

Research on the Practice of Ideological and Political Education of English Courses in Higher Vocational Colleges

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Abstract: In order to carry out the fundamental task of fostering virtue through education, vocational colleges should actively build ideological and political education for various courses and promote the “all-field” education. As an important part of higher vocational education, college English has both instrumental and humanistic characteristics. It should be organically integrated with the ideological and political education, so as to promote the full implementation of the fundamental task of fostering virtue through education in higher vocational colleges. This study puts forward specific suggestions for the ideological and political education of college English courses practice, in order to provide a certain reference for the effective development of ideological and political education for college English courses in higher vocational colleges.

1. Introduction

Ideological and political education has always been the top priority of higher education. Under the impact of foreign cultures and ideologies, ideological and political education in colleges and universities is bound to change from a single-dimension to a multi-dimension. Higher vocational colleges are an important part of higher education and an indispensable part of the construction of a modern vocational education system. Various courses in higher vocational colleges carry out ideological and political education, so that they form a synergistic effect with ideological and political education, and further promote the “all-field” education.

As an important part of higher vocational education, college English course has both instrumental and humanistic characteristics. Naturally, it should be organically integrated with the ideological and political teaching system of higher vocational colleges, so as to help higher vocational colleges fully implement the fundamental task of fostering virtue through education.

English courses have both instrumental and humanistic attributes, and have the natural advantages of implementing ideological and political education^[1]. In order to combine these characteristic of English with ideological and political education, so as to educate students naturally, college English teachers should.

2. Change Our Mind and Actively Integrate Ideological and Political Education into Vocational College English Courses

Ideology and Political education is a teaching concept, emphasizing that all courses in universities have the dual functions of imparting knowledge and ideological and political education, and ideological and political connotations should be integrated into the teaching process. It is also a way of thinking. Teachers should deliberately, organically and effectively educate students ideologically and politically in the teaching process, and put thoughts Political training is the primary goal of curriculum teaching^[2]. It can be seen that the key to the ideological and political implementation of the curriculum lies in the teachers who are in the dominant position of teaching activities.

College English is a public general education course in higher vocational colleges, which is

usually carried out in freshmen. Because most vocational students have the willingness to take CET-4 and CET-6, college English courses can lay a certain foundation for students' future continuous learning and lifelong development, so they are generally valued by students, especially freshmen. However, many English teachers unilaterally believe that college English mainly teaches words, grammar, texts and exams, which has nothing to do with ideological and political education. Therefore, in order to conduct Ideological and political education of college English courses, it is necessary to change the teachers' understanding of it, so that they can fully understand the importance of it for students' growth and talents, and take the initiative to study and carry out curriculum ideological and political teaching.

3. Dig Deep into Ideological and Political Elements and Naturally Integrate Them into Practical Teaching

Teachers have a constantly improving ideological and political awareness, and they need to “unity knowledge and action” and implement Ideological and political education in practical teaching activities. The key to implementing it lays in the teacher's conscious combination of course characteristics, social reality and student characteristics to deeply explore and transform the ideological and political education elements of the course.

Unlike professional English, the text of vocational college English is mainly narrative or argumentative, usually making suggestions, expressing opinions or describing things. English teachers should be good at digging deep for ideological and political elements from the text, presenting them with appropriate teaching methods, and achieving the purpose of moistening things silently.

The theme of the first unit of the vocational college English textbook is college life. The two articles in this unit are the advice of a college teacher and a college girl for freshmen. The main teaching target of vocational college English is freshmen. These students are promoted from ordinary colleges to higher vocational schools. Some of them will compare themselves with those who enter undergraduate colleges and feel inferior to others, so they are depressed and frustrated. Some of them come from secondary vocational schools, and their cultural courses are worse than ordinary high school students. Sometimes, it is inevitable that some students will feel inferior to others, and thus lack learning motivation and learning goals. When teaching the content of this unit, teachers can let students discuss through examples, guide students to look at college life and the future dialectically with a mature mentality, form a healthy attitude towards life, and then cultivate students' awareness of critical thinking, so that they can learn to look at practical problems dialectically, objectively and comprehensively. The theme of the third unit is moral education, and the theme of the first text is dormitory relations. Teachers can guide students to brainstorm the problems existing in dormitory relations in real life, and then discuss solutions in groups, think deeply to help them correctly understand and deal with peer relationships, and learn tolerance and tolerance when interpersonal problems occur. The theme of the fourth unit is emotion. Both texts in this unit are mainly about college love relations. Teachers can also use brainstorming to let students analyze the advantages and disadvantages of college students' love by themselves, describe the standards of ideal objects, and help students improve their self-control and frustration ability in love relationships through examples, and establish a mature concept of marriage and love. The two texts of Unit 5 mainly focus on students' interviews and career planning. When explaining the four tips for the interview of the first text, the teacher can let the students imitate interview in several scenarios through group role-playing, observing and experiencing the actual interview process. Reading and analyzing some English recruitment notices can help students to recognize their own advantages and disadvantages, learn to seize opportunities, make rational choices, and establish a correct concept of employment and career selection. The theme of Unit 6 is business etiquette and table manners. Unit 7 focuses on the introduction of the Spring Festival. These two units can let students understand the essence of Chinese culture from the perspective of Chinese table manners, Chinese food culture and traditional Chinese festivals, establishing cultural self-confidence and pride and disseminating for communication.

4. Second Classroom is a Benign Supplement

As an effective supplement to the teaching of classroom, vocational colleges should make full use of the second class. College English courses can rely on English associations to combine classroom content, trendy topics and student growth, creatively integrate the ideological and political education of the course into various forms of cultural and artistic activities, mobilize students to actively participate, and actively collect materials. For example, in recent years, various forms of essays, speeches, debate competitions and other activities can be organized around the themes of fighting the epidemic and the 2022 Beijing Winter Olympics to further cultivate the patriotism of college students and establish the “Four-Sphere Confidence”.

5. Conclusion

Higher vocational colleges are the cradle of cultivating high-quality technical and skilled talents. With China’s attention to vocational education and the gradual promotion of ideological and political education, college English courses integrating humanities and tools should carry the mission of ideological and political education for students while cultivating students' English knowledge and skills. College English teachers should actively respond to the propositions of the new era, have the courage to undertake the educational mission, concentrate on learning advanced teaching concepts, scientifically set education goals, carefully design classroom content, organically integrate ideological and political elements with language skills teaching, make good use of the main channel of classroom teaching, and conscientiously implement morality.

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