

# *Practice and Research of English Teaching Reform in Secondary Vocational Schools under Curriculum Ideological and Political Philosophy*

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**Keywords:** Course Education, Secondary Vocational, English, the Teaching Reform

**Abstract:** The curriculum teaching reform with ideological and political elements is the teaching development trend of vocational schools. Starting from the curriculum research background of secondary vocational schools, this paper analyzes the current situation of English teaching and students' learning in secondary vocational schools, and makes a reform plan of English teaching in secondary vocational schools under the curriculum ideological and political philosophy. The teaching team has implemented classroom teaching and thematic quality teaching practice exploration, and has achieved a series of teaching achievements. It makes full use of information technology, the public account and the offline comprehensive platform to build a mixed teaching model, increase the reasonable assessment of ideological and political knowledge points of the course, attach importance to the effect of process teaching, and the effective analysis and comprehensive evaluation of the final exam results show that: Into the Chinese excellent traditional culture and the theme of quality education of secondary vocational English teaching reform, to carry forward the excelsior professional spirit and the spirit, improve the students' humanities accomplishment and professional quality, enhance the students' autonomous learning ability and the participation of teaching, help the students form the correct outlook on life, world outlook, values, Thus, it makes a good attempt to embed curriculum ideological and political ideas in secondary vocational school teaching.

## 1. Introduction

### 1.1. Research Background

In 2019 the Ministry of Education issued by the general office of the secondary vocational school public foundation course plan[1], proposed secondary vocational school curriculum to highlight the ideological content and insist on the ideas of socialism with Chinese characteristics for a new era, the full implementation of the basic content of socialist core values and requirements, organic into the Chinese excellent traditional culture, social responsibility, ecological civilization and aesthetic education, Promote the education of all personnel, the whole process of education, all-round education[2]. "With a good classroom teaching the main channel, to adhere to in the improvement of ideological and political theory to strengthen and improve ideological and political education and targeted affinity and meet the demand of students' growth development and look forward to, other each lesson is to keep a canal, a kind of good responsibility farmland"[3]. It is one of the important tasks that secondary vocational education faces in the new era to implement moral cultivation into the whole process of classroom teaching in secondary vocational schools and construct a large pattern of cultivation.

China is a big country of human resources. For enterprises, human resources are easy to obtain. However, the generally low quality of human resources cannot be replaced by the quantity of human resources. Compared with professional skills, the cultivation of professional quality and ideological and moral quality in human resource factors is a long-term and easy to be ignored content. According to the survey data of 15 enterprises with development potential in Baoding city in 2018, Secondary vocational students' technical skills, basic can meet the demand of enterprises, but poor stability, in the sense of responsibility, bears hardships and stands hard work, ability to communicate with enterprise requirements there is a big gap, some companies of on-the-job "not satisfied" secondary vocational graduates' comprehensive quality, only 8% of companies said "satisfied", while 3% of companies say "disappointed". Therefore, secondary vocational students need careful guidance and cultivation, their ideals, beliefs, values, ideological and moral status, directly related to the quality of China's industrial force, related to the future of the country and the nation.

## 1.2. Research Status

Curriculum ideological and political theory refers to the formation of synergistic effect of all kinds of courses and ideological and political theory courses in the form of constructing the pattern of full staff, whole course and whole course education. Tracing back to its origin, the ideological and political philosophy of courses originated from the Special Plan for The Construction of Ideological and Political Education System in Shanghai Colleges and Universities launched by Shanghai In 2014[4]. Its purpose is to solve the "isolated island" dilemma of ideological and political education for college students, especially the "two sides" phenomenon actually existing between ideological and political theory courses and other courses.

In recent years, domestic colleges and universities have carried out some valuable exploration and practice in the field of curriculum ideological and political education and teaching [5], but the secondary vocational school related research is very little. A total of 546 items were searched in CNKI academic journals with the theme = "Curriculum ideological and political" and "secondary vocational". Adding the subject of "English" left only 56 valid entries. Therefore, it is of great significance to carry out research on ideological and political teaching of English courses in secondary vocational education [6].

## 1.3. Research Significance

English course for secondary vocational schools is a compulsory public basic course for every student. It has the characteristics of many class hours, long cycle, wide coverage and rich teaching content, as well as the instrumentality and humanity. Through the understanding and comparative analysis of Chinese and Western excellent culture, the mapping relationship between ideological and political elements and socialist core values is formed, so that students gradually form cross-cultural cognition, attitude and behavior orientation. Integrating the ideological and political education into the English teaching of secondary vocational schools and the students' learning life in a hidden way can not only give the traditional ideological and political education with fresh vitality, but also enrich the connotation of the English course itself, and can internalize the enterprise's standards for talent demand. To realize the organic combination of education and training of talents needed by enterprises will better adapt to the development of socialism with Chinese characteristics in the new era and cultivate high-quality workers and technical talents.

## **2. Research Contents and Methods**

### **2.1. The Research Object**

Research groups are selected according to the criteria of effectiveness, reasonableness, comprehensiveness and representativeness. To this end, the research group issued 150 questionnaires to different majors of the class of 2020, and 147 valid questionnaires were recovered. The results showed that:

22.45% of the students scored between 70 and 90 points in the middle school entrance examination, and 63.27% of the students scored below 70 points. The English foundation of the students is generally weak. Secondly, secondary vocational students are not averse to English learning, believing that English communication can help them understand the cultural differences between China and the West and improve their language ability. Meanwhile, they expect to learn traditional Chinese culture knowledge, current affairs news and life learning experience through interesting and diversified English learning. Thirdly, 91.93% of the students believed that learning Traditional Chinese culture would play a positive and important role in their own growth, while only 4.08% of the students said that they could express some traditional Chinese culture in English, and 63.27% of the students believed that they could understand and learn traditional Chinese culture mainly through school textbooks.

Therefore, the subject research chooses 20 different majors with strong stability, good foundation and adapted to the secondary vocational environment to carry out the teaching reform, which is divided into experimental classes and parallel classes, so as to complete the difference analysis through the effect after the semester and show the effectiveness of the teaching reform.

### **2.2. The Research Target**

The research objectives mainly include two aspects:

1) Based on the essence of secondary Vocational English, the discipline core quality and the ideological and political elements of the curriculum are condensed to reflect the educational goals of the curriculum characteristics, and the imprinted moral education is integrated to guide students to form correct values, essential characters and key abilities.

2) Use modern information technology to build English curriculum ideological and political mixed teaching resources, expand teaching time, space and activity forms, deepen the influence of

curriculum ideological and political education, and promote students to internalize it as spiritual pursuit and externalize it as action consciousness through effective curriculum ideological and political assessment system.

### **2.3. The Research Content**

The main research contents designed according to the research objects and objectives include:

1) Deeply analyze the characteristics of secondary vocational school students, fully explore the ideological and political elements of secondary vocational English curriculum, and identify the point of convergence with the curriculum content.

2) Study the approaches and methods of ideological and political teaching of English courses in secondary vocational schools, improve the teaching design, and implement the curriculum ideological and political English teaching concept in secondary vocational schools.

3) The construction of English course ideological and political teaching platform resources.

4) Construct the assessment system of English curriculum ideology and politics.

### **2.4. The Research Methods**

The research methods mainly include the following aspects:

1) Literature method: refer to books and academic journal papers on ideological and political education theory, education methods and curriculum ideological and political practice of secondary vocational students, deeply study the development status and existing problems of this topic, understand the research status of this topic, and lay a good theoretical foundation for the research.

2) Survey method: The paper and electronic questionnaire survey, interview and other survey research methods are used to collect and analyze the problems existing in the ideological and political teaching of English courses, so as to guide and adjust the research practice activities.

3) Action research method: Education research is closely linked with education practice. The research group carries out English teaching reform practice based on curriculum ideological and political teaching in daily teaching work, and explores the methods and approaches of ideological and political teaching in secondary vocational English courses through the combination of two classroom theme teaching and after-class quality teaching.

## **3. Research Practice Process**

The research is divided into two stages: scheme design and teaching implementation.

### **3.1. The Project Design**

- Complete the matching design of teaching theme and ideological and political elements

The research group comprehensively studied ideological and political theories, works and excellent cases, deeply understood the fundamental task of education by virtue and the connotation of "curriculum ideological and political", changed teachers' educational ideas and improved moral awareness. The teaching materials are classified into theme groups [7], and the moral education combined with socialist core values is mined to form a matching table of the teaching themes and ideological and political elements of the curriculum for English basic modules in secondary vocational schools. It is presented in Table 1.

Table 1: Matching table of teaching themes and ideological and political elements.

Core value	Teaching topic	Chapters	Ideological elements	Topic content
Social	First: Self and others	Unit1 Greetings Unit2 Family Unit9 Cultivation Unit11 Friendship	True Goodness Beautiful Harmony in diversity Peace is the most precious Tolerance	Interpersonal relationship and social interaction Personal, family and community life
	Second: The school life	Unit1 Greetings Unit 3 Campus Life	Collectivism Aligning with consciousness	Club activities Extracurricular life Practical training
	Third: Daily life	Unit2 Family Unit11 Friendship	Social morality Family virtues True Goodness Beautiful	Interpersonal relationship and social interaction
Country	Fifth: History and Culture	Unit5 Food Unit10 Sports Unit12 Festivals	Home countries feelings Cultural confidence The national spirit Fine traditional culture	Cultural customs and traditional festivals Human civilization and cultural heritage Important historical Events
	Sixth: Nature and Environment	Unit6 Weather	A sense of community with a shared future for mankind	Environmental protection and sustainable Development
	Seventh: Science and Technology	Unit7 Computers	Scientific spirit Modernization of science and technology The Chinese dream	Scientific and technological inventions The scientific spirit The spirit of innovation
Personal	Fourth: Social interaction	Unit1 Greetings Unit9 Cultivation Unit11 Friendship	Inclusive Respect Unity Collaboration Do unto others as you would be done	Positive attitude towards life Healthy lifestyle
	Eighth: Career planning	Unit8 Brave it out	Passionate in one's job Craftsmanship spirit	Correct outlook on life, world view and values
	Ninth: Professional consciousness	Unit4 Time Unit8 Brave it out	Responsibility Consciousness Discipline Consciousness	Career planning and Career development Awareness Workplace culture and craftsman spirit

- Formulate the project implementation plan

Based on the results of the study and questionnaire survey, the teaching ideas and teaching design were adjusted, and the class of computer Application of class 2020 was selected as the experimental class, and the class of computer application of class 31 was selected as the control class. The project schedule was formulated and the ideological and political teaching reform of English courses was implemented.

In order to achieve the effect of silence, the research is divided into two steps. The first step is to explore the ideological and political elements of teaching materials, focusing on the education of socialist core values to carry out English classroom teaching. The second step is to further develop the education of Chinese excellent traditional cultural values based on the implementation of interesting display.

### 3.2. Teaching

The practical exploration of ideological and political teaching of English courses in secondary vocational schools includes exploring ideological and political elements, implementing teaching

exploration, timely evaluating, summarizing, improving and adjusting lessons.

### 3.2.1. Implementation of Classroom Theme Teaching

Based on bloom education target classification theory[8], take the student as the center, course ideological education target respectively into three before, class and after class teaching, namely the socialist core values and Chinese excellent traditional culture values as the ideological content corresponding to bloom in the theory of education target classification "memory" and "understanding", With critical reading and discussion of cultural differences between the East and the West as the carrier of "application" and "analysis", with telling Chinese stories in English as the base of "evaluation" and "creation", the "two tasks before class, three processes in class, two assignments after class" teaching design process. The mapping of Bloom's target classification theory is presented in Figure 1.

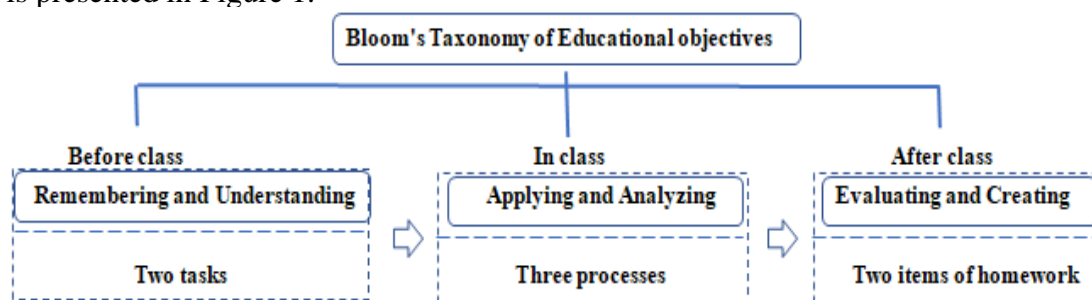


Figure 1: The mapping of Bloom's target classification theory.

#### Before class -- Memorization and understanding

The goal of the pre-class session is to understand and memorize thematically related vocabulary, phrases and sentence patterns and to achieve simple application [9]. The teacher pushes "two task points" to the students: the first task point is about the reading and memorizing of vocabulary and phrases, which is carried out by games and challenges. The second task is to watch the micro-lesson video and sort out the theme sentence patterns. Through the completion of task points and independent learning, students master the preview knowledge, understand the difference of cultural connotation, and build a learning framework for classroom teaching [10-11].

#### In class - Analysis and synthesis

The teacher takes the students as the main body in the classroom to guide the completion of "three processes" : the interest input of the situation listening and speaking, the thinking collision of the topic discussion and the effective output of the cooperative display. Through the content learning of classroom teaching links, students are guided to carry out deep learning and comprehensive application, so as to promote the expansion of ideas in the form of divergent thinking, and finally realize the reconstruction and connection of discrete knowledge points. During the learning process, students can experience the cultural differences between China and the West through comparative discussion, and then guide students to tell Chinese stories, spread Chinese excellent culture and cultivate students' intercultural communication ability through comprehensive use and discussion of language [12].

#### After class - Evaluation and creation

In the after-class learning stage, personalized learning programs based on learning evaluation data are carried out. Students' evaluation data are obtained through various evaluation methods, and targeted "two assignments" are pushed after class to improve knowledge level or make up for



omissions. The first homework is basic homework, the content is to consolidate basic knowledge, deepen cultural awareness; The second assignment is creative, guiding students to comprehensively use the knowledge they have learned to tell Chinese stories and realize the expansion and extension of knowledge.

### **3.2.2. Quality Theme Development Practice**

Combined with the "five rings of Moral Education" and ideological and political education, the research group carried out quality theme extension practices, such as English writing competition, hand-copy newspaper competition and Chinese traditional festival speech competition, in order to consolidate students' English learning foundation, cultivate good learning habits, stimulate students' interest in English learning and improve students' disciplinary accomplishment.

English writing competition: better standardize students' English writing, cultivate students' good learning habits, and cultivate the artisan spirit of excellence of secondary vocational students.

English hand-copied newspaper Competition: with Chinese traditional festivals as the theme, design and make themed hand-copied newspaper, carry out group cooperation, motivate students to participate in learning, develop interest in English learning, improve students' comprehensive ability. Students' excellent works are displayed and pushed on the official account, so that students can experience the fun of learning and the joy of success.

Chinese traditional Festivals English speech: students choose the Theme of Chinese traditional festivals English speech, training students listening, speaking, reading, writing comprehensive ability, deepen the understanding of traditional culture, set up the awareness of using English to spread Chinese culture, enhance the awareness of patriotism.

## **4. Research Effect**

### **4.1. Assessment Of Ideological And Political Teaching**

The research group added the knowledge points of ideological and political teaching assessment in the teaching assessment, mainly including selection, filling in blanks, reading comprehension and other questions, with a total score of 20 points. The assessment results showed that the average score of the experimental class was 15.65, much higher than that of the control class (12.77), and the depth of knowledge points related to ideological and political knowledge system, familiarity and scoring rate were far higher than that of the control class. It is presented in Figure 2.

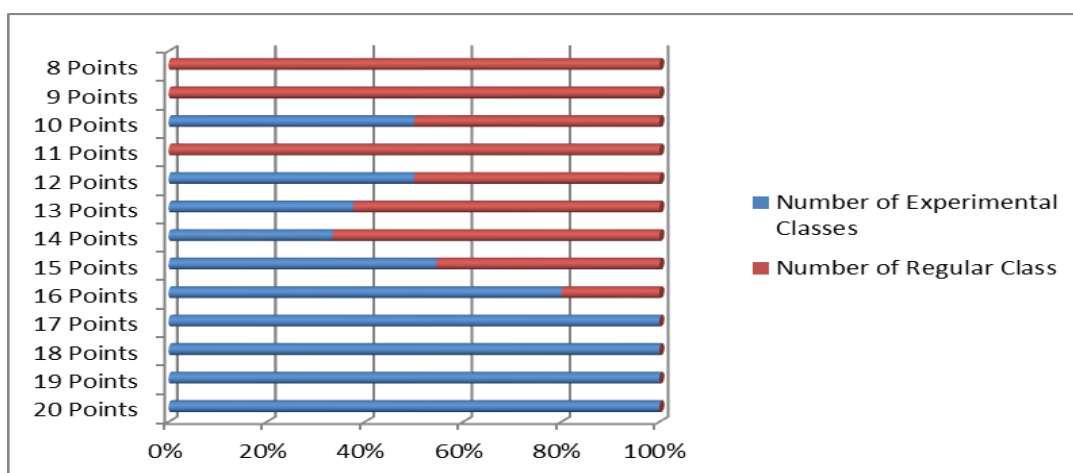


Figure 2: Curriculum ideological and political knowledge test comparison.

## 4.2. Effect Of Quality Activities

The quality evaluation is presented by students' experience, perception and reflection log. "I am very happy to have won a prize in the English speech activity of Chinese traditional festivals," wrote a student from the experimental class. Now I can introduce our Spring Festival to foreigners. I also learn to make PPT. I will attend more of these events in the future." The overall quality effect shows that almost every student in the experimental class has mastered more knowledge through extra-curricular reading and enriched his life through quality activities. Several students mentioned in their reflections that they realized the importance of teamwork and enhanced the friendship among classmates. More students believe that quality activities deepen the understanding of Chinese culture, enhance the feelings of family and country, strengthen cultural confidence, guide to tell Chinese stories and spread Chinese culture. Comparatively speaking, the students in the control class almost have no feeling and experience.

## 4.3. Comprehensive Assessment

The comprehensive evaluation of students includes two parts: quantification of classroom teaching process and final assessment. The teaching process evaluation takes students' accuracy in answering questions, completion of homework after class, active participation in activities, cooperative task and classroom performance effect as assessment points. The final assessment is mainly based on the final examination results. The results show that the comprehensive ability and various performances of the students in the experimental class have a good feedback effect in the teaching process, especially in the correct learning attitude, standard learning behavior, the effect of internalizing the education is more obvious; The final score was 89.45% on average, far higher than 65.54% of the control class. It is presented in Figure 3.



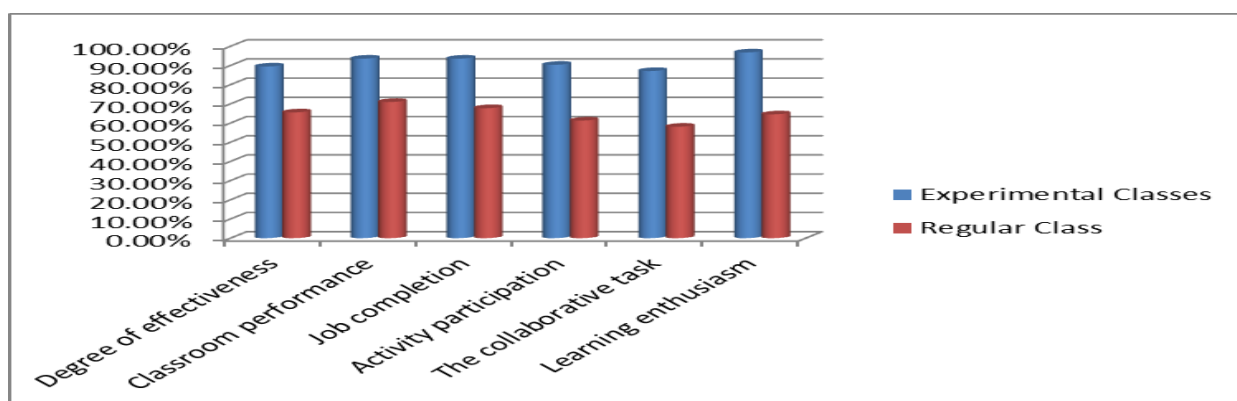


Figure 3: Comprehensive effect performance.

## 5. Research Results

Secondary vocational English education teaching reform, pay attention to the value orientation, organic into the Chinese excellent traditional culture, material model, dynamic and professional, to carry forward the excelsior spirit of professionalism and craftsmen, improves the students' humane quality and professional quality, help students form the correct outlook on life, world outlook, the values.

## Acknowledgements

This paper is the research result of the "14th five-year Plan" of Baoding Educational Science Research in 2021--Practice and Research on the Reform of Curriculum and Politics in English teaching in Secondary Vocational Schools(Project Number: 211145).

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