

Research on the path of integrating public English curriculum into ideological and political curriculum in higher vocational colleges

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Abstract: As the cradle of cultivating the national “great country craftsman and skilled craftsman”, higher vocational colleges should not only teach students excellent post skills, but also pay great attention to cultivating students’ professional quality, moral quality and noble sentiment. As a basic humanities course for almost all students in the college, the public English course needs to effectively analyze the shortcomings of integrating the ideological and political aspects of the curriculum into teaching, explore the path of effectively integrating the ideological and political aspects of the curriculum, and deliver correct ideals, beliefs and values to students.

Keywords: higher vocational colleges; Public English; Ideological and Political Curriculum

At the 2016 National University Ideological and Political Work Conference, the author put forward the idea of integrating ideological and political education into the classroom: “We should make good use of classroom teaching as the main channel, improve the affinity and pertinence of ideological and political education, and meet the needs and expectations of students’ growth and development. Other courses should keep a good channel and cultivate a good responsibility field, so that all kinds of courses and ideological and political theory courses can go hand in hand, forming a synergistic effect.” With this view, the concept of “ideological and political curriculum” has been gradually valued and popularized in college education. Ideological and political curriculum is the core of contemporary college education and the foundation of national education. The Ministry of Education pointed out in the Guiding Outline for Ideological and Political Construction of Colleges and Universities Curriculum issued in 2020 that “ideological and political education should be integrated into the talent training system to comprehensively promote ideological and political construction of colleges and universities curriculum”. Since then, ideological and political education has been integrated into the construction of college courses, and has reached a new level. However, “curriculum” does not only mean “classroom”. College teachers should correctly realize that, in the context of ideological and political education, “classroom” is only one of the “curriculum”, and there are many teaching links that will affect the effect of education, either explicitly or implicitly, in the whole teaching process. The public English course in higher vocational colleges, among all the courses offered in higher vocational colleges, has the following characteristics: wide audience - for all students of non English related majors; the teaching time is long - 4-6 class hours a week, a total of 2 semesters, which needs to attract the special attention of public English teachers.

1. On the Integration of Public English Curriculum into Classroom Ideological and Political Education in Higher Vocational Colleges

With the promotion of ideological and political slogans in the classroom, most teachers have gradually realized the importance of integrating ideological and political ideas into the curriculum. However, in the process of implementation, front-line teachers, as the main body of implementation, still have some problems to be solved. Therefore, understanding the nature and root causes of these problems is the first step to solve them.

1.1 Inadequate understanding of the ideological and political significance of the classroom

Although the ideological and political education of curriculum has gone through a long period of publicity, many teachers still lack profound understanding of this issue. The author believes that the ideological and political education of the curriculum is to devote a part of time to ideological and political education in class, and this will break the normal teaching rhythm, affect the fluency of teaching, and occupy the time for teaching language expertise. This kind of cognition is undoubtedly one-sided and narrow, which is due to the incomplete understanding of the meaning of classroom politics. Therefore, if we do not keep up with and deepen our consciousness, it will certainly affect the effect of ideological and political teaching.

1.2 The teaching form of ideological and political education in the classroom is single

With the support and encouragement of policies at all levels and the emphasis on requirements, more and more teachers have been able to gradually realize the importance of ideological and political curriculum. However, in the process of real implementation, there is little active research on the form of expansion and communication. The result is that ideological and political elements are presented to students in a stiff and isolated way, rather than being naturally and skillfully integrated into English teaching activities and accepted by students imperceptibly. Some teachers have explored elements that can be combined with ideological and political education in the teaching process, but the forms of teaching are lack of diversity and are rarely presented in a local way that students like to hear and see.

1.3 Inadequate exploration of ideological and political elements in the classroom

Because the traditional teaching does not specifically emphasize the integration of ideological and political education in the classroom, many teachers have been accustomed to training only the language skills of English listening, speaking, reading, writing and translation in the teaching, while ignoring the influence of the ideological level beyond the language level. They always think that it is difficult to extract the combination points of education in the teaching materials. However, in recent years, with the constant updating of all kinds of textbooks, each unit of the textbooks has also been specially added to the ideological and political section, thus opening the perspective of

integrating ideological and political education into teaching in an all-round and diversified way. However, this is far from enough, and it is too stereotyped. Teachers need to actively explore the ideological and political intrinsic of each lesson according to their own understanding and perspective.

2. The Significance of Integrating Public English Curriculum into Classroom Ideological and Political Education in Higher Vocational Colleges

The function of higher vocational colleges is not only to cultivate students' vocational skills, but also to establish students' correct professional outlook, world outlook and values. This is also the reason why "craftsman spirit" has been repeatedly advocated in vocational education in recent years. The training of skills used in the future workplace has been given full attention by schools and teachers. From professional construction and teaching system to talent training programs and curriculum standards, it has been formulated for students in the whole process and in all directions; For the cultivation of students' spirit: how to establish and improve students' value system, how to spread Chinese excellent traditional culture, how to cultivate students' craftsmanship spirit in the workplace, these indicators that are difficult to quantify have not been put forward and applied in a wide range. As a group of teachers who teach for almost all students in the school, public English teachers in higher vocational colleges shoulder the task and mission of ideological and political education. Therefore, to clarify the significance of integrating ideological and political content into the teaching carried by public English teachers is the internal driving force for effectively integrating ideological and political content into the classroom.

2.1 Higher vocational public English has more natural advantages than other disciplines

In the new era, technical talents are not only craftsmen who work with their hands, but also craftsmen who have higher spiritual pursuit and better business pursuit, and can become high-quality skilled talents. Most of the specialized courses arranged by higher vocational colleges are professional skills training, while public English in higher vocational colleges has the longest class hours in the required courses of humanities and covers the widest range of humanities. Therefore, the integration of ideological and political education into public English curriculum will have more natural advantages than other disciplines.

2.2 The public English curriculum in higher vocational colleges has both instrumental and humanistic attributes

The establishment of public English courses is not only to teach students to use English to realize the communicative functions of communication, conversation and mutual understanding, but also to understand and spread culture in language. Students should not only passively understand English, read English and accept foreign cultures, but also use English as a media to spread our own excellent culture, tell Chinese stories, spread national brands and promote Chinese products in English. Therefore, in the public English classroom, students not only need language skills training, but also need to build up national self-confidence and national pride, so that they can have more enthusiasm and passion to break through "Made in China" and achieve "Wisdom in China".

2.3 Complementary Advantages of Public English and Specialized Skills Courses in Higher Vocational Colleges

In the public English curriculum, rich humanistic theme edification can well complement professional skills learning, improve students' professional quality, enhance students' social morality, improve students' personal morality, provide students with spiritual direction, stimulate students' internal motivation, and meet their development needs. The purpose of public English, a public basic course, is to complement professional courses and skills courses, so as to enrich students' humanistic quality, improve their comprehensive quality, broaden their knowledge field, make students more competitive in the workplace, and truly realize the educational function of public English in higher vocational education.

3. The Path of Integrating Public English Curriculum into Ideological and Political Courses in Higher Vocational Colleges

In October 2021, the Opinions on Promoting the High Quality Development of Modern Vocational Education jointly issued by the General Office of the CPC Central Committee and the General Office of the State Council emphasized that "we should adhere to the principle of cultivating people by virtue and combining morality with technology, and promote the integration and unity of ideological and political education and technical skills training". In order to implement the fundamental task of establishing morality and cultivating talents, and realize the training of high-quality skilled talents, it is urgent to explore the effective implementation of the ideological and political integration of the curriculum into the public English curriculum in higher vocational colleges.

3.1 Strengthening the subjective initiative of English teachers in higher vocational colleges

Teachers are the main body of all teaching activities and the last link of implementing and transmitting teaching ideas. Mobilizing teachers' enthusiasm and initiative is the most direct and effective means to accomplish this mission. Teachers in higher vocational colleges should realize that their correct belief in classroom politics is the key to improving students' acceptance. Therefore, first of all, teachers' beliefs should be corrected ideologically, their overall awareness should be improved, and the ideological training of future national skilled personnel should be organically combined with the important task of moral formation. Public English teachers, on the other hand, should use the carrier that can introduce and compare Chinese and Western cultures in teaching to tell students the excellent traditional Chinese culture, the bright history of Chinese civilization, the current social development of China and other positive contents in Chinese and English, so that students can fully feel the feelings of their home country, improve national self-confidence and national pride, and let students work in all walks of life in the future, They can feel that they are contributing to the national economic development. Only in this way can we improve the sense of personal value and personal achievement of vocational students, and gradually get rid of the inherent concept that

vocational students are inferior to undergraduate students. For example, in the unit theme teaching of “Products”, teachers can take this opportunity to let students say the outstanding brands of Chinese products, such as Huawei, Xiaomi, and so on, and use some simple English sentence patterns to introduce the development history and brilliant achievements of these companies. In this way, the simple description of enterprises learned by students can be used to introduce other well-known companies in China by analogy in the future, thus training students’ ability to promote local brands in English.

3.2 Improving the ability of English teachers to implement politics in the classroom

To do a good job in ideological work means that half of the tasks have been completed. However, the foundation of thinking is not enough. If you want to transform it into a way that students are willing to accept, and pay attention to correct and reasonable methods, it is a link that cannot be overlooked. The traditional teaching method of English teachers in higher vocational colleges, which only teaches language knowledge, needs to be updated in time. In teaching, we should learn to tap all kinds of elements that can be organically combined with ideology and politics, and spread them to students in an innovative way. In the specific implementation process, in order to achieve the teaching effect smoothly, two key steps are needed: first, effective excavation, and the second is the innovation of ways. In terms of refining ideological and political elements, in addition to teachers’ own efforts, we can also broaden channels and open ideas through collective lesson preparation, teaching discussion, mutual learning, teaching plan sharing and other means, so that teachers can find a breakthrough in the first pass unimpeded. As for the second innovation form, in addition to the above four methods, it can also be actively carried out through lecture contests, typical case evaluation, peer assessment, student evaluation, etc. The launch of this series of activities can reserve sufficient sources of materials for teachers, create a good environment for mutual promotion, and establish a positive mechanism for common progress. For example, in the teaching of the theme unit of “Business Meals”, the process of business banquets is the main line, and students can learn flexibly by combining ideological and political elements in each link. For example, in the preparation before the banquet, students should learn about the eating habits and taboos of different countries and regions, and be considerate when ordering meals. This improves students’ awareness of cross-cultural communication. During the meal, students will learn how to introduce Chinese food culture and describe Chinese food with Chinese characteristics in English by introducing dishes and designing scenario simulations to introduce Chinese food and promote Chinese food culture. These specific and vivid scene teaching provide students with a good opportunity to simulate practice, organically integrate students’ English learning, foreign-related communication skills and cultural influence, which not only strengthens students’ family and country feelings, but also guides students to be more international inclusive, so that “implicit thinking” and “explicit thinking” go hand in hand, forming a synergistic educational effect.

3.3 Accurately implement classroom ideological and political teaching in combination with students’ majors

For public English teachers in higher vocational colleges, compared with teachers of other professional courses, the most challenging thing is not only that the students are not the subjects they teach themselves - English majors, but also that with the adjustment of teaching departments every year, the majors of the students will have a large span. Therefore, in addition to combining with English, it is also an effective way to look for students’ majors as a combination point. In the course of lesson preparation, actively understand the dynamic development of the relevant majors of the class, explore the integration of the teaching theme and students’ majors, which is also an innovation in teaching forms, and to a large extent, it can be readily accepted and deeply understood by students. For example, in the unit teaching with the theme of “Trade Fair”, when teaching to students majoring in e-commerce, teachers can use this opportunity to simulate students’ participation in China International Import Expo (abbreviated as CIIE), World Expo The China Import and Export Fair (hereinafter referred to as “the Canton Fair”) and other global trade fairs are used to display products with Chinese characteristics. In the process of students’ role playing activities, it can not only enable students to learn and apply what they have learned, but also enable students to acquire multicultural knowledge and understand cultural connotation through a series of real scenes of English learning. It can deepen the understanding of Chinese culture, promote local culture and increase cultural confidence in the contrast between Chinese and Western cultures. In the process of simulated business reception, it not only restores the real context used in the future workplace, improves the English language communication ability, but also cultivates the students’ workplace awareness of loving their jobs and improving services. All of these can help students to understand the professional norms, be familiar with the rules of the workplace, provide good opportunities for students to practice English in the industry, and accumulate knowledge and experience for students to use English in the professional work field in the future.

In a word, higher vocational colleges need high-quality development and must pay attention to the leading role of teachers in the teaching process, especially the demonstration and leading role of teachers of public basic courses such as public English. Only by recognizing the nature of the problem and clarifying the solutions, can we move in the right direction and steadily in the process of advancing layer by layer.

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Research and Exploration on Ideological and Political Education of Higher Algebra Course in Colleges and Universities

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Abstract: This paper analyzes the necessity of carrying out ideological and political construction of higher algebra course, introduces the construction idea of integrating ideological and political elements of higher algebra course with the specialty of information and computing science, and puts forward the practical teaching reform proposal of “adjusting and optimizing the teaching content, fully exploring the ideological and political elements of the course, highlighting the application of higher algebra, and improving the training quality”. This paper discusses the main tasks of the ideological and political construction of the subsequent higher algebra courses.

Keywords: advanced algebra; Curriculum ideological and political education; Teaching cases; reform in education

1. The Necessity of Integrating Ideology and Politics into Higher Algebra Teaching

In December 2016, the National Ideological and Political Work Conference of Colleges and Universities pointed out that ideological and political courses should be organically combined with the ideological and political essentials of the courses to educate people in the whole process and in an all-round way, so that all kinds of courses and ideological and political theory courses can work together to form a synergistic effect of educating people and talents. Colleges and universities began to actively promote and advocate the integration of ideological and political education into classroom teaching, comprehensively implement intellectual education and moral education, actively build a trinity education and teaching system of political theory courses, professional courses and comprehensive quality courses, guide students to establish a correct world outlook, outlook on life and values, and cultivate students to become responsible and responsible in the new era.

In combination with the school running orientation of “building an application-oriented undergraduate university with distinctive characteristics” and the training requirements for professional innovative talents with the ultimate goal of “professional education, practice and innovation, moral cultivation, and education with characteristics”, the university combines professional learning with value guidance to deepen the reform of all university courses and carry out ideological and political education. College students are in the establishment period of “three outlooks”. Teachers consciously and effectively carry out ideological and political education for students, make students more interested in higher algebra courses, and use harmonious teacher-student relationship to guide students to learn and master knowledge, and finally achieve the ultimate goal of ideological and political courses.

Among them, professional courses cannot be absent from the ideological and political curriculum. Taking the advanced algebra course of information and computing science as an example, the course mainly faces freshmen, with many teaching contents and strong abstractness. The traditional teaching mode of definition theorem proof has become a thing of the past. As a mathematics major course, this course is also a postgraduate course. It can not only master the basic knowledge of advanced algebra, but also improve the ability of abstract thinking and logical reasoning through the study of this course. In addition, the development of higher algebra has a long history. Its definition, theorem and nature are closely related to life, social development and scientific and technological progress. By analyzing the characteristics of the course and the goal of ideological and political education of the course, reforming the teaching mode and method,

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