

# Research on Effective Strategies of "Course Ideology" in Public English Teaching in Higher Vocational Colleges

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**Abstract:** The ideological and political work of colleges and universities has a fundamental question of what kind of people they should cultivate, how to cultivate them, and for whom. The ideological and political education in higher vocational colleges plays an important role in China's higher education system. Based on this, this article studies how to integrate ideological and political education into English teaching in higher vocational education, analyzes the meaning and value of curriculum ideological and political education, and then proposes the strategy of "curricular ideological and political education" in higher vocational English.

## 1. Introduction

The 2018 National Education Conference pointed out that it is necessary to integrate "Morality Education" into ideological and moral education, cultural knowledge education, social practice education and the discipline system. Teachers should teach around this goal and students should learn around this goal. At present, the development of China's higher education is facing better opportunities, the international and eastern ideological ideology is more intense, and education is facing more complex challenges. According to General Secretary Xi 's educational thoughts at important conferences such as ideological and political work conferences in colleges and universities, and national education conferences, higher education must revolve around the fundamental question of "what to train, how to train, and for whom". Process, all-round education "as a guide to explore new ways of education. In this context, college English education is also facing a new development ecology. We must adhere to the unification of explicit education and recessive education, tap the ideological and political education resources contained in other courses and teaching methods, and achieve all-round education.

## 2. "Course Ideology" Overview

### 2.1 Concept and connotation

"Curriculum thinking and politics" is an advanced higher education concept and educational thinking mode with Chinese characteristics. The meaning of curriculum practice is to create a full-process curriculum system, introduce matching ideological and political theory courses in different courses, and thus produce an efficient synergy, bringing the moral education teaching thinking mode into the core area of education. Curriculum ideology and politics is not a specific type of curriculum. It is a new teaching concept with innovative ideas. We must explore the close connection between professional knowledge and skills in ideological and political teaching in different disciplines, introduce ideological and political classroom teaching methods, and extend it to reform. Many areas, and then carry out the teaching of Lideshuren from an overall level. It requires that all curriculum teaching in the school be integrated into ideological and political education. Based on the curriculum's literacy and education functions, it transforms curriculum resources into educating resources, realizes the unity of knowledge transmission and value guidance, and aims to cultivate the construction of society. And successors.

## **2.2 Features**

"Curriculum ideology" has the following characteristics: First, value-leading. In the education environment where knowledge and technology are paramount, the proposal of "course ideology and politics" is forward-looking. It attaches importance to the learning of knowledge, but pays more attention to the survival and development of people in the curriculum. What kind of people are trained to become a kind of Value pursuit. The second is the diversity of the carrier. The value guidance under the curriculum ideological and political concept is not instillation and preaching, but has a lively and abundant carrier. Various types of courses in university education are their concrete carriers. In addition to completing the transfer of knowledge, professional education also carries the training of students' lives. The shaping of outlook, values and morality. The third is education synergy. In the curriculum ideological and political system, all kinds of courses go in the same direction as the ideological and political theory courses, and all teachers assume the responsibility of cultivating virtues, forming a synergistic education effect.

## **3. The implementation status and problems of "course ideology" in higher vocational English**

### **3.1 Status**

As a basic course, higher vocational English requires higher requirements and has a unique language environment. Therefore, it is particularly important to seek the differences between English teaching and other courses in the course of ideological and political implementation, and to construct a course of ideological and political implementation that combines its own characteristics. According to the requirements of curriculum ideological and political system construction, this paper investigates the implementation of "course ideology and politics" in the English teaching of 300 college students in 5 vocational colleges. Among them, 135 college students have heard of the concept of "course ideology and politics", accounting for 4.5% of the surveyed population. There are 38 students who understand the meaning of "course ideology and politics", accounting for 12.7% of the number of people surveyed. There are 13 students who think that the combination of college English courses and ideological and political education accounts for 5% of the surveyed population; 2 students think that they are more satisfied with the form and content of ideological and political education in the current college English course, accounting for 0.1%. There were 264 students who thought it was necessary to integrate ideological and political education content in the process of college English teaching, accounting for 88% of the surveyed population. According to the survey results, we can find the following issues. The knowledge of "curricular ideology and politics" of contemporary college students has not yet spread.

### **3.2 Problems**

First, there is a utilitarian motive for the teaching orientation. The motivation of students to learn English for a long period of time mainly has the following points. One is to study for a job, the other is the need for work, and the third is the need to go abroad to use English as a tool. In other words, personal development is the main motivation for learning English. The focus of teaching is biased, which leads to teachers' teaching materials and achievements only in education and teaching. The ideological and political teaching strategies are relatively old-fashioned and lack of teaching methods and practical experience to attract students. The main reason for failure to implement.

The second is that the compilation of teaching materials ignores Chinese culture. Textbooks are the source of teaching and learning, as well as the direction of education and teaching. When writing textbooks, we must pay attention to the integration of ideological and political education content, and incorporate the core values of socialism and the content of Xi Jinping's new era of socialism with Chinese characteristics into the curriculum system. In the current English teaching content and system, the single-flow tendency of culture is more prominent, and the study of western culture is emphasized, which leads to the learner immersing in western culture unidirectionally in the process of learning, and then affects the identity of the native culture.

The third is the weakening of humanities education goals. The key link in the implementation of

"course ideology and politics" in English is to seize the overlap between English teaching and ideological and political teaching—that is, the goal of humanistic education. At present, English language teaching focuses on the training of language listening, speaking, reading, and writing skills. However, the humanistic education content carried in language teaching, such as personality quality, value guidance, professional ethics, moral ideals, etc., does not dig deep enough. The problem of lack of effectiveness.

The fourth is the lack of scientific system content and ideological and political teaching methods. The current ideological and political education resources in English courses lack in-depth exploration, and the lack of systematic and modular teaching content of ideological and political education in English courses requires scientific sorting and setting. At the same time, the teaching method with knowledge transfer as the teaching goal affects the ideological and political education function of the curriculum, and lacks inspirational speculative and inquiry immersive teaching methods to guide values.

#### **4. The significance and value of "curricular ideological and political" teaching in higher vocational English**

There are many advantages to "course ideology" in higher vocational English. First, the English curriculum has a good "course ideological and political" integration foundation. The English course of higher vocational education is an important part of the curriculum system of higher education. As a general education course, public English is taught for almost the entire length of a student's education system and has a wide coverage. English courses can guide college students to more comprehensively and objectively understand contemporary China and look at the outside world, thereby strengthening the "four self-confidences" and practicing the core values of socialism. The second is that the goals of English humanities education and ideological and political education are highly consistent. Judging from the subject attribute of English itself, as a language course, it has embeddedness and penetration in ideological and political education. The coincidence of humanistic goals and ideological and political teaching goals in English education lies in cultivating students' humanistic literacy, international perspective, cultural understanding, Chinese feelings, will quality, moral accomplishment and professional literacy. The third is the richness and diversity of the teaching content of English courses. English course teaching medium contains rich audiovisual resources, reading resources and cultural resources. English learning is conducive to cultivating students' sensitivity and tolerance to cross-cultural communication. It is easy to think about cultural differences rationally in speculation, so as to enhance the tolerance of cultural differences and the flexibility to deal with cultural differences. Literacy.

Higher Vocational English is a basic language subject with a long history. English teaching in higher vocational colleges is constantly undergoing teaching reforms, attracting attention from all walks of life. The English subject includes Chinese and foreign sentiments, etiquette habits, cultural differences, and so on. Higher vocational English through the integration of "course ideology and politics", relying on the effective guidance of English teachers, will help guide students to correctly understand the differences between China and the West, guide students to build cultural confidence, and cultivate a Chinese Socialist builders and successors of feelings, international perspectives, and intercultural communication skills. Therefore, English teaching in higher vocational education should excavate the importance and necessity of higher vocational English in students' ideological and political education. In education and teaching, we must pay attention to imparting knowledge as well as imparting ideas and embodying value guidance. The ideological and political instruction of higher vocational English courses should be guided by Xi Jinping's new era of socialist ideas with Chinese characteristics, with socialist core values and Chinese cultural values as the main content, to help students strengthen the "four self-confidences" and enhance the ideology and problem awareness of English teaching in higher vocational education.

## **5. Implementation Principles and Strategies of "Course Ideology" in Higher Vocational English**

### **5.1 Principles**

First, adhere to the principle of integration. English education goals reflect the three dimensions of English language knowledge, English language skills processes and methods, emotional attitudes and values. Therefore, it is necessary to correctly handle the relationship between proprietary teaching goals and shared teaching goals, train students 'comprehensive English application ability and cultural communication ability, vigorously cultivate students' humanistic literacy, international perspective, cultural understanding, Chinese feelings, and strengthen the core values of socialism. Understanding and identification. Teachers should guide students to achieve the goals of humanistic, ideological and political education, and develop the sublimation understanding of language activities from the ideological and political perspective.

The second is to correctly handle the relationship between implicit education and explicit education. In the ideological and political teaching of English courses, explicit education refers to a teacher-led, specialized, open and exemplary teaching form. Recessive education refers to the activities and methods of educators to guide students to gain physical, mental, and personal development, values, ideals, beliefs, and moral concepts through experience and sharing through the use of hidden courses, cultural traditions, and environmental situations as carriers. In the teaching of English ideological and political courses, students should be motivated to learn and choose value, and heuristic and inquiring teaching methods should be adopted to promote value guidance and literacy.

The third is to correctly handle the relationship between teaching content and teaching methods. The logical and unified relationship between teaching content and teaching methods is a key factor to ensure the effectiveness of ideological and political teaching in English courses. In teaching content, it is necessary to integrate ideological and political elements to achieve organic integration with subject content. On the other hand, there must be scientific teaching methods to carry the teaching content and achieve teaching effects. Teachers must fully tap the resources of humanities, ideology, and politics in the ideological and political teaching of English courses, integrate ideological and political education in professional teaching, and use speculative teaching. Teaching methods such as case presentation are used to carry out students' knowledge transfer and value guidance to achieve the effect of collaborative education.

### **5.2 Specific strategies**

The first is to develop the curriculum ideology. We must pay attention to the integration of curriculum content, carry out the secondary development of existing textbooks, dig deep humanistic value elements in the knowledge system of textbook representation, refine the ideological and political teaching elements and themes, and seize the opportunity to conduct value guidance and moral education penetration. It is necessary to supplement the existing teaching materials, pay attention to the supplement of Chinese culture, increase the infiltration of Chinese culture into English, change the single communication between Western culture in foreign language teaching for a long time, and aphasia of Chinese culture in foreign language teaching. It is necessary to make reasonable use of teaching modules, carry out flexible English curriculum ideological and political curriculum settings, and randomly and flexibly embed into the existing teaching system.

The second is to reform classroom English teaching methods. It is necessary to strengthen speculative teaching, guide students to explore a variety of social factors in the formation of culture, and truly promote the formation of personality and moral qualities on the basis of cognition and speculation. It is necessary to promote case-based teaching, create high-quality integration of language teaching and ideological and political teaching, and promote the integration of language teaching goals and humanistic, ideological and political teaching goals. It is necessary to create the second class of ideological and political courses in English courses, create online and offline ideological and political courses for foreign language courses, strengthen the construction of

ideological and political campus activities in "intra-curricular + extra-curricular" foreign language courses, and enhance the all-round education synergy. It is necessary to strengthen the "learning + practice" practical teaching of English courses in ideology and politics, carry out practical activities based on professional education, exercise professional skills in practice, temper the quality of will, and enhance professional literacy.

The third is to strengthen the ideological and political ability of professional English teachers. Enhance the consciousness of "course ideology and politics" of professional English teachers, guide students to "correctly understand Chinese characteristics and international comparisons, and comprehensively and objectively understand contemporary China. Actively build a platform, establish a normalized training mechanism for ideological and political courses in professional English courses, and construct ideological and political courses in professional English courses Partner-based learning model. Improve the ability of "course ideological and political" teaching design for teachers of professional English courses, in-depth study of the growth characteristics of students, and constantly improve the ability of professional English courses and teaching materials design and development.

Four perspectives into ideological and political elements. Literary materials should be appropriately added to the English classroom, English elective courses should be set up, the second English classroom should be used to assist teaching, and the vocational English teaching evaluation system should be optimized. The online and offline mixed teaching model will promote the implementation of "Internet Ten English Courses Ideological and Political Education", which is effective. Stimulate students' enthusiasm for learning and let students have an ideal level of morality, cultivate students' international perspectives, and expand student cultural perspectives.

## 6. Conclusion

The introduction of efficient ideological and political education activities in the existing English teaching field of colleges and universities can not only assist students in acquiring better professional knowledge theories, but also strengthen the cultural quality and ideological, political, and moral standards of college students at a comprehensive level. It will promote college students to pay attention to the content of ideological and political courses in the process of improving English learning efficiency. Based on the consideration of personal development and social needs, create scientific, comprehensive and healthy cognitive abilities. With the help of the student group's own learning interaction, it can continuously penetrate the content of ideological and political teaching, resulting in a close relationship between college English teaching and college teacher education. Connect and motivate students to learn.

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