

The Construction and Study of "Course Ideology" in Higher Vocational Foreign Languages Guided by Cultural Confidence

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Abstract: This paper takes the ideological and political education in English teaching in higher vocational colleges as the research object, and explores the role, content, realization conditions and strategies of ideological and political education in English teaching in higher vocational colleges, which can make up for the lack of research in this aspect of ideological and political education in higher vocational colleges, reveal the unique method of infiltrating ideological and political education in English teaching in higher vocational colleges, and play a positive role in improving the actual effect of ideological and political education in English teaching in higher vocational colleges.

1. Introduction

Economic globalization has pushed the domestic market towards internationalization. Intense market competition, strict talent selection, multiple cultural forms and other factors all require higher quality of college students both inside and outside. From a long-term point of view, good internal qualities, namely, ideological and moral quality, psychological quality and cultural quality, are the decisive factors that make talents truly invincible. Therefore, strengthening the ideological and political education of human students has become the top priority of talent training in higher education in our country, which is particularly urgent to promote ideological and political education in higher vocational education because of the particularity of students' current situation and the multi-dimensional nature of personnel training objectives. The CPC Central Committee and the State Council "Guan Ding's Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" therefore put forward the requirement of carrying out ideological and political education for college students in an all-round and all-round way. The Central Document "Opinions of the CPC Central Committee and the State Council on Further Strengthening and Improving Ideological and Political Education for College Students" states that "all courses in colleges and universities have the function of educating people, and all teachers have the responsibility of educating people. The majority of teachers should take a highly responsible attitude, take the lead in teaching by example and by word and deed, and exert subtle influence on college students with good thoughts, morality, quality and personality [1]. Ideological and political education should be integrated into all aspects of college students' professional learning and into all aspects of teaching, scientific research and social services. We should explore the ideological and political education resources of various courses, strengthen ideological and political education in the process of imparting professional knowledge, so that students can consciously strengthen ideological and moral cultivation and improve political consciousness in the process of learning scientific and cultural knowledge. [2]" It is further emphasized that all teachers in institutions of higher learning are responsible for educating people, and higher requirements are put forward for teachers' teaching, i.e. to further explore ideological and political education resources of various courses, to strengthen ideological and political education guidance, so that students can consciously form ideological and moral consciousness and improve political consciousness in the process of learning scientific and cultural knowledge [3]. As an English teacher in higher vocational colleges, years of English teaching have made me realize more and more that English teaching has actually entered an erroneous zone. "College English courses have unique instrumentality, which makes the

foreign language teaching community pour into the operational knowledge embodied in skills. As a result, how to improve the operational part of their knowledge structure, i.e. listening, speaking, reading, writing and translating, has become a topic that people all over the country can't get tired of "exploring".[4] Many English teachers' understanding of English teaching is often limited to how to study grammar, how to use language or how to pass the examination, while ignoring the educational function of language, resulting in inflexible English classroom teaching, students' no interest in learning English, and lack of depth and appeal in English teaching.

However, the definition of English class is only a subject to learn a language skill. However, rethinking the design of English teaching materials for higher vocational colleges, teaching materials attach great importance to spiritual and humanistic features in text selection, which is not only beneficial to teachers' teaching, but also beneficial to the cultivation of students' moral sentiments. As a matter of fact, the ultimate goal of learning a language is to express meaning by using expressions. Language conveys spirit. Just as the textbook "English Course" in our hands, the text covers all aspects of culture, science and technology, society, family, life and environment. It contains profound educational significance, including setting up a correct world outlook, outlook on life and values, promoting patriotism and building basic moral standards. Only because teachers and students have errors in their understanding of English teaching objectives, they neglect to dig out the significance of ideological and political education in the article [5]. As a compulsory public basic course in major universities, English has multiple responsibilities. The Basic Requirements for English Course Teaching in Higher Vocational Education explains the English course and teaching purpose as follows: English course in higher vocational education is a compulsory public basic course for students in higher vocational education, serves the goal of training high-end skilled talents for production, construction, monthly employment and management, and is an important course to cultivate the comprehensive quality of students in higher vocational education and enhance the ability of sustainable development of the profession [6]. The teaching goal of English course in higher vocational colleges is to cultivate students' basic ability to use English in the workplace environment, especially their listening and speaking ability.

At the same time, to improve students' comprehensive cultural literacy and cross-cultural communication awareness, to foster students' learning interest and autonomous learning ability, to enable students to master effective learning methods and learning strategies, and to lay the necessary foundation for improving students' employment competitiveness and future sustainable development. It can be seen that English teaching in higher vocational colleges mainly includes three tasks, namely, language ability, communicative ability and survival ability, that is, students can not only use language, but also learn more in-depth culture and spirit by using language as a medium, so as to improve literacy, perfect mind and perfect personality. English teachers in higher vocational colleges are familiar with this teaching goal, but they are still stuck in the concept and the fusion effect is not ideal.

2. The Necessity and Feasibility of Ideological and Political Education in Higher Vocational English Teaching

2.1 The Inevitable Requirement of Realizing the Talents Training Goal in Higher Vocational Colleges

Higher vocational colleges are those aiming at adapting to local economic construction and social development and training compound and applied talents. For the first time in the country, the orientation of the higher vocational education personnel training mode is: to train higher technical application personnel to meet the needs of production, construction, management, service and other front-line needs as the fundamental task; In order to meet the needs of the society as the goal, in order to cultivate the technical application ability as the main line, design students' knowledge, ability, quality structure and training program, graduates should have moderate basic theory, strong technical application ability, wide range of knowledge, high quality characteristics. From this, we can see that the goal of higher vocational talents training is not only to improve professional

knowledge and skills, but also to improve the comprehensive quality of students. These basic qualities mainly include lofty ideals, noble sentiments, broad vision, scientific thinking, sustainable development ability and healthy psychology to meet the needs of market changes, economic development, technological update, job conversion and reemployment. Under the background of the current era, the orientation of higher vocational colleges to personnel training objectives is based on economic development, market changes and social needs.

Under the environment of economic globalization, with the free flow and rational allocation of production factors in the global scope, the economic association and dependency among countries are increasing, and China is bound to participate in the division of labor and international competition in the world. While a large number of advanced technologies, experiences and funds are pouring into the domestic market, the international and domestic markets are increasingly demanding and demanding on workers. Under such circumstances, how can we seize the opportunity to learn advanced technologies and adapt to the demand for high-strength and high-standard jobs? At the same time, in the process of accelerating industrialization in our country, the industrial structure is gradually changing, the degree of socialized mass production is increasing, the demand for skilled people in the urban infrastructure and service industries is especially urgent, but the working environment is relatively poor, so how to cultivate applied talents, at the same time make them possess higher professional ethics, stick to their posts and serve the society stably?

China is rich in labor resources, coupled with a large influx of rural labor into cities and towns, the country has placed the solution of the "three rural" issues in the top priority strategic position. How to strengthen the transfer training of rural labor force, so that they can transfer to non-agricultural industries and cities in an orderly way, at the same time, how to train modern farmers who master agricultural science and technology, so that they can bring advanced technology to the countryside and lead the people around them to become rich together and finally realize the modernization of agriculture and the countryside? In addition, from the perspective of social ideology, China's long-term coexistence of various economic components and modes of distribution has led to the formation of groups of various interests and different social strata. The changes in various values and ethics have led to differences in people's ideological consciousness, moral level and spiritual civilization needs. In addition, in today's increasingly frequent international economic activities and cooperation, a large number of foreign cultures have poured into the country and are constantly filled with people's thoughts, changing people's thinking and production and life styles. There are many backward and decadent thoughts and cultural garbage among them. What is worth paying more attention to is that we should be more alert to hostile forces in the west trying to eliminate national characteristics and promote cultural values that are in line with our own economic and political interests. Therefore, how to solve the problems existing in some college students, such as confused political beliefs, vague ideals and beliefs, distorted value orientation, lack of social responsibility, poor sense of unity and cooperation, and poor psychological quality, so as to strengthen their socialist beliefs, establish a good world outlook, values and sense of responsibility, and better serve the society

2.2 The Inevitable Requirement of Higher Vocational Students' Ideological and Moral Development

The Ministry of Education pointed out the direction for us to do a good job of ideological and political work for higher vocational students in "Opinions", requiring us to cultivate applied technical talents, at the same time, we should also pay attention to the guidance of students' thoughts and the cultivation of cultural quality. The future society's demand for talents is diversified and compound talents. The ideological and political education for students in higher vocational colleges should be strengthened. Its starting point is not only to consider whether higher vocational students have strong ability and quality to adapt to the complex and changeable market environment in the future, but also to consider the particularity of the current situation of higher vocational students. Higher vocational students belong to the specialized subject level, and their knowledge level is generally low and their cultural foundation is weak. At present, with the expansion of

enrollment policies and the diversification of enrollment forms in higher vocational colleges, there are not only ordinary students, but also self-taught students, correspondence students, five-year consistent students, etc. among the students in higher vocational colleges. The situation of students is complicated. From the point of view of living conditions, some students come from families with better family circumstances.

As their parents dote on them too much and seldom experience setbacks, these students are psychologically fragile, capricious and emotionally unstable, and are used to complaining about society and others while ignoring their personal responsibilities. There are also some students from rural areas, most of whom have poor families, poor basic education, great pressure on life and study, low self-esteem and heavy psychological burden. Judging from the learning characteristics of students, the students who apply for higher vocational and technical colleges are generally high school students who cannot reach the scores of ordinary universities and their counterparts in vocational colleges, vocational high schools and technical investment ".Compared with undergraduates, these students have low enthusiasm for learning theoretical knowledge, poor learning habits, lack of motivation for learning, simple thinking mode, and do not consider their own career planning. From the perspective of moral quality, many students have honest and kind character and pure and pure heart, but the common problems are narrow-minded, indifferent interpersonal relationships, indifferent emotions, not caring about schools and the collective, not caring about the society, not caring about current affairs, not caring about the collective division of labor, weighing personal interests everywhere, self-centered, independent, weak collective concept, lack of enthusiasm for collective activities and public welfare work, and lack of collective honor.

In the final analysis, these problems are due to a lack of sense of responsibility, and how can these students who lack sense of responsibility shoulder the responsibilities entrusted to them by work and society in the future? In addition, ideologically, the common problems of students in higher vocational colleges lie in low political consciousness and lack of belief in communism. In addition, we are now in a society of utilitarianism, highly liberalized speech and blindly following the trend. The media's exposure without bottom line has exposed various social problems, contradictions, thoughts and speech to students without filtering. Many of these negative and corrupt factors directly flush students' minds. For students who are not yet involved in the world and are curious about society, this undoubtedly shakes their understanding of things and subverts students' definitions of right, wrong, black and white, true, good and beautiful. Nowadays, many students are on the verge of moral imbalance, and negative thoughts such as hedonism, monetarism and utilitarianism are gradually eroding their consciousness.

3. Feasibility of Ideological and Political Education in Higher Vocational English Teaching

The "Basic Requirements for English Teaching in Higher Vocational Colleges" proposes that the teaching goal of English courses in higher vocational colleges is to cultivate students' basic ability to use English in the workplace environment, especially their listening and speaking ability. At the same time, improve students' comprehensive cultural literacy and cross-cultural communication awareness, cultivate students' learning interest and autonomous learning ability, enable students to master effective learning methods and learning strategies, and lay the necessary foundation for improving students' employment competitiveness and future sustainable development.

The purpose of English teaching in higher vocational colleges is formulated in the new era and environment, taking into account the vital interests of students and career development. Under the environment of economic globalization, China's international status is gradually improving. China's economic cooperation with other countries is becoming more frequent. A large number of foreign capital, information and technology are pouring into the domestic market. At the same time, China's political and cultural exchange activities in the world are increasing. From China's accession to the WTO to the hosting of the Beijing Olympic Games in, a series of international activities and economic cooperation have put forward higher requirements on the language skills of higher vocational talents. Therefore, higher vocational English teaching must attach importance to the cultivation of comprehensive abilities of listening and speaking, so that students can have the ability

of regular English exchange and language expression in their work. Secondly, English curriculum is highly humanistic, English cannot be taught grammar directly without discourse, and students' learning situation must return to discourse learning to be tested. Therefore, English teaching cannot be separated from discourse teaching, while discourse teaching must cover humanistic spirit. Therefore, English teaching also has the function of educating people. In addition, English, as a public basic course, not only teaches language skills, but also pays more attention to the rules and regulations of language composition and the ways and means of learning language, which is conducive to students' subsequent learning due to job requirements. It can be seen from this that English teaching objectives in higher vocational colleges embody multiple characteristics such as knowledge, skill, moral education and foundation.

The content of higher vocational English education is systematic and logical, which is reflected in the comprehensive teaching content and reasonable selection of materials. English teaching involves phonetic symbols, grammar, tenses, syntax and text teaching. Meanwhile, students' language skills are improved from pronunciation, expression, listening, writing, reading and translation. Text teaching covers not only the teaching of basic skills, but also the teaching of text connotation, i.e. the realization of the goal of cultivating students' noble sentiment, personality and values. Therefore, higher vocational English attaches great importance to spiritual and humanistic features in discourse selection, which is not only conducive to teachers' teaching, but also conducive to the cultivation of students' moral sentiments. Taking English Tutorial, a practical English teaching material for our students, as an example, the material selection includes "classroom discipline," "mutual greetings and introductions," "family," "hometown," "festivals," "sports," shopping, etc. "The unit involves" this text, which tells about the formation of China's territory, history and culture, handicrafts such as porcelain, and four major inventions, etc. The unit involves the actual and significance of auspicious objects in the 2008 Olympic Games and the growth history of champion Liu Xiang, the 100-meter obstacle champion, etc. It helps stimulate students' sense of national pride and patriotic enthusiasm. In unit, the article "involves the research and development and use of smart coat and the shopping habits and rational shopping view of a girl named" who can help students to establish a good world outlook and values. Another example is that a girl named in the unit went out to work far away from her hometown, missing her hometown and gradually adapting to the working environment. In unit, the story tells of an elderly couple feeding each other a piece of food in McDonald's restaurant and another fable story in this unit (an apple tree and its children) can help arouse students' thinking about parents' selfless love and help to form basic morality such as "loving family" and "respecting the old and loving the young". The instructions of classroom discipline and campus code of conduct are involved in the "unit" and the greeting etiquette in the "unit" can help cultivate students' virtues such as "abiding by the law" and "loving the collective". In the article "Education Is Really Important", Bill Gates tells young students who are eager for success that they should seize every opportunity to learn various courses covering a wide range of fields and learn to work with others so as to cultivate team spirit. The educational functions covered by such articles include the establishment of a good "outlook on life" and a love of work, a hard-working professional ethics and a collective spirit of uniting students and striving together. Higher vocational English teaching materials have a wide range of teaching contents and profound thoughts, covering all aspects of life, such as culture, geography, history, society, environment, etc. They conform to the teaching purpose of "based on practicality, laying a good foundation, strengthening ability and cultivating sentiment" in "Basic Requirements for Higher Vocational English Teaching". Therefore, English teaching in higher vocational colleges is closely related to ideological and political education to some extent.

English course is a public basic course of humanities in colleges and universities, and is a compulsory course for college students. Because of its instrumental and humanistic nature, English course has the cultural function of edifying and infecting students' thoughts and feelings, and is conducive to students' mental health, mental development and moral sublimation. The development of the curriculum is conducive to the penetration of core values in teaching. Speaking from the teaching law, English classroom teaching follows the principle of overall coordination from shallow

to deep, from outside to inside, from point to surface, that is, from basic grammar to syntactic structure, to text learning and understanding, until the sublimation of content, any language reprint is aimed at the dissemination and exchange of ideas, and language learning loses its own meaning once separated from ideas. Therefore, in English teaching, the ultimate goal of teaching is to enable students to use language to communicate and learn ideas, while the overall view of the selection of texts in English teaching materials is to serve the national conditions, pay attention to the integration of socialist core values, lay stress on consolidating students' human nature foundation, strengthen ideological beliefs, enhance cultural heritage, and correct outlook on life and values. Therefore, from the perspective of the law of English learning, English curriculum development and ideological and political education are unified. In terms of teaching methods, English courses do not simply stop at teachers' single teaching form of grammar, but adopt reasonable teaching methods, fully consider students' physical and mental development discipline, adopt heuristic, discussion and simulation teaching, and mobilize students' enthusiasm to actively participate in teaching activities. The purpose of carrying out a series of activities is not only to improve classroom atmosphere, but also to enable students to participate in thinking and discussion with spiritual level, to help students use the principles of dialectical materialism to transmit the essence of things, and to guide students to understand noble morality and values. Therefore, from the perspective of English teaching methods, both the adoption of the methods and the purpose of teaching are to follow the law of development of things and serve the formation of socialist core values.

4. Conclusion

This paper mainly starts with three parts, "the necessity and feasibility of carrying out ideological and political education in higher vocational English teaching", "the ideological and political education function that higher vocational English can carry" and "the necessary conditions and methods for realizing ideological and political education in higher vocational English teaching" to study the subject of ideological and political education in higher vocational English, hoping to find a way to enrich the connotation of higher vocational English education. It is also a feasible way to enhance the effectiveness of ideological and political education in higher vocational colleges. At a time when the country is vigorously developing higher vocational education and creating the characteristics of vocational education, it puts forward innovative ideas for the integration of higher vocational English teaching and ideological and political education and can guide English teachers' teaching work. However, this topic is to study the general problems in higher vocational English teaching, the current situation of higher vocational students, and the ideological and political education in higher vocational colleges. Therefore, it needs to be implemented into the practice of specific courses, and it also needs to understand the participation and learning of students and the difficulty of the implementation process. At the same time, for the strategy of ideological and political education in higher vocational English teaching, this paper adopts the method of experience summary and logical reasoning, so it is still lack of comprehensiveness and integrity. To sum up, carrying out ideological and political education in higher vocational English teaching is a subject that needs long-term research and practice. As a higher vocational English teacher, I will consciously integrate ideological and political education into the teaching process, and will continue to carry out research and innovation on this subject.

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