

Research on Ideological and Political Education of Automobile Major in Higher Vocational Colleges

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Abstract: At present, curriculum reform is imperative. Specialized courses should not only teach students professional knowledge and skills, but also undertake the responsibility of educating people, that is, teachers of specialized courses should dig deep into the elements of IPE (ideological and political education) and effectively implement IPE. Under the new situation, it is an urgent problem for HVC(Higher Vocational Colleges) to integrate IPE content into automotive courses and innovate the teaching mode. This paper first expounds the relationship between IPE and HVC automobile professional courses, then analyzes the significance of IPE in the teaching of HVC automobile professional courses, and finally puts forward the implementation ways of IPE in HVC automobile professional courses from the school level and the teacher level. The purpose is to promote the formation and development of professional ethics of HVC automobile, improve their comprehensive quality and employability, and provide a good guarantee for their future work and life.

1. Introduction

How to better integrate IPE (ideological and political education) elements into the teaching process of professional teachers is a problem discussed by full-time teachers, and it is also a concern. The key to realize the educational goal of HVC(Higher Vocational Colleges) is to give full play to the IPE effect of professional courses, that is, to integrate IPE into professional courses through hidden infiltration, to find the coincidence point between them, and to design them scientifically and accurately [1].

At present, curriculum reform is imperative. Specialized courses should not only teach students professional knowledge and skills, but also undertake the responsibility of educating people, that is, specialized course teachers should dig deep into IPE elements and effectively implement IPE. Under this background, this paper intends to explore the IPE construction of HVC professional courses.

2. The relationship between IPE and HVC automobile professional courses

IPE is closely related to the professional quality of HVC automobile professional courses. Most of the professional qualities cultivated in professional courses are related to IPE, which is an important part of socialist core values. The leading role of IPE makes professional courses return to the essence of education, and the process of talent training has the characteristics of socialist education, which is different from capitalist education, which makes education return to "people" and make education a more complete person [2-3]. The essence of education lies in educating people. If a person's ideas and values have problems, no matter how high his skills are, he can't serve the society well.

The major of automobile manufacturing and testing technology requires students to have a cultural level and good professional ethics that are suitable for this major, mastering a certain level of professional theoretical knowledge, practical skills, and strong practical work and management abilities, engaged in automotive testing, mechanical and electrical maintenance, body repair, new energy vehicle maintenance, as well as intelligent connected vehicle testing and installation and related business management work in the front line of production and service. Moral, intellectual, physical, aesthetic Technical and skilled talents with comprehensive development in labor and other aspects [4]. Through the infiltration of IPE, students can effectively strengthen their understanding of

their own majors, understand the importance and development needs of automobile, and improve their own ideas from the source. In order to meet the needs of new teaching requirements, teachers should reverse their understanding of IPE, let teachers clearly understand the relationship between IPE and practical teaching, establish the teaching concept of IPE, and improve their teaching level and IPE awareness.

3. The significance of IPE in the teaching of HVC automobile specialized courses

3.1. Infiltrating IPE to enhance professional connotation

The development and innovation of Internet technology provides great convenience for education. Breaking through the original limitations, teachers can upload the teaching content to the Internet. Students choose to attend classes through the internet at any time and place according to their actual situation [5]. Specifically, it is necessary for HVC to carry out ideological education based on reality, restrict the network environment and micro-media in strict accordance with relevant regulations, and at the same time strengthen the cultivation of the correct use of network media for HVC automobile majors. Teachers should carry out IPE for students intentionally, organically and effectively in the teaching process, which is reflected in the top-level design of teaching, taking the cultivation of people's IPE as the teaching goal in the first place and combining it with professional development education.

3.2. Meet the essential requirements of the direction of running a school in the new era

HVC attaches great importance to specialized courses and pays attention to the cultivation of students' professional skills, so classroom teaching resources are inclined to specialized courses, and the education and teaching resources of IPE courses are not supported by professional teaching, and information is not communicated, which is easy to cause information islands. China's HVC is under the unified leadership of the Party and guided by Marxism, taking the road of education development in Socialism with Chinese characteristics. HVC is not only the base camp for personnel training, scientific research and social services, but also shoulders the heavy responsibility of inheriting and spreading the ideology and political beliefs of the party and the country [6-7]. HVC students are easily influenced by network information, become impetuous and do not care about national affairs, which also requires the teaching of professional courses to integrate IPE elements and build IPE education system. Therefore, it is very important to improve HVC students' political and ideological consciousness and practice professional IPE.

3.3. Adapt to the needs of social development and improve employment opportunities

The automobile major of HVC has detailed career development needs, and the development of different small majors in this category also has different requirements. The demand for talents has increased, but the degree of attention to professional ability has also improved accordingly. Under the influence of IPE, systematic study can effectively improve their professional ability. Moral education is a fundamental task, and it is an important task to cultivate new people in the era of national rejuvenation and realize the organic unity of "knowledge imparting" and "value leading".

In service work, fully demonstrate the professional ethics of the automotive manufacturing and testing industry, spend time and energy safely and meticulously manufacturing, maintaining, repairing, and testing cars, achieve the craftsmanship spirit of the automotive industry, and fully understand the socialist core values and other IPE.

4. Implementation of IPE in HVC automobile specialty

4.1. Improve teachers' awareness and ability to integrate IPE into professional courses

The effect of moral education is the basic standard to test the curriculum education, and to implement the fundamental task of moral education. To implement IPE well, teachers' subjective initiative needs to be brought into play, and value shaping, knowledge imparting and ability training

must be integrated and inseparable. From the teaching mode, teaching methods, classroom management, teaching resources, assessment and evaluation of all aspects of teaching to change [8].

If you are not sure about the theory of IPE, carefully consult relevant philosophy books, theoretical research books and newspapers, or consult IPE teachers to be rigorous and appropriate. According to the summary of teaching practice, it can be summarized into extended refining method, case infiltration method, thematic embedding method, analogy mapping method and experience inquiry method. The specific method is shown in Figure 1:

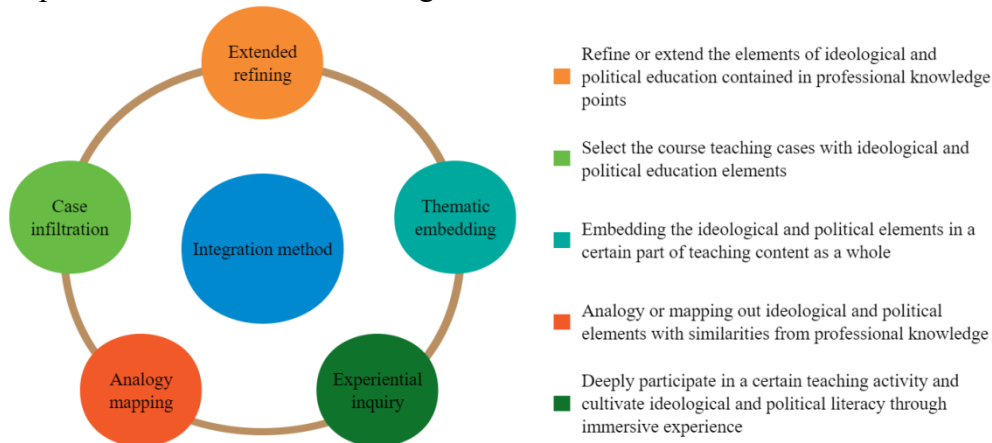


Figure 1 The main methods of integrating IPE elements into HVC automobile professional courses

In view of the lack of motivation for most students to learn basic courses, we can adjust teaching methods and introduce the concepts of humanistic care, scientific thinking and engineering concept, so that students can have a clear understanding that mastering basic knowledge is beneficial to their personal development and the formation of their ideological views. Teachers can guide students to make personal development plans according to their own development needs, the prospects of automobile specialty, the employment situation of automobile specialty and the teaching design of the school, so as to help them learn to survive, learn to develop and develop a realistic, energetic and positive concept of life development during their school days [9]. Teachers set an example, showing many valuable spirits that have a profound influence on students, ranging from a sketchy classroom blackboard writing to a diligent gardener's spirit for decades, all of which are excellent examples for students to establish a correct outlook on life and values.

4.2. Concise IPE course content and optimize HVC automobile professional course

On the basis of extensive investigation on the requirements of the automobile industry for employees' professional quality and professional ethics, teachers of IPE course and automobile major course jointly study the necessary professional ethics and professional ethics of automobile graduates, and organically combine the ability objectives and literacy objectives of automobile professional personnel training with the teaching objectives of IPE course. Analysis of learning situation is the basis of teaching design. Without in-depth analysis of academic situation, IPE cannot be carried out. As shown in Figure 2, this is an analysis of the learning situation of the course "Investigation and Evaluation of Natural Resources" in the practice of IPE.

HVC should combine the construction of IPE long-term mechanism with the innovation of education and teaching management, seize the classroom as the main position and make good use of teaching as the main channel, so that teachers can realize the necessity and urgency of implementing IPE, and form a pattern of joint education of professional courses and IPE courses. Professional teachers should strengthen communication with IPE teachers and explore the excavation and integration of IPE elements.

The educational function of professional courses is mainly characterized by the IPE elements contained in them. Therefore, the mining and refining of IPE elements is the most important, painful and difficult point in teaching design. Appropriate integration methods can more effectively promote the recognition, internalization and rooting of IPE elements in students' thoughts, and realize

ideological shaking and value guidance in subtle and hidden infiltration [10]. Select and organize the course content closely around the needs of completing the task, highlight the connection between the task and knowledge, let students master the knowledge in the process of practice and improve their practical ability.

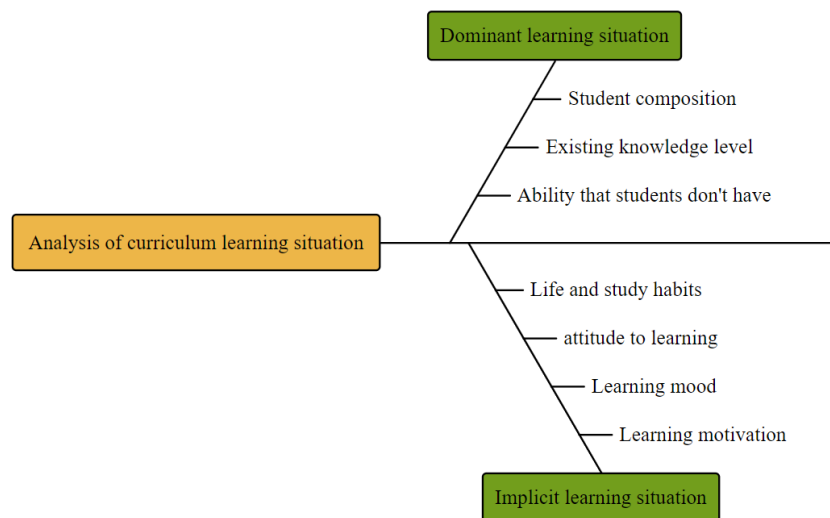


Figure 2 Analysis on the learning situation of HVC automobile professional courses

4.3. Formulate a reasonable assessment mechanism and strengthen the evaluation of students' IPE effect

Making a scientific evaluation system is an effective way to understand and test the teaching effect of IPE in professional courses, so the proportion of IPE assessment elements should be increased in the evaluation of professional courses. The evaluation of curriculum should be divided into process evaluation and end evaluation. We should build a multi-assessment system of "knowledge+skills+IPE" to effectively ensure the effect of IPE.

Due to the process of IPE quality development, evaluation should pay more attention to the process rather than the result, and pay attention to descriptive evaluation rather than differentiated evaluation. In addition, the evaluation should follow the principle of development, that is, pay attention to students' vertical self-development and reduce horizontal comparison. The evaluation of IPE teaching quality mainly aims at the rationality of teaching design and the effectiveness of teaching implementation. In addition to the evaluation of teaching supervision, students' scoring module and teachers' self-evaluation module need to be added, and IPE and moral education evaluation should be included in these two modules. In particular, it is necessary to consider whether he has made outstanding contributions in "cultivating people by virtue, teaching and educating people" and whether he has "ideals and beliefs, moral sentiments, solid knowledge and kindness."

5. Conclusions

Automotive manufacturing and testing technology, requires students to have a cultural level and good professional ethics that are suitable for this major, mastering a certain level of professional theoretical knowledge, practical skills, and strong practical work and management abilities, engaged in automotive testing, mechanical and electrical maintenance, body repair, new energy vehicle maintenance, as well as intelligent connected vehicle testing and installation and related business management work in the front line of production and service. Moral, intellectual, physical, aesthetic Technical and skilled talents with comprehensive development in labor and other aspects. The key to realize the educational goal of HVC lies in giving full play to the IPE effect of professional courses, that is, integrating IPE into professional courses through hidden infiltration, finding the matching point between the two, and designing scientifically and accurately. Students trained in vocational education should not only master the necessary theoretical knowledge and comprehensive skills, but also have good comprehensive quality and high-quality technical application talents, so as to meet

the needs of social production, construction, management and service. Each HVC should fully understand the development status of automobile major students, and keep up with the pace of the internet age in combination with the actual situation of our school, and make innovations and adjustments in ideological and moral education, so as to provide a solid foundation for the efficient development of IPE work for automobile major students in HVC.

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