Subdivision Orientation and Implementation Strategy of 9+3 Students' Ideological and Political Education in Higher Vocational Colleges

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Abstract: The current higher vocational (HV) students belong to the network generation, they have a strong sense of independence and self-expression, and their behavioral choices tend to be diversified. The single reliance on the indoctrination type of education can no longer meet their needs, and the use of modern carriers represented by self-media can effectively mobilize the enthusiasm of HV students and be more easily accepted by them. Therefore, this paper explores the positioning of IAPE segmentation and implementation strategies for students in HV. In the ideological and political education (IAPE) of higher education institutions, counsellors play an important role and need to be positioned and the factors affecting IAPE need to be subdivided. This paper firstly elaborates on the concepts related to the positioning of the role of counsellors, then explains and analyses the influencing factors, and finally conducts an investigation and analysis and proposes implementation strategies.

1. Introduction

In order to meet the needs of the talent market and cultivate application-oriented and technical talents, HV colleges and universities (CAU) place more emphasis on the training of vocational and technical skills in the curriculum and teaching methods, and pay less attention to IAPE, and have no time to take into account the needs of the life of HV students, which weakens the function of IAPE in educating people [1-2]. In this context, IAPE in HV institutions is mostly based on classroom teaching, and in the actual education process there are problems such as the gap between the setting of educational objectives and reality [3]. The autonomous and interactive characteristics of the self-media era have gradually eclipsed the traditional ideological education carrier forms in higher education institutions, reducing the authority and influence of educators, which brings great challenges to the development of IAPE work in higher education institutions[4].

With the development of the times, more and more experts and scholars have explored IAPE implementation strategies and have made achievements. For example, Marco A. Coral et al. studied a resource allocation method for IAPE in CAU based on IOT technology to establish a mapping relationship between educational resources and node distribution based on simple semantic

reasoning to realize educational resources, and the experimental results showed that the studied resource allocation method was more effective with lower allocation delay and at least about 23. 7% reduction in energy consumption [5]. experts such as Gilberto Marzano questioned the existing definition of the IAPE cycle of wireless sensor networks and proved its unreasonableness based on the IAPE cycle and network connectivity of wireless sensor networks, and analyzed the wireless sensor networks based on the definition and established a mathematical model for cross-layer optimisation, and the simulation results showed that the model was better than both in terms of network lifetime and data integrity are better than both [6]. IAPE for students in higher education institutions is of great significance to social development.

In order to establish the correct ideological awareness of students in higher education institutions, this paper explores the IAPE subdivision and implementation strategies for students in higher education institutions. The research structure of this paper is divided into three parts: the first part is the relevant concepts, including two parts of content, a brief overview of the orientation of the role of counsellors and the affinity of IAPE objectives; the second part is the influencing factors, mainly divided into two parts of the influence of the learning mode and the influence of the education carrier; the third part is the investigation and analysis and implementation strategies, mainly with the investigation and analysis of the education mode, the education content The third part is the investigation and analysis and implementation strategies, which are mainly divided into three parts: investigation and analysis of educational methods, analysis of educational contents and implementation strategies.

2. Related Concepts

2.1 Positioning of the Role of the Counsellor

In the management of the tutor team, the first thing is to determine the nature of the position and the content of the duties of the tutor, that is, to establish a clear status and a clear role for the tutor in the school. This is the basis for the selection and training of counsellors, and also the basis for the assessment and appointment of counsellors [7]. In the process of IAPE, the role of the counsellor is positioned as shown in Figure 1.
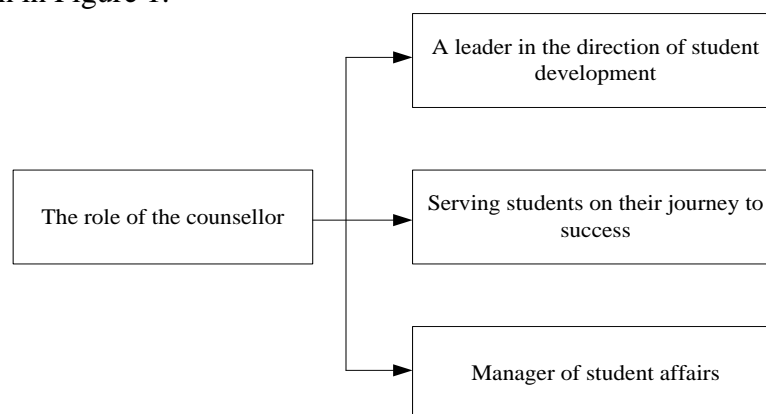

Figure 1: Framework of role orientation

(1) The leader of students' growth direction

To give full play to the role of demonstration, adhere to the principle of seeking truth from facts, adhere to the basic starting point of practicality, respect the reasonable ideological pursuit of students, methodical strategies, targeted and meaningful development of ideological education work.

(2) Service provider on the way to success of students

The special identity of the tutor determines that his or her every word and deed will have a greater impact on students. Counsellors should pay attention to the use of management in their work, acting as a good manager and servant.

(3) Manager of student affairs work

Counsellors should not only do a good job of positioning their role, but also be good at summing up, constantly thinking, seeking improvement measures, laying a solid foundation for scientific guidance of students, and actively looking for a more modular, standardized and scientific development strategy.

2.2 The Affinity of IAPE Goals

The objectives of IAPE also play a unifying role in IAPE activities and directly affect the content and methods of IAPE[8]. In essence, the affinity of IAPE objectives refers to the strong identification of IAPE objectives by the educated, which mainly has the following principle requirements: IAPE objectives mainly include personal objectives and social objectives. The IAPE goals with affinity should include and take into account these two goals; IAPE goals should be a dynamic development process, should follow the changes of the times and should effectively meet the needs of the free and comprehensive development of people; the formulation of IAPE goals should have differences in the implementation of IAPE for different individuals [9-10].

3. Influencing Factors

3.1 Influence of Learning Style

Through the investigation and analysis of the students' learning situation, it is found that the attractiveness of teaching Civics and Political Science is not strong, also because the students' enthusiasm and initiative in learning is not high.

(1) The passivity of learning is not conducive to the enhancement of the attractiveness of teaching Civics and Politics

As most students are weakly motivated to learn Marxist theory, students' passive acceptance in the process of learning Civics and Political Science is a major resistance to improving the attractiveness of Civics and Political Science teaching. The passivity of students learning Civics and Political Science largely affects the enhancement of the attractiveness of Civics and Political Science teaching.

(2) The formality of learning is not conducive to the enhancement of the attractiveness of teaching Civics and Politics

The Civics course is more theoretical than other courses, and teachers are basically didactic, difficult to understand and lacking in new ideas, which leads to a lack of enthusiasm in students' learning. Students do not have a complete understanding of the teaching content and ideas, which will have a certain negative impact on the attractiveness of teaching Civics.

(3) The utilitarianization of learning is not conducive to the enhancement of the attractiveness of teaching Civics and Political Science classes

In the cognition of HV students, the most important thing in finding a relatively good job is business ability and professional quality, while not enough attention is paid to the ideological and political quality aspect. In this context, these student groups have a half-understanding of the content of the Civics class they are studying and do not have a deep understanding of it.

3.2 Impact of Educational Vehicles

(1) Shaking the status of mainstream social ideology

Today's senior students have strong curiosity about all new things, plus the comprehensive quality and psychological quality of senior students are weak, their self-discipline is poor, and they lack the ability to screen information. The bad information in the self-media to a certain extent makes senior students resist the mainstream social consciousness and positive energy content, and only the educators of CAU can vigorously promote the mainstream social ideology to truly resist the erosion of undesirable ideas.

(2) Impact on the traditional carrier form of IAPE in higher education institutions

With the application of self-media, self-media has formed a certain impact on the traditional carrier form of ideological education. The traditional didactic-based classroom teaching does not pay enough attention to the subjectivity of senior students, and the classroom learning of senior students is often in a negative state, so it is difficult to play the proper teaching effect under such teaching environment.

(3) Intensify the difficulty of controllability of Civic and Political Education carriers

In the era of self-media, the scattered and fragmented information makes the communication effect uncontrollable. Compared with traditional education carriers, it is more difficult for HV students to form a correct ideological consciousness, which makes it more difficult to control the process of "internalizing" and "externalizing" Civic and Political Science education. The fissionable character of the information determines the unprecedented difficulty in controlling the educational carrier.

4. Survey Analysis and Implementation Strategies

4.1 Investigation and Analysis of Education Styles

Each teacher has its unique character, because the teaching style is very different, therefore, there is no unified goal and standard for IAPE, it is easy to confusion. In the process of ideological and political error education, teachers' frustrating and erroneous education styles can mislead students. In order to find out which teaching style students prefer, a questionnaire was used to investigate the teaching style of teachers. The question in the questionnaire was: Which style of ideological and political teaching do you prefer? The results of their survey are shown in Figure 1.

Figure 2: Results of the teaching style survey

As can be seen from Figure 2, the largest proportion of students, 61%, chose the humorous and fun style, which was more acceptable to students. The percentage of students who chose the good-natured style was 25%, while the eager style was only 5%. The laughing and scolding style accounted for 9 per cent. Inappropriate teaching styles can hurt students' self-esteem. The wrong approach to IAPE can cause confusion in students' minds and lead to negative effects. This is because there is a process for the formation and development of students' ideological and political moral character, which is long-term, gradual and endless. It is necessary to start from the three perspectives of the state, universities and individual teachers, with the state doing a good job of macro-control, universities strengthening effective management and teachers raising their personal awareness.

4.2 Analysis of Education Content Survey

Due to the special nature of talent cultivation in HV CAU, the academic system is shorter compared with ordinary undergraduate CAU, and it is arranged for college students to enter enterprises for training and practice in the third academic year, which greatly compresses the time for college students to conduct theoretical study in school. Therefore, most of the HV CAU compress the teaching arrangement of the Civics course in the first academic year of the students. As the teaching time of the Civics class is tight, the teachers of Civics class focus more on the textbook materials and key knowledge in the classroom, and there is the phenomenon that the content of IAPE is too intellectualized. After the teaching of the Civic Science course is over, there are few IAPE activities in the second and third academic years, resulting in a break in IAPE activities and the problem that the content of IAPE is detached from the actual life of college students. Table 1 shows the results of the survey on the setting of IAPE contents in HV institutions at present.

Table 1: IAPE content setting

Options	Frequency	Percentage(%)
A. More theoretical and not easily understood	846	71.03
B. Combination of theory and practice, reasonable content	253	21.24
C. More practical and focused on practice	92	7.73
Total	1191	100

As shown in Table 1, in this survey, the number of students who think that the content of IAPE is more theoretical and not easy to understand is 64.86%; some university students think that the current content of IAPE combines theory and practice, and the content arrangement is reasonable, accounting for 21.24%; a few university students think that the content of IAPE focuses on practice and is practical, accounting for only 7.73%. Nowadays, the IAPE in higher education institutions focuses on the content of Party history and national conditions, and ideological and political educators keep adding the latest achievements of Marxism's Chineseization, with a strong political education colour, which is a good starting point, but to a certain extent, it ignores the ability of higher education students to understand theories, and the current series of IAPE textbooks commonly used in CAU are too political and theoretical and not entirely suitable for the majority of teachers and students in higher education institutions to study and use. Therefore, the content of IAPE is too theoretical.

4.3 Implementation Strategies

Through the research on the subdivision and positioning of ideological education in HV colleges, this paper puts forward the following education implementation strategies: constructing lifelike

education objectives, appropriately introducing the concept of lifelike, enhancing the sense of access of HV college students, and jointly creating a living environment conducive to IAPE by schools, families and enterprises to promote the process of lifelike IAPE in HV colleges; scientifically using new network technology, and using network technology to The purpose of this project is to enhance communication among students, integrate practice in learning, transform theoretical knowledge into students' own thoughts and concepts, and finally achieve the purpose of influencing students' thoughts and behaviours from the inside out; clarify the role of counsellors, improve the management level of the team, improve the professional ability of counsellors from three aspects: moral quality, knowledge quality and ability quality, clarify the job responsibilities of counsellors, and delineate the work

5. Conclusion

With the advent of the network era, IAPE in higher education institutions must take the actual needs of students as the basic starting point, implement IAPE work in a student-oriented manner, and innovate in practice and sublimate in theory. The paper identifies the problems in IAPE in higher education institutions and proposes strategies for implementation. This paper finds that 61% of students choose humorous and interesting teaching methods, and that the teaching methods affect the effectiveness of political education. Through the investigation and analysis of the education content, it is concluded that the current IAPE content in higher education institutions is too theoretical. There are many areas that need to be improved in this paper due to the time.

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