

Research on the Integration Strategies of Ideological and Political Education into Psychological Courses in Higher Vocational Colleges

Jingyi Shi

Linyi Vocational College, Linyi, Shandong, China

Keywords: Higher vocational colleges; Psychological courses; Integration of ideological and political education; Optimization countermeasures

Abstract: This paper takes the integration of ideological and political education into psychological courses in higher vocational colleges as the research object, and analyzes its characteristics, existing problems, and optimization countermeasures. In terms of characteristics, the integration combines knowledge with thought, theory with practice, and takes into account individual differences and common laws. There are problems such as the disconnection between curriculum setting and actual needs, the singularity of teaching methods and means, and the unhighlighted status of students as the main body. To solve these problems, this paper proposes optimization countermeasures such as improving the curriculum system, innovating teaching methods, and paying attention to individual differences of students. Through these countermeasures, it can better meet the needs of students and social requirements, and cultivate psychology professionals with professional knowledge, ideological quality, practical ability, and innovative spirit.

1. Introduction

With the increasing demand for psychology professionals in society, the importance of integrating ideological and political education into psychological courses in higher vocational colleges is becoming increasingly prominent. The integration of ideological and political education into psychological courses aims to cultivate students' ideological quality, practical ability, and innovative spirit through the teaching of psychology. At present, there are some problems in the integration of ideological and political education into psychological courses in higher vocational colleges, such as the disconnection between curriculum setting and actual needs, the singularity of teaching methods and means, and the unhighlighted status of students as the main body. To solve these problems, this paper will analyze the characteristics of the integration of ideological and political education into psychological courses, discuss the existing problems, and propose corresponding optimization countermeasures.

2. Characteristics of the Integration of Ideological and Political Education into Psychological Courses in Higher Vocational Colleges

2.1 Combination of Knowledge and Thought

One of the characteristics of the integration of ideological and political education into psychological courses in higher vocational colleges is the combination of knowledge and thought. The aspect of knowledge is reflected in the curriculum content, which covers the basic theoretical knowledge of psychology, including knowledge in areas such as psychological development, psychological measurement, psychological counseling, and treatment^[1]. This knowledge provides students with a foundational framework in psychology, enabling them to understand and explain various psychological phenomena. The aspect of thought is reflected in the integration of ideological and political elements into the curriculum, emphasizing the cultivation of morality, values, and ideological and moral education. By combining knowledge of psychology with ideological and political education, students not only acquire professional knowledge but also cultivate correct values and moral concepts, improving their own ideological quality and humanistic literacy^[2].

2.2 Unity of Theoretical and Practical Aspects

Another characteristic is the unity of theoretical and practical aspects. The integration of ideological and political education into psychological courses in higher vocational colleges emphasizes the combination of theory and practice, aiming to cultivate students' practical and application abilities^[3]. The theoretical aspect is reflected in the curriculum's coverage of psychological theories and research methods, enabling students to understand the basic principles and research methods of psychology. The practical aspect is reflected in the curriculum's inclusion of practical segments, such as experiments, case analyses, and group discussions, allowing students to apply theoretical knowledge to real-world situations and enhance their ability to solve practical problems. Through the unity of theoretical and practical aspects, students not only acquire professional knowledge but also cultivate practical abilities and innovative thinking^[4].

2.3 Consideration of Individual Differences and Common Laws

The integration of ideological and political education into psychological courses in higher vocational colleges also emphasizes the consideration of individual differences alongside common laws. The aspect of individual differences is reflected in the curriculum's focus on students' personal development and diversity, respecting each student's characteristics and needs^[5]. Teachers adapt different teaching methods and means according to students' individual differences, providing personalized guidance and support to allow each student to leverage their strengths and achieve self-growth and development. The aspect of common laws is reflected in the curriculum's focus on students' shared needs and universal principles, emphasizing the cultivation of students' ideological and moral character and social responsibility. By considering both individual differences and common laws, students not only receive personalized education but also cultivate a sense of unity, cooperation, and social responsibility.

The characteristics of the integration of ideological and political education into psychological courses in higher vocational colleges include the combination of knowledge and thought, the unity of theoretical and practical aspects, and the consideration of individual differences alongside common laws. These characteristics ensure that the psychological curriculum not only provides professional knowledge but also cultivates students' ideological quality, practical abilities, and

personal development, laying a solid foundation for their comprehensive development and future professional growth^[6].

3. Existing Problems in the Integration of Ideological and Political Education into Psychological Courses in Higher Vocational Colleges

3.1 Disconnection between Curriculum Setting and Actual Needs

A major problem in the integration of ideological and political education into psychological courses in higher vocational colleges is the disconnection between curriculum setting and actual needs. Some colleges overly emphasize the imparting of theoretical knowledge in psychological courses, neglecting the cultivation of practical application abilities. This overemphasis on theory often results in students lacking the skills to operate and solve real-world problems, failing to meet society's actual demand for professionals in psychology. The curriculum in these colleges tends to focus too much on theoretical knowledge, with teachers paying more attention to the theoretical framework and fundamental principles of psychology in the classroom, lacking opportunities to combine theoretical knowledge with practical situations. Students passively receive knowledge, lacking opportunities for active participation and practical operations, leading to a situation where they are often only capable of theoretical discussions without practical skills.

Some course content is outdated and has not been updated in a timely manner, not aligning with current social development and the cutting-edge dynamics of psychological research. Psychology is a constantly evolving discipline with new theories and research findings emerging all the time. However, the psychological course content in some higher vocational colleges is outdated and has not been updated, resulting in a significant gap between the knowledge students learn and its practical application. This outdated content fails to satisfy students' desire for the latest psychological knowledge and does not cultivate their ability to address real-world issues.

To solve this problem, higher vocational colleges should adjust the curriculum settings, emphasizing the combination of theoretical knowledge and practical ability cultivation. Course content should be updated promptly to align with current social development and the forefront of psychological research. Teachers should incorporate more practical activities, such as case discussions, experimental operations, and internships, allowing students to apply theoretical knowledge to practical situations and enhance their problem-solving abilities. Higher vocational colleges can also collaborate with workplaces to provide students with more practical opportunities, enabling them to learn and grow through practice. By adjusting the curriculum settings, emphasizing the combination of theoretical knowledge and practical ability, and updating course content in a timely manner, the integration of ideological and political education into psychological courses can better meet student needs and societal requirements, cultivating psychology professionals with both expertise and practical application capabilities.

3.2 Monotonous Teaching Methods and Means

The monotonous nature of teaching methods and means is another issue. In some psychological courses at higher vocational colleges, teachers overly rely on traditional lecture-based teaching methods, disregarding the importance of active student participation and practical operations. This monotonous approach often leads to passive knowledge reception by students, lacking opportunities for active thinking and innovation. In traditional lecture-based teaching, teachers typically act as knowledge transmitters, while students passively receive the information. They sit passively in classrooms, listen to lectures, take notes, and lack opportunities for active participation and reflection. This passive learning style often results in lower levels of knowledge mastery and a lack

of deep understanding and application skills.

Some teachers do not effectively utilize modern educational technology tools, such as multimedia and online resources, to enrich teaching forms and means. In today's information age, multimedia and online resources have become important teaching tools, providing more vivid and intuitive content to stimulate students' interest and enthusiasm. However, some teachers still adhere to traditional teaching methods and do not effectively use these modern educational technology tools, making the teaching process appear monotonous and dull.

To address this issue, teachers need to change traditional teaching methods and adopt more diverse teaching approaches. For example, they can use case teaching, group discussions, and experimental operations to stimulate students' active thinking and participation. Teachers should also actively use modern educational technology tools, such as multimedia and online resources, to enrich teaching forms and means. They can play relevant videos, display images, and provide online reading materials to increase students' exposure to knowledge and improve their interest and enthusiasm for learning. By changing teaching methods and adopting diverse teaching approaches and means, psychological courses in higher vocational colleges can better stimulate students' interest and enthusiasm, promote their active thinking and innovation capabilities, so that students not only acquire knowledge of psychology but also develop practical abilities and innovative thinking.

3.3 The Problem of Student's Central Role Not Being Highlighted

In the process of integrating ideological and political education into psychological courses in higher vocational colleges, the central role of students is often not fully recognized. In some psychological courses, teachers dominate the teaching process, neglecting the importance of students' active participation and their central role. Students tend to passively receive knowledge, lacking opportunities for active participation and reflection. This passive learning style often leads to students' initiative and creativity not being fully utilized, affecting learning outcomes and the cultivation of students' comprehensive abilities.

In some psychological courses, teachers typically assume a dominant role, establishing teaching plans, selecting course content and teaching methods, while students passively accept the teacher's arrangements and guidance. They sit passively in the classroom, listen to lectures, take notes, and lack opportunities for active participation and reflection. This passive learning approach often results in students having a lower level of mastery of knowledge, lacking deep understanding and application skills. The problem of students' central role not being highlighted is also reflected in the lack of opportunities for students to participate in decision-making and management. Students rarely have the chance to participate in the design of courses and the development of teaching methods, and their opinions and suggestions are seldom adopted and implemented. This lack of opportunity to participate in decision-making and management often leads to students having lower motivation and initiative in learning, and a lack of learning drive and goals.

To address this issue, higher vocational colleges should recognize the central role of students and take corresponding measures to enhance student engagement and initiative. Firstly, teachers should change traditional teaching methods, adopting more open and interactive teaching approaches that encourage students to actively participate in classroom discussions and practical activities. Secondly, teachers should provide students with more opportunities to participate in decision-making and management, respecting their opinions and suggestions, and making them the masters of their learning. Colleges should establish a comprehensive mechanism for student participation, encouraging students to be involved in course design, teaching evaluation, and campus cultural construction, allowing them to enhance their initiative and creativity through practice. By

emphasizing the central role of students and increasing their engagement and initiative, psychological courses in higher vocational colleges can better meet student needs and promote comprehensive development and the cultivation of students' abilities. In this way, students will not only acquire knowledge of psychology but also develop the abilities to learn independently, think critically, and innovate, laying a solid foundation for their future career development and social adaptation.

4. Optimization Strategies for the Integration of Ideological and Political Education into Psychological Courses in Higher Vocational Colleges

4.1 Perfecting the Curriculum System and Highlighting the Importance of Ideological and Political Education

To address the issues in the integration of ideological and political education into psychological courses in higher vocational colleges, the primary task is to perfect the curriculum system and emphasize the importance of ideological and political education. Higher vocational colleges should adjust their curriculum settings based on society's demand for professionals in psychology and the latest research findings in psychology, enhancing practical and applied content to enable students to effectively combine theoretical knowledge with practical application. In the process of perfecting the curriculum system, higher vocational colleges should focus on integrating ideological and political education throughout the entire psychological course, which means that while imparting knowledge of psychology, attention should be given to cultivating students' moral values and social responsibility, improving their overall quality. Through this approach, students will not only master the basic principles and methods of psychology but also develop correct values and social responsibility, laying a solid foundation for their future professional development and social life.

To achieve this goal, higher vocational colleges can introduce the latest research findings in psychology and social hot issues into the curriculum, allowing students to understand and master cutting-edge knowledge and skills in psychology. Through experiments, internships, case analyses, and other methods, students can apply theoretical knowledge to practical situations, enhancing their ability to solve real-world problems. In the course design and teaching process, educators should focus on cultivating students' moral values and social responsibility, enabling them to form correct values while mastering psychological knowledge. They should encourage students to participate in interdisciplinary lectures, seminars, and other activities to broaden their horizons and improve their overall quality. Furthermore, educators need to enhance their own professional competence and teaching abilities, enabling them to better impart psychological knowledge and ideological and political education. Through these measures, the integration of ideological and political education into psychological courses in higher vocational colleges will be more comprehensive, better meeting society's demand for professionals in psychology, and cultivating psychology professionals with both expertise and qualities such as thought, practical ability, and innovative spirit.

4.2 Innovating Teaching Methods to Improve Teaching Quality

To address the issues in the integration of ideological and political education into psychological courses in higher vocational colleges, it is essential to innovate teaching methods and improve teaching quality. Teachers should employ a variety of teaching methods, such as case teaching, group discussions, and experimental practice, to stimulate students' active thinking and participation. Teachers can utilize modern educational technology tools, such as multimedia and online resources, to enrich teaching forms and means, enhancing the fun and interactivity of teaching, and boosting students' interest and enthusiasm for learning.

In the process of innovating teaching methods, teachers can introduce real-world cases for students to analyze and solve, cultivating their critical thinking and problem-solving abilities. Students can participate in case discussions and analyses, presenting their own views and solutions, thus stimulating their active thinking and participation. Group work can be employed, allowing students to discuss and collaborate in small groups, exchanging ideas and knowledge, promoting interactive learning and the cultivation of cooperative skills. Teachers can provide students with questions or themes for group discussion, fostering a collective approach to problem-solving.

Through experiments and practical operations, students can engage firsthand in psychological experiments and research, cultivating their practical and scientific research abilities. Students can verify psychological theories and hypotheses through experimentation, gaining practical experience and observations. Teachers can use multimedia tools, such as videos, audio, and images, to enrich teaching content and form, increasing the appeal and attraction of teaching. Additionally, teachers can utilize online resources, such as online courses, academic papers, and case studies, to expand students' knowledge and horizons, providing more learning materials and resources. Interactive teaching methods, such as question-and-answer sessions, discussions, and role-playing, can be employed to increase student engagement and interactivity. By interacting with students, teachers can better understand their comprehension and needs and adjust teaching accordingly based on student feedback.

4.3 Focusing on Individual Student Differences and Enhancing Student Engagement

To address the issues in the integration of ideological and political education into psychological courses in higher vocational colleges, it is crucial to focus on individual student differences and enhance student engagement. Teachers should adopt personalized teaching methods based on students' characteristics and needs, providing individualized guidance and support to enable each student to leverage their strengths and achieve self-growth and development. Teachers should encourage students to actively participate in classroom discussions and practical activities, offering opportunities for students to be involved in decision-making and management, cultivating leadership and teamwork abilities.

Measures to address individual differences include tailoring teaching strategies and methods to students' interests, abilities, and learning styles. Teachers can provide learning materials and tasks of varying difficulty to ensure that each student is challenged and can develop within their capabilities. Teachers can conduct one-on-one sessions and learning tutoring to understand students' specific needs and difficulties and provide personalized guidance and support. Teachers can offer personalized advice and tutoring based on students' learning situations, helping them overcome challenges and difficulties in their studies. Teachers should encourage independent learning, cultivating students' interest and motivation in learning. By giving students some freedom in choosing their learning content and methods, teachers can encourage their initiative and creativity.

Strategies to enhance student engagement include encouraging students to actively participate in classroom discussions and express their views and ideas. Teachers can pose open-ended questions to guide students in thinking and discussing, cultivating their critical thinking and problem-solving abilities. Teachers can organize practical activities, such as experiments, research, and community services, allowing students to apply theoretical knowledge to real-world situations. Through these activities, students can enhance their practical abilities and teamwork skills. Teachers can provide students with opportunities to participate in decision-making and management, such as involving them in course design and teaching evaluation, which can strengthen students' initiative and sense of responsibility, as well as cultivate their leadership and teamwork abilities.

By perfecting the curriculum system, innovating teaching methods, and focusing on individual

student differences, the integration of ideological and political education into psychological courses in higher vocational colleges can better meet student needs and societal requirements, cultivating psychology professionals with both expertise and qualities such as thought, practical ability, and innovative spirit. This educational model can not only enhance students' professional and comprehensive abilities but also cultivate their social responsibility and citizenship, preparing them to be moral and responsible members of society.

5. Summary

Through the research on the characteristics, existing problems, and optimization strategies of integrating ideological and political education into psychological courses in higher vocational colleges, the following conclusions can be drawn. The integration of ideological and political education into psychological courses has distinct characteristics in terms of combining knowledge with thought, unifying theory with practice, and considering both individual differences and common laws. However, there are currently issues such as the disconnection between curriculum setting and actual needs, the monotony of teaching methods and means, and the lack of prominence of students' central role. To address these problems, we should perfect the curriculum system, innovate teaching methods, and pay attention to students' individual differences.

By implementing these optimization strategies, we can better meet the needs of students and society, cultivating psychology professionals who possess both professional knowledge and qualities such as ideological integrity, practical ability, and innovative spirit.

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