

A Study on the Cultivation of Core Qualities of Higher Vocational English Teachers under the Background of Course on Ideological and Political Theory Education

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Abstract: The integration of ideological and political education into the curriculum has emerged as a pivotal direction for the reform of higher vocational education in contemporary China, aiming to achieve a seamless fusion of knowledge dissemination and value guidance. As a cornerstone of cultivating students' international perspectives and professional competencies, vocational English instruction places upon its educators the dual responsibilities of imparting language proficiency and fulfilling the mission of ideological and political education. Consequently, the core competencies of these educators encompass not only their professional expertise but also a holistic enhancement of their political acumen, educational insight, and moral integrity. This article embarks on an exploration of the foundational context of ideological and political education in the curriculum, delving into the composition of core competencies required for vocational English instructors and the strategies for their cultivation, elucidating how ideological and political education can propel the comprehensive development of educators. By amalgamating theory with practice, it seeks to establish a pathway for the elevation of competencies among vocational English teachers that aligns with the demands of the era, thereby promoting the effective implementation of ideological and political education within vocational English instruction and providing theoretical foundations and practical guidance for the sustainable advancement of future higher vocational education.

1. Introduction

The evolution of contemporary vocational education now transcends the mere transmission of vocational skills, incorporating ideological and political education into disciplinary teaching to cultivate talents for the new era who possess both moral integrity and professional ability. As a tool for global communication and a cultural disseminator, vocational English teaching has become a pivotal avenue for cultivating students' comprehensive qualities. Teachers, being the direct implementers of the curriculum, play a crucial role not only in shaping classroom quality but also in molding students' moral character and sense of social responsibility. Against the backdrop of ideological and political education within the curriculum, vocational English teachers must synergistically develop their political acumen, professional proficiency, pedagogical expertise, and

moral credentials to meet the demands and challenges of educational reform. This multidimensional construction of competencies necessitates not only the continuous self-improvement of teachers but also the effective integration of ideological and political education to align instructional goals with ideological guidance, thereby truly fulfilling the dual roles of nurturing both character and intellect.

2. The Relationship between Course on Ideological and Political Theory Education and Teachers' Core Literacy

The essence of ideological and political education within the curriculum lies in the seamless integration of such education into specialized course instruction, achieving the dual objectives of knowledge dissemination and value orientation. This philosophy imposes far greater demands on the competencies of educators than traditional teaching paradigms. In the classroom, vocational English teachers assume not only the role of transmitters of linguistic knowledge but also bear the responsibility of shaping students' values. The concept of ideological and political education renders the role of teachers more multifaceted and comprehensive. As a medium for cultural exchange and the dissemination of values, the English curriculum redefines the core competencies of educators, requiring not only exceptional language teaching skills but also a steadfast political stance and profound cultural literacy. This approach encourages teachers to actively contemplate how to incorporate the education of socialist core values into the conveyance of professional knowledge. Such educational endeavors reflect not merely political literacy but also the multifarious roles that educators play in fostering critical thinking, cultural awareness, and moral education in the classroom. In the context of ideological and political education, the core competencies of teachers are further demonstrated through their enhancement of multicultural awareness, international perspectives, and cross-cultural communication abilities. Educators are thus required to intertwine their continual personal development with the growth of their students, positioning themselves as guides in the cultivation of students' character and worldview [1].

3. Components of Core Literacy of Higher Vocational English Teachers

The core competency of vocational English teachers is a multifaceted construct that encompasses political literacy, professional expertise, educational aptitude, and moral integrity. As English educators in the realm of vocational education, their role extends beyond mere language instruction; they must possess a profound political consciousness and the ability to guide values effectively. Political literacy necessitates that teachers accurately comprehend national educational principles and policies, integrating the core socialist values into their daily teaching practices—this is one of the fundamental objectives of ideological education within the curriculum. As an indispensable tool for cultural exchange, English educators must be acutely aware of their responsibility in disseminating ideological values within a cross-cultural context. This sense of responsibility demands a deep understanding of their own national culture alongside the ability to provide nuanced guidance and critique of foreign cultures. Professional expertise serves as the foundation for effective English instruction and encompasses knowledge reserves and application skills in linguistics, pedagogy, and intercultural communication. In the current globalized milieu, English teachers should possess a strong international perspective, teaching not only language skills but also fostering students' intercultural cognizance through language education. This entails that teachers must continually refine their competencies within their discipline while also amassing extensive teaching experience and cultivating innovative thought to better guide students towards developing a global outlook and mindset. Educational aptitude reflects a teacher's pedagogical artistry and capacity to nurture students, requiring them to exhibit sharp educational insight and classroom management proficiency, allowing for the design of adaptable teaching plans tailored to diverse student needs. Educational aptitude

transcends mere knowledge transmission skills; it embodies a teacher's ability to convey modes of thinking, values, and a sense of social responsibility through their instruction. Moral integrity forms the intrinsic foundation of a teacher's core competencies, demanding steadfast adherence to professional ethics, a strong sense of responsibility, and noble character. A teacher's conduct has a subtle yet profound influence on students; only by adhering to sound moral principles can teachers genuinely serve as role models, shaping students' character and personality. For vocational English teachers, embodying these core competencies is essential to effectively meet the educational demands of the new era, playing a constructive role in the dual mission of cultivating individuals and imparting knowledge.

4. Influence of Course on Ideological and Political Theory Education on the Cultivation of Core Literacy of Higher Vocational English Teachers

4.1. The Implementation Status of Course on Ideological and Political Theory Education

The current implementation of ideological and political education in higher vocational English teaching is gradually revealing a trend towards diversification, yet the overall progress still faces certain challenges. Many teachers have come to realize the significance of integrating ideological and political education into English classes, but the actual outcomes of implementation are uneven. Some educators are adept at combining the core socialist values with professional teaching, forming distinctive pedagogical models that allow them to impart linguistic knowledge while guiding students to reflect on the value systems underlying different cultures. However, a considerable number of teachers exhibit misunderstandings regarding ideological and political education, lacking the practical ability to organically integrate political education with English teaching, which renders the content of ideological and political education superficial or formalistic. The implementation of this integration is also constrained by external factors, such as the standardization of textbook compilation, the examination-oriented assessment system, and the limitations in teachers' professional development paths, all of which affect its effective promotion. English, as a global lingua franca, inherently possesses the characteristic of cross-cultural communication. How teachers can simultaneously convey international cultures while reinforcing cultural confidence in China is a key challenge in ideological and political education. Although current teaching practices have yielded some achievements, on the whole, higher vocational English teachers still require more profound theoretical support and practical innovation to truly incorporate ideological and political education into every aspect of the classroom, achieving an effect as subtle as the influence of moistening rain [2].

4.2. Challenges of Course on Ideological and Political Theory Education on Teachers' Core Literacy

The integration of ideological and political education into vocational English teaching presents significant challenges to educators. Firstly, teachers must possess not only a robust competency in English instruction but also the ability to seamlessly weave the core values of socialism into their language teaching. This synthesis transcends mere content overlap; it necessitates profound contemplation on how to convey cultural confidence in China within the framework of cross-cultural communication, while also guiding students to engage in critical reflection on diverse cultures. For educators accustomed to traditional teaching methodologies, this undoubtedly poses a formidable challenge, compelling them to reassess their pedagogical philosophies and strategies. Additionally, the incorporation of ideological and political education demands that teachers maintain a broader reservoir of knowledge and a more expansive intellectual perspective. They are no longer mere

transmitters of disciplinary knowledge but rather thought leaders, thus necessitating a continuous enhancement of both their political acumen and humanistic literacy alongside their professional expertise. This multifaceted requirement obliges educators to invest more time and energy in balancing disciplinary teaching with the tenets of ideological education. Furthermore, in light of the increasingly intricate ideological landscapes and diverse value systems present among contemporary students, teachers must cultivate superior communication and guidance skills. They are tasked not only with imparting knowledge but also with aiding students in refining their value systems. This comprehensive set of competencies represents a long-term developmental journey that many educators must undertake, especially against the backdrop of ideological and political education, rendering personal enhancement particularly imperative.

4.3. The Role of Course on Ideological and Political Theory Education in Core Literacy Cultivation

The role of "Ideological and Political Education in Curriculum" in the cultivation of core competencies among higher vocational English teachers has become increasingly prominent, serving as a crucial means to enhance their comprehensive capabilities. This approach not only aids teachers in elevating their political literacy but also promotes the integration of socialist core values into their pedagogy, thereby broadening their professional horizons. For English teachers, they are not merely transmitters of language but also guides of culture and values. Consequently, the implementation of "Ideological and Political Education in Curriculum" necessitates that teachers "teach through culture," combining linguistic knowledge with China's outstanding traditional culture, enabling students to bolster cultural confidence while enhancing their language skills. This process fosters teachers' cultural comprehension and the shaping of their values, offering new opportunities for their holistic development. The integration of "Ideological and Political Education in Curriculum" also infuses new vitality into the enhancement of teachers' professional competencies. By incorporating ideological elements into the curriculum, teachers are compelled to continuously improve their disciplinary knowledge and cross-cultural communication skills. This ongoing process of learning and reflection not only enriches the content of instruction but also encourages innovative methods and avenues in teaching. This relentless pursuit of excellence cultivates a sense of cutting-edge awareness and innovation among teachers. In terms of nurturing students, the impact of "Ideological and Political Education in Curriculum" on the enhancement of teachers' educational literacy is profound. Teachers' embedding of ideological education throughout their instruction not only shapes students' global perspectives through linguistic knowledge but also helps in guiding students towards forming correct values and worldviews. Addressing the diverse ideological needs of students, teachers require keen insight and communication skills, which inadvertently enhances their educational techniques and student management abilities. The cultivation of moral integrity is equally enriched by the implementation of "Ideological and Political Education in Curriculum." Teachers, in embodying ideological education, provide a robust platform for the enhancement of moral integrity [3].

5. Strategies and Paths for Cultivating Core Literacy of Higher Vocational English Teachers

5.1. Strengthening political theory learning

As educators, English teachers not only shoulder the responsibility of imparting language skills but also bear the duty of disseminating correct values and fostering students' ideological awareness. The study of political theory not only aids teachers in deepening their comprehension of national policies, culture, and societal development but also instills within them a clearer sense of purpose and mission in their pedagogical endeavors. Therefore, English teachers must continuously enhance their

political theoretical learning, internalizing these principles into their personal convictions and educational philosophies. This is not merely a professional requirement but also a necessary path for self-improvement. In the current context of ideological-political education integration within the curriculum, the importance of political theoretical learning becomes even more pronounced, enabling teachers to seamlessly infuse socialist core values into their classroom teachings, rather than mechanically juxtaposing language instruction with ideological-political education. This integration demands teachers to possess a profound understanding of national policies and historical culture, all of which are founded on a robust grounding in political theory. Only with a solid foundation in political theory can teachers navigate various ideological exchanges in the classroom with poise, guiding students towards correct value judgments. The study of political theory should not remain confined to the realms of textbooks and theory; teachers need to integrate it with practical teaching to find the nexus between theoretical concepts and actual pedagogical scenarios. For instance, when teaching language, how to guide students in comprehending China's cultural confidence and international perspective through learning materials requires teachers to adeptly identify ideological-political elements within the curriculum and express them through innovative teaching methods. This is not only a test of teachers' instructional capabilities but also a demonstration of their comprehensive application of political theoretical literacy. Additionally, political theoretical learning can assist teachers in cultivating stronger critical thinking and analytical skills, enabling them to strike a balance between international perspectives and the preservation of local culture. This skillset is crucial for teachers as they must navigate complex and evolving international landscapes while transmitting China's voice in a globalized context.

5.2. Enhancing Professional Literacy

English, as a global language, demands that educators possess not only a mastery of vocabulary and grammar but also a profound understanding of linguistic and cultural contexts, as well as cross-cultural communication skills. This enables instructors to exhibit comprehensive academic acumen and an international perspective in the classroom. Teachers must continuously update their teaching materials and methodologies to align with global standards, while also incorporating localized ideological and political elements. This approach ensures they can navigate the complexities of language instruction with ease. Emphasizing the unique attributes of vocational English education, instructors should deepen their research and comprehension of professional English, recognizing its practical application and utility. Enhancing professional competence entails staying abreast of industry-leading knowledge, including the latest terminologies and trends, and effectively integrating these into their teaching, thus equipping students with both linguistic skills and industry awareness and practical capabilities. By pursuing this dual objective, students acquire not only language proficiency but also a competitive edge in the future job market. Another critical aspect of professional development is the innovation of teaching methods. With the advancement of educational technology, it is imperative to incorporate diverse teaching resources and methodologies in modern education. Instructors should adeptly utilize both online and offline resources, employing multimedia technologies and virtual reality tools to augment classroom interaction and engagement. Such approaches not only ignite students' enthusiasm for learning but also prompt instructors to enhance their technical adeptness and innovative thinking. Moreover, active participation in various academic symposia and exchange programs plays a pivotal role in bolstering the professional competence of vocational English teachers. These platforms offer opportunities for educators to share their pedagogical experiences and achievements, enabling them to draw from others' advanced instructional philosophies and methods, thereby fostering continual reflection and refinement of their own teaching practices [4].

5.3. Improve Educational Literacy

Educational literacy encompasses not merely the ability to impart knowledge, but also the art of sparking students' interest in learning, shaping their values, and paying heed to their psychological well-being and humanistic concerns throughout the teaching process. The integration of ideological education within the curriculum underscores the moral imperative of education. Consequently, educators must possess a keen educational awareness and excellent communication skills, enabling them to effectively guide students' contemplations within the classroom, assisting them in recognizing the significance of cultural contexts and value systems amidst their language learning journey. In practical teaching scenarios, a teacher's educational literacy is manifested in their command over the curriculum and their comprehension of students' diverse needs. Vocational students exhibit distinct personalities and career orientations, necessitating that educators tailor their teaching methods accordingly, continually adjusting their strategies while remaining attuned to students' learning conditions and emotional requirements. Through meticulous observation and engagement, teachers can subtly guide students in the development of positive learning habits and constructive attitudes, an educational influence that often extends far beyond the realm of mere language instruction. Furthermore, the role of educational literacy is pivotal in this process. Modern education places a premium on interaction and collaboration, positioning the teacher not only as a purveyor of knowledge, but also as a catalyst for a conducive classroom environment and a companion in students' growth. Educators must cultivate a mastery of advanced educational theories and methodologies, enhancing their classroom management capabilities, so that students may perceive the power of ideological education within an enjoyable and relaxed atmosphere. This, of course, is contingent upon the educators' commitment to continual reflection and self-improvement. A well-rounded educational literacy empowers teachers to adeptly navigate various classroom situations, integrating theory and practice through versatile teaching approaches, thereby achieving the subtle yet profound educational impact often characterized as "nurturing without overt intervention." Moreover, superior educational literacy enables teachers to fully leverage the pedagogical potential of English classes within the context of ideological education. By skillfully intertwining core socialist values into their instruction and employing authentic case studies along with interactive discussions, educators can illuminate the connections between social realities and contemporary ethos throughout the language learning process.[5]

5.4. Strengthening Moral Literacy

In the context of curriculum ideological and political education, the enhancement of moral literacy holds profound significance for the cultivation of core competencies among higher vocational English teachers. Moral literacy is not merely a reflection of professional ethics but also the cornerstone upon which teachers instill virtue in their educational endeavors. In the daily teaching process, the words and actions of teachers exert subtle yet profound influences on students. Consequently, teachers must first possess exemplary moral qualities, embodying these virtues in their own conduct to serve as role models in both learning and life. The enhancement of moral literacy requires teachers to continuously engage in introspection and self-improvement, thereby manifesting high moral standards in their spoken and lived examples. Facing the ever-changing social landscape and diverse value systems, teachers must possess the ability to discern right from wrong, steadfastly adhering to correct moral stances in complex educational scenarios. This competency not only demands a high level of personal moral integrity from teachers but also serves as a crucial safeguard for cultivating clear values among students. Within the teaching process, teachers with noble moral qualities can better navigate relationships with students and colleagues. They are adept at fostering an atmosphere of inclusivity and respect in multicultural classrooms, thereby resolving potential cultural conflicts and

misunderstandings. This environment of tolerance and understanding allows students to not only absorb knowledge but also experience the warmth of human connection and the equality of respect. Teachers' moral literacy is also manifested in the precise grasp and seamless integration of ideological and political elements within the curriculum. A teacher imbued with a strong sense of responsibility and mission will naturally introduce moral reflections into their teaching, guiding students to comprehend life's truths and their responsibilities while learning the language. This enriches classroom content and deepens students' understanding of society, fostering a heightened sense of social responsibility and historical mission. Through continuous enhancement of their moral literacy, higher vocational English teachers not only elevate their professional image but also exert a subtle yet positive influence in education, truly becoming guides and illuminators for students' spiritual growth. The implementation of curriculum ideological and political education makes the study and enhancement of moral literacy an indispensable task for teachers, serving as a vital impetus for the education's journey toward a brighter future.

6. Conclusion

In the context of ideological and political education integrated into curriculum, the cultivation of core competencies among vocational college English teachers has become a pivotal issue in educational reform. The enhancement of political literacy enables teachers to exert a more profound intellectual guidance in their teaching, while the deepening of professional literacy ensures the quality and efficiency of English instruction. The refinement of educational literacy propels the enhancement of instructional innovation and reflective capabilities, and the strengthening of moral literacy solidifies teachers' social responsibility as educators. Through the synergistic development of these competencies, teachers not only better fulfill their roles as transmitters of linguistic knowledge but also serve as guides for students' intellectual growth and cultural awareness. The establishment of this path of competency development is not only crucial for individual teacher advancement but also holds significant implications for the trajectory of vocational education in the era of globalization and information technology. The implementation of ideological and political education in curriculum confers upon teachers new responsibilities and missions, and through scientifically sound and reasonable competency development, teachers will be better equipped to address the challenges of future education, cultivating high-quality talents for the nation and society who possess global perspectives, cultural confidence, and a strong sense of social responsibility.

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