology of ideological and political concepts for students, aiming to help students try to help students establish correct values, establish firm beliefs, and form perfect moral quality in Chinese teaching, And promote their comprehensive and balanced development. However, some secondary vocational school teachers did not master the methods and ways of integrating ideological and political elements into the Chinese classroom. They just completed the Chinese teaching task, and did not invest more time and energy to pay attention to the students' ideological dynamics and psychological changes, which ultimately led to the students' lack of sense of responsibility, family and country feelings, and taste cultivation. In order to improve this teaching situation, teachers need to pay more attention to ideological and political education, and naturally integrate ideological and political education on the basis of correctly recognizing the significance of Chinese teaching. In this process, teachers need to update their teaching concepts, improve their thinking and cognition, explore the internal relationship and communication bridge between Chinese courses and ideological and political education, and also develop teaching plans and build curriculum systems in combination with students' real learning conditions and real needs, so as to meet students' development needs to the greatest extent, and attract them to actively acquire Chinese knowledge and ideological and political knowledge, Finally, it can effectively cultivate students' ideological and political literacy, regulate their behavior, correct their living habits, and constantly improve their comprehensive literacy.

3.2 Innovate teaching methods and improve the ideological and political education system

When teaching Chinese courses, teachers need to combine students' classroom reflection and after-school feedback to grasp their cognitive level, basic level, receptive ability and hobbies, so that they can more flexibly choose appropriate teaching methods to guide students to learn ideological and political theory knowledge independently and externalize it to behavior. For example, when teachers explain texts such as Memorial to Liu He Zhen Jun and Puppy Bao Di, they can organize students to hold a "Ideological and Political Forum" after completing the teaching task, encourage students to hold thematic debates around patriotism, so as to stimulate students' patriotism and national spirit, and improve their values and cognitive system. For another example, when explaining articles such as "I Have a Dream" and "Speech at Marx's Tomb", teachers can rely on information technology to collect literary works that discuss the connotation and value of socialist ideology, so as to achieve the organic integration of Chinese teaching materials and ideological and political elements, effectively expand students' cognitive thinking and enrich their knowledge system, In the process of accepting the theory of Chinese knowledge, they can imperceptibly form good moral quality and political literacy, and guide them to establish correct beliefs and beliefs. In addition, teachers can also introduce situational teaching method, project driven method, game teaching method and other advanced methods to carry out teaching activities, so that students can enjoy both audio-visual and enrich their own classroom experience and perception, and ultimately ensure the smooth completion of Chinese teaching tasks and ideological and political infiltration.

3.3 Organize practical activities to sublimate ideological and political education

In order to give full play to the educational value of ideological and political education, teachers can organize time activities to infiltrate ideological and political elements, and take this opportunity to help students internalize basic knowledge and exercise practical skills, which can ultimately improve their Chinese literacy and ideological level. In practical teaching, teachers should construct a dynamic teaching mode according to the content of textbooks and the requirements of ideological and political education, so as to create a good atmosphere for students and attract them to participate in activities. In addition, teachers need to fully consider students' interests and personal characteristics to formulate extracurricular practice plans, and try to choose the types and contents of activities that conform to students' cognitive levels and development laws. Teachers can actively organize students to participate in the practice of reading masterpieces, guide them to grasp the image of the hero in the process of extracurricular reading, and explore the emotional connotation hidden in the article. For example, teachers can lead students to read and learn the book "If You Give Me Three Days of Light" written by Helen Kate, which aims to let students learn excellent character and tenacity from the heroes, so as to deepen their understanding of life. Alternatively, teachers can also recommend the book "Ideal Illuminates the Future" for students to guide students to further study Marxism, which can help students establish firm ideals and beliefs and effectively improve their ideological quality.

3.4 Carry out writing training and internalize the teaching concept of ideological and political education

Teachers need to carry out writing training to achieve the full penetration of ideological and political education in the Chinese classroom. Chinese teachers in secondary vocational schools should step by step guide students to use the knowledge and skills they have

learned to naturally express their inner feelings in the writing teaching, and should also penetrate ideological and political education in the process. Based on this, teachers need to deeply analyze how to naturally infiltrate ideological and political education in writing teaching, and formulate specific teaching plans for this purpose, to form correct ideological values in the process of encouraging students to imitate and create, at the same time, they can also provide opportunities for them to use phrases and grammar, which can not only achieve ideological and political education infiltration, but also effectively improve students' Chinese learning ability. For example, teachers can assign students writing training tasks with the theme of "knowing themselves". In this process, students need to be encouraged to create in various forms, so that they can complete self analysis, self cognition and self reflection in the process of writing. After that, teachers can understand students' ideological dynamics and psychological changes through reviewing students' compositions, so that they can adjust the ideological and political teaching plan and choose the teaching mode in combination with students' actual ideological conditions, and ultimately improve students' writing skills. At the same time, students can understand their ideological and spiritual deficiencies in the writing process, Therefore, they can focus on self shaping and self-improvement, and ultimately improve their comprehensive quality.

3.5 Appreciate excellent works and fully penetrate ideological and political education

Teachers can also organize students to appreciate excellent works and infiltrate ideological and political education in this process. In this process, teachers can select excellent works with profound ideological connotation and rich cultural heritage according to the stage characteristics and learning ability of students, and organize them to participate in the appreciation teaching, so that they can cultivate their sentiments, wash their minds, constantly correct their ideological cognition, and improve their value orientation in this process, Finally, we can establish lofty value pursuit and lofty ideals and beliefs. Taking the excellent excerpt from "A Dream of Red Mansions" in which the teacher explained Lin Daiyu's Entry into Jia's Mansion as an example, in order to successfully cultivate students' aesthetic interest and cultural cultivation, teachers can create appropriate situations with the help of advanced teaching technology and equipment. For example, 3D technology can be used to present the internal scenery and house structure of Grand View Garden and Xiaoxiang Hall for students, so that students can feel the social customs and architectural style of the time, In the process of viewing, we should deepen our understanding of the content of the text, understand the core ideas, grasp the characters' personalities, and perceive the infinite charm and broad and profound of Chinese traditional excellent culture. In addition, teachers should also set aside a certain amount of time to carry out practical activities with strong traditional cultural characteristics, such as organizing students to play the role of the main characters in A Dream of Red Mansions, in which students need to be guided to independently collect information, design activity plans, and divide their responsibilities, so that they can make students feel the charm of Chinese culture, and ultimately ensure the natural penetration of ideological and political education in the Chinese classroom, Achieve the expected teaching results.

4. Conclusion

To sum up, based on the new era background, it is necessary for secondary vocational Chinese teachers to try to infiltrate ideological and political education while completing the basic teaching tasks. Among them, they can form ideological and political education consciousness by changing the teaching concept; Innovate teaching methods and improve the ideological and political education system; Organize practical activities to sublimate ideological and political education; Developing writing training and internalizing the teaching concept of ideological and political education; Appreciating excellent works and fully infiltrating ideological and political education to complete the construction of the ideological and political system of the Chinese curriculum can improve students' ideological and political literacy while teaching them professional knowledge and skills, and ultimately promote students' all-round development and promote the process of Chinese curriculum reform.

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