

Innovative ideas, moral education -- the practical path of moral education of higher vocational class teachers in the new era

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Abstract: under the background of the new era, higher vocational colleges need to keep up with the development needs of the society, focus on the needs of cultivating compound talents, innovate educational ideas, and infiltrate morality cultivation into student management. Nowadays, when carrying out class management in higher vocational colleges, the head teachers should improve their work efficiency in the face of major changes in management mode, students' psychology and work priorities, and play the following roles: the leader of Ideological and political education, the cultivator of student cadres, and the supervisor of the implementer of students' psychological counseling. Based on this, this paper explores the practical path of moral education of higher vocational class teachers in the new era, aiming to improve the quality of class management, keep pace with the development direction of contemporary higher vocational talent training, and improve the comprehensive quality of higher vocational students.

Key words: head teachers in higher vocational colleges; Moral education; Innovative ideas; Establish morality and cultivate people

As the organizer, implementer and director of the daily ideological and political education and management of students in vocational colleges, the head teacher goes deep into the dormitory restaurant and among the students. In the face of the students' burnout and emotional sensitivity in learning, as well as the fluctuation of ideological cognition, in addition to performing the established job responsibilities, there are many extra jobs. Combined with their own work practice and experience, we should carry out moral education for students in school, boldly innovate the education mode, and release students' exploration enthusiasm in all aspects. From the perspective of the current effect of moral education carried out by head teachers in higher vocational colleges, most of them are still in the stage of exploration and attempt, and it is difficult to control the effectiveness of moral education strategies, resulting in the current moral education mode is not novel enough, and it is difficult to deeply combine with the actual situation, which has a negative impact on the further implementation of the fundamental task of Building Morality and cultivating talents. Therefore, it is of great practical significance to explore the practical path of moral education of higher vocational class teachers in the new era, which is in line with the needs of Higher Vocational Education in the new era.

1 The leader of Ideological and Political Education

1. Improve political standing and strengthen political guidance

The report of the 17th National Congress of the Communist Party of China put forward for the first time that "education is the foundation and moral education is the first". The 18th National Congress of the Communist Party of China further stressed that we should take the work of Building Morality and cultivating people as the fundamental task of education and put it in the first place of all-round development. The 19th CPC National Congress further stressed the need to "implement the fundamental task of Building Morality and cultivating people". Under the new historical conditions, how to do a good job of students' ideological guidance and become the "party representative" among students is of great importance to all head teachers in higher vocational colleges.

According to Bloom's classification theory of educational objectives, educational objectives have three levels: the basic level is "knowledge and ability", the second level is "process and method", and the third level is "emotion, attitude and values". For head teachers in higher vocational colleges, when implementing moral education, they should focus on the second and third levels, especially the third level, namely "emotion, attitude and values". For head teachers in higher vocational colleges, when implementing moral education, they should focus on the second and third levels, especially the third level, namely "emotion, attitude and values". Under the background of the new era, China's economic development and social openness have put forward higher requirements for higher vocational talents. It can be said that the general environment is a new ideological and political course, and it is also a special opportunity to cultivate students' emotional attitude and values. For the head teacher himself, it is also a rare ideological and political course to improve his political position and ideological understanding, and deal with the work intensity and difficulty in the new environment.

The report of the 19th National Congress of the Communist Party of China pointed out that "the socialist core values are the concentrated embodiment of the contemporary Chinese spirit and the common value pursuit of all the people." As the builders and successors of the blueprint of the future "manufacturing power", higher vocational students' values and outlook on life will directly affect the direction of social progress, and their growth is closely related to national development and construction. Facing the complex and changeable social environment, college students have formed a diversified cultural value orientation. Among the students in vocational colleges, blindly following the stars, indulging in the Internet, utilitarian thinking and speculative egoism have become the starting point and foothold of some students' learning.

2. Strengthen the ideological defense line and maintain social stability

Refining and innovating the content of patriotism education will make the content of Ideological and political education more contemporary and exemplary. Yuanlongping and aerospace heroes dedicated to agricultural science and technology are not only models of the times, but also real stars and heroes that college students should advocate; The angels in white, fire fighters and social service workers

who gave up their homes for everyone rushed to the front without hesitation, and should be the object of imitation for college students. These fresh materials can not only effectively guide higher vocational students to improve their sense of social responsibility and make them consciously assume their own responsibilities and obligations, but also effectively improve the national identity and national pride of higher vocational students, and play a positive role in cultivating the patriotic feelings of college students. Head teachers should make good use of these high-quality materials and strengthen patriotism education for college students.

2 The nurturer of student cadres

According to Mayo's interpersonal relationship theory, people's behavior is not simply derived from interests, but also from social and psychological needs, such as friendship between people, such as a sense of security, belonging and respect. Therefore, we should not draw up indicators only in terms of technology and material, but also consider reasonable organization and management from the perspective of social psychology. Under the influence of multiple ideological trends, in recent years, the group of college students in higher vocational colleges has some problems, such as weak ideological will and team cohesion, which is extremely unfavorable for the growth of students and the development of school work. Under the demand of innovating the mode of moral education, we urgently need to cultivate a group of professional talents with high political consciousness and strong leadership as leading figures. Student cadres are an important reserve of elites in various industries in the future social development. Comprehensively improving the leadership ability of Youth League cadres is an important way to cultivate a good leadership team, To a large extent, it plays a connecting role in promoting the growth of talents and the development of society.

1. Cultivating sense of responsibility with daily management practice

As outstanding League Cadres in college student groups, they are full of expectations for self-development and self-improvement. Most of them hope to create more practical opportunities in various activities organized by the school, and ultimately achieve the purpose of improving personality, improving ability and creating themselves. Therefore, it is not only the requirement of contemporary social development for talent training, but also the internal demand of the development of League cadres to cultivate and orderly improve their leadership.

Higher vocational colleges shoulder the important responsibility of cultivating skilled talents for the society. The relationship between Ideological and political work in Colleges and universities is the fundamental issue of "what kind of people to cultivate, how to cultivate people, and for whom to cultivate people". The daily work content can test the quality and ability of students. It is a good textbook for students' Ideological and political work. It is also a great opportunity to cultivate student cadres who are responsible, dare to take responsibility and can take responsibility. When carrying out the work of moral education, the head teacher should give full play to the vanguard role of student party members and student cadres, organize and lead student cadres to go deep into the front line of student management, implement and detail the arrangements of various student management measures, so that student cadres can write their sense of responsibility and responsibility in specific work practice before difficulties and crises, Make student cadres grow up in hardening and reap in practice.

2. Improve work efficiency by using the mechanism of class group integration

According to their specific work tasks, head teachers can use the network organization to convene class leaders' meetings for epidemic prevention knowledge publicity and ideological and political education, clarify the work responsibilities of the class committee, and ensure the smooth implementation of the democratic decision-making mechanism of class and regiment integration. Help student cadres to clarify their identity as "service providers rather than managers". Lead the class leader to assist the class teacher in moral education, for example, mobilize student leaders to go deep among students to understand students' family background, ideological trends and psychological status, and timely release relevant moral education materials. In the specific work of moral education, the head teacher also needs to pay attention to letting student cadres take the lead, understand their duties and be grateful to students, so that they can see the efforts of people around them, and cherish their existing peace time and learning resources.

3. Promote growth with the model of "releasing" and "managing"

In the process of cultivating class cadres, the head teacher should pay attention to playing the role of organizer and manager. Follow up the completion effect of each work task, master the growth and progress of each student cadre, and encourage and guide students to improve the work effect and ability level. The service consciousness and collective sense of honor of class cadres in higher vocational colleges are not strong. In addition to letting student cadres deal with some specific problems, class teachers should also follow up and guide student work in time. The timely follow-up of the student work process can not only enable students to learn the ways and methods of the teacher to deal with problems, but also enable the head teacher to grasp the work effectiveness and moral cultivation of student cadres at the first time, and timely educate the bad tendencies in the work of student cadres. In order to enable student cadres to hone in the specific work of moral education, head teachers should make good use of the work mode of "decentralization" and "management", and cultivate a group of excellent student cadres who are responsible, responsible and managed by the affairs meeting.

3 The implementer of students' Psychological Counseling

Under the background of the new era, students' life, learning, interpersonal communication, emotion and so on have changed greatly, which makes mental health education become an important content of higher vocational colleges. The head teacher needs to do a good job in guiding them to form a positive, healthy and sunny psychology, and lay the foundation for cultivating their moral behavior and good internal

character. The life track of most vocational college students in school is nothing more than the “classroom canteen dormitory” three-point and one-line model. Social communication and interpersonal communication are relatively limited, so it is easy to be attracted by the virtual network environment, and then biased by bad values, and make many incorrect choices in life. In the face of this severe situation, head teachers in higher vocational colleges should pay attention to the implementation of students’ psychological counseling and intervention, teach students to face life and learning with a positive attitude, and maximize the elimination of students’ psychological negative thoughts.

1. Guide and encourage students

Starting from personal needs, choose online or face-to-face consultation with psychological teachers, pay early attention to the potential psychological problems among students, and guide and resolve psychological problems in the bud. Peter Senge’s learning organization theory provides us with several references: the first is a common vision, the second is continuous learning, the third is boundless behavior, the fourth is self-management, and the fifth is the new role of leaders. In the context of epidemic prevention, these points can be flexibly applied. For example, the head teacher can use the “dormitory culture month” activity to organize the class to take the dormitory as the unit to conduct short video shooting of “colorful university life”, star dormitory evaluation, sports competition, self-directed and self acting life video, and make the moral education work closer to contemporary college students through QQ, wechat, microblog, fast hand and other “cloud” methods, Broaden the physical and psychological activity space, dredge students’ emotions, and promote students’ healthy communication.

2. Rely on science and technology, but still adhere to the meticulous work of going deep into the front line.

The convenience of information technology in various fields has made it widely used, and the related scientific and technological software in education and student management has also emerged. At the same time, the short video software and social software that students are exposed to have also greatly changed their learning and life patterns. The information impact brought by these software to students makes them vulnerable to the temptation of bad information in the face of some social events and emergencies. In the absence of guidance, students are prone to irritability and anxiety, and teachers need to guide students’ thoughts and values in time. In addition, teachers can also provide special psychological counseling for these students, organize students to discuss social hot issues, extract them from the virtual network environment, enter the real world, and view these issues from an objective and rational perspective. With the help of information technology, the head teacher can change the organizational form, such as the form of online class meeting. When students have ideological deviation and bad emotions during discussion, they can intervene in time. In practice, the author found that many psychological problems can be effectively adjusted with the help of early timely intervention, and students are easy to accept positive and healthy views and thoughts. It can be seen that in the mixed information, schools and teachers need to occupy a dominant position to provide students with high-quality psychological counseling content and lay the foundation for moral education.

“The head teachers in Colleges and universities are the backbone to carry out the ideological and political education of college students, and the organizers, implementers and directors of the daily ideological and political education and management of college students.” In the perspective of “three complete education” in the new era, head teachers in higher vocational colleges should fully understand their role, promote the collaborative innovation mechanism, and give full play to their unique value and correct guidance in the work of “three complete education”. Under the concept of “three complete education”, moral education should be carried out throughout the whole process of education and teaching to help students establish and form correct three outlooks. The head teachers in higher vocational colleges should explore and summarize effective ways of educating people in the specific work practice.

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Research on the transformation of applied talents' foreign language empowerment training under the background of "New Liberal Arts"

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Abstract: with the development of science and technology and the optimization and upgrading of industrial structure, the social demand for technical application-oriented talents is increasing. Foreign language education is a key link in the cultivation of applied talents. Facing the development mission of the new era and the new economy, the mode and goal of foreign language teaching need to be transformed accordingly. The proposal of "New Liberal Arts" construction provides new ideas and paths for the transformation of foreign language empowerment of applied talents. Starting from the demand of enterprises for talents' post ability, through questionnaire survey and enterprise interview, this study analyzes the dilemma of the current talent training mode of application-oriented colleges and universities being derailed from the actual needs of enterprises, and puts forward the countermeasures for the transformation of talent foreign language empowerment training in application-oriented colleges and universities in the new era. Taking the background of "New Liberal Arts" as the strategic breakthrough point, this paper puts forward a new mechanism for the transformation of applied talents' foreign language empowerment training, which is based on moral education, by means of curriculum reform, and assisted by school enterprise cooperation and the integration of industry and education, in order to play a certain reference role in the reorientation and the reform of foreign language curriculum in colleges and universities.

Key words: "New Liberal Arts"; Foreign language empowerment; Applied talents; Transformation path

1 Research background

Application oriented talents focus on application. The cultivation of application-oriented talents often arises under the guidance of social development needs. The cultivation of foreign language ability can better meet the needs of China's modernization, international construction, scientific and technological innovation, industrial revolution and new economy for talents. At present, China is accelerating the construction of "New Liberal Arts" and "One Belt and One Road", as well as major strategies such as economic transformation and upgrading, new technological change and the integration of the Yangtze River Delta. These major strategic initiatives highlight the practical need to accelerate the development of applied talent training and foreign language empowerment. "New Liberal Arts" is a profound self-targeted revolution of the humanities and social sciences to actively adapt to the development of the new era. Under the background of the "New Liberal Arts", to carry out the construction of the New Liberal Arts in foreign language education is to further deepen the reform of foreign language teaching and training mode, break through the boundaries of Humanities and Social Sciences, realize the cross integration of foreign language disciplines and related disciplines in science, engineering and other fields, and endow traditional foreign language talents with the comprehensive qualities required by the new era, At the same time, it also empowers applied talents with interdisciplinary background. Through the cross integration with other majors and breaking the discipline barriers, language majors can cultivate "foreign language +" talents, and non-language majors can become "professional + foreign language enabled" compound talents.

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