

The Practice of Ideological and Political Teaching in Journalism Major Curriculum in Higher Vocational Education

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Abstract: After being first proposed by the Shanghai Municipal Education Commission, curriculum ideology and politics have become a hot issue in college teaching and research in just a few years. The goal of curriculum ideological and political education is to cultivate morality and cultivate people, which coincides with the current education system of universities, especially the education goals of journalism majors in universities. As a vocational college aiming at cultivating skilled talents, due to the limitations of its professional skills, it is necessary to increase the infiltration of ideological and political elements in the curriculum in teaching. Based on this, this article conducts a research on the ideological and political teaching practice of journalism major curriculum in higher vocational colleges.

1. Introduction

News and public opinion work is related to national stability and unity, and is an “important weapons” for the realization of national interests in the world today. For journalism majors in colleges and universities that take cultivating journalism professionals as their own responsibility, what kind of people to cultivate and how to cultivate them are of great significance in this highly globalized era. Due to the special curriculum structure of the journalism and communication major, it has both strong ideological characteristics and significant practical characteristics. Carrying out courses on ideological and political education in this major can truly fulfill the requirement of “making various courses and ideological and political theory courses go hand in hand and form synergy” put forward at the National Ideological and Political Work Conference.

2. Teaching practice of Ideological and Political of Journalism Major Curriculum in Higher Vocational Colleges

2.1. Exploiting Ideological and Political Education Resources

Teaching resources are an important carrier of curriculum teaching and an important factor affecting teaching quality. In the process of curriculum ideological and political construction and implementation, teaching resources play an important role. *The Guiding Outline for the Construction of Curriculum Ideological and Political Education in Colleges and Universities* clearly states that comprehensively promoting “curriculum ideological and political education” should deeply explore the ideological and political education resources contained in various courses and teaching methods, and combine different curriculum characteristics, thinking methods, and value concepts to explore curriculum ideological and political elements. This points out the direction for the construction of teaching resources for various professional courses. During the construction of teaching resources, teaching resources with rich “curriculum ideological and political” elements can be embedded in each course construction of the Superstar online course platform, including various resources such as lesson plans, courseware, microclasses, videos, pictures, cases, and MOOC.

Taking the news gathering and writing course as an example, the “Introduction” section of the course, as the first teaching chapter of news gathering and writing, contains multiple “curriculum

ideological and political” teaching resources. For example, the video *Focus Interview--Saying “No” to False News* teaches students to abide by the principle of news authenticity, consciously eliminate false news, and cultivate a pragmatic journalistic professional ethics. In the first chapter “News Interviews and Journalists”, the video resource *Focus Interviews--Is What You See the Truth?* teaches students to be rigorous, objective, and multifaceted in news interview work, cultivating a solid and meticulous style of journalism work. By watching and learning these curriculum resources, students have received ideological and political education virtually, and their ideological and political qualities have also been improved.

2.2. Reasonably Designing Ideological and Political Content

“Curriculum ideological and political” is not simply “curriculum+ideology and politics”, let alone “ideology and politics for the sake of ideology and politics”. “Good ideological and political work should be like salt, but salt alone cannot be eaten. The best way is to dissolve salt into various foods and naturally absorb it.” Therefore, higher vocational journalism teachers should deeply explore the ideological and political elements contained in the curriculum, pay attention to the curriculum teaching design, adopt appropriate teaching methods, and integrate the ideological and political elements into the curriculum teaching to achieve educational effects. Therefore, higher vocational journalism teachers can reasonably design relevant content of “curriculum ideology and politics” throughout the teaching process, and organically integrate the concept and elements of “curriculum ideology and politics” in various links such as classroom teaching, homework after class, extracurricular training and social practice.

2.2.1. Integrating “Curriculum Ideology and Politics” into Classroom Teaching

Classroom teaching is a key link in the implementation of “curriculum ideology and politics”. During the teaching process, teachers should combine the content of relevant chapters, pay attention to integrating patriotic education, national conditions education, family and national sentiment education, excellent traditional culture education, life education, fraud prevention education, etc., and organically integrate them with the course teaching content, so that students can not only learn the course knowledge, but also improve their ideological and political quality. Formally, teachers can integrate “curriculum ideology and politics” into case teaching and classroom discussions, and guide students to discuss relevant teaching content through online or offline discussions, combining hot events.

For example, when teaching the chapter “Principles of News Reporting and the Quality of Journalists”, the topic “Suicide Incidents among XX Students in XX Schools in XX City, XX Province” was introduced to conduct group classroom discussions. Students were asked to conduct discussions based on this hot topic and the principles of news reporting, and each group was required to post their views to the “Discussion” column of the Superstar Information Platform for exchange. During this process, through group discussions and teacher guidance, students understand that online violence and inaccurate reporting by certain newspapers and periodicals are one of the important causes of tragedy, and remember that in the future, when engaging in news reporting work, they should adhere to the principles of “objectivity, impartiality, careful verification, and comprehensive reporting”.

2.2.2. Integrating “Curriculum Ideology and Politics” into the After-class Assignment

According to the requirements of “Three-wide education”, in addition to key links such as classroom teaching, the homework link after class is also an important part of “fostering virtue through education”. Only by paying attention to the education work in the after-school homework link can teachers in higher vocational colleges truly achieve the “whole course” and “all-round” education in the “Three-wide education”. There are also many ways and contents suitable for integrating “curriculum ideology and politics” into the homework after class, and teachers should effectively utilize them.

For example, when teaching the chapter “The Functions of News Reporting and the Responsibilities of Journalists” in the course of news gathering and writing, teachers assign

assignments to “The Spiritual Quality of Good Journalists”, allowing students to learn some excellent spiritual qualities from famous journalists by consulting their deeds and materials. By consulting materials and doing homework, students can understand the valuable qualities that many famous journalists have that are worth learning, such as the spirit of pursuing truth and seeking truth from facts, the spirit of having excellent political qualities, reaching out to the masses and grassroots levels, the spirit of studying hard, and working hard in the face of difficulties. These vivid and moving examples can encourage students majoring in journalism and communication to establish “idols” in the news industry at the beginning of their entry, encouraging them to follow their example and strive to become good journalists in the future.

2.2.3. Integrating “Curriculum Ideology and Politics” into Extracurricular Training and Social Practice

Extracurricular training and practice is an important means to improve students’ vocational skills, and is also an effective way to implement “curriculum ideology and politics”. Carry out extracurricular practical training and social practice incorporating ideological and political elements to deepen students’ understanding of relevant cultures in practice, which can more arouse students’ emotional resonance and promote the distillation of students’ thoughts.

For example, the Vocational and Technical College relies on the journalism photography course to carry out the practice of humanities documentary journalism photography, allowing students to take Nanning humanities documentary photos and produce theme picture news. Some student groups filmed *Nanning’s Yong Opera Intangible Cultural Heritage Inheritance Base - Xinhui Academy* to introduce Nanning’s Yong Opera culture. Some student groups took documentary photos of “Anti epidemic” campaign, *The Epidemic Period*, to record society and pay attention to reality through cameras(as shown in Figure 1). Some student groups filmed *Nanning Tonight* to showcase the development achievements and tremendous changes of Nanning by photographing the night scenes of its landmark buildings(as shown in Figure 2). Through these social practices, students can further understand Nanning’s local history and culture, understand its rapidly changing development achievements, and cultivate historical and local feelings and the ideological consciousness of loving Nanning.



Figure 1 The Epidemic Period



Figure 2 Night View of Nanning Convention and Exhibition Center

Journalism students in higher vocational colleges should step out of the “ivory tower” and devote themselves to the vast society, using their own news stories to report the ever-changing social changes and praise the great builders of the new era. For example, the journalism major of Nanning Vocational and Technical College divides the 2022 graduation design topics into four categories. The first is “poverty alleviation and rural revitalization”, which is divided into two categories: news photography and character communication. Students are required to interview and write about the

first secretary, typical representatives of poverty alleviation and prosperity leaders who have been assigned to six villages in Shanglin County, such as Yufeng Village, Lvlang Village, and Hengling Village, or to shoot and produce thematic news photography pictures. The second is to require students to demonstrate the traditional skills of Guangxi ethnic minorities in the form of graphic stories. Third, students are required to bring cameras to the rivers and lakes, care about them, take photos and record the changes of the rivers and lakes in Nanning, and take practical actions to protect the green waters and mountains of Nanning. Fourth, students are required to use professional skills in new media operation to serve rural revitalization, and promote and market agricultural products such as camellia oil and passion fruit for rural areas in the form of series short video production, new media marketing of agricultural products (Tiktok, video, official account, community), offline promotion activity planning, etc. In addition, journalism majors also hold graduation design exhibitions with the theme of “Rural Revitalization” for students’ graduation design works. The implementation of these extracurricular practical training and social practices not only cultivates and enhances students’ professional skills in journalism and communication, but also cultivates their ideological awareness of caring about current politics, society, and people’s livelihood, greatly improving their ideological and political qualities, and achieving the teaching effect of practical training and practical education.

2.3. Establishing and Improving the Assessment and Evaluation Mechanism of “Curriculum Ideological and Political Education”

The Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities clearly states that colleges and universities should improve and gradually improve the comprehensive and multi-dimensional “curriculum ideological and political” construction evaluation system, and the implementation should be detailed in the entire process of education and teaching reform. Establishing and improving a comprehensive and multi-dimensional “curriculum ideological and political” assessment and evaluation mechanism mainly starts with the evaluation of teachers and students.

The evaluation mode of “curriculum ideological and political evaluation” for teachers can be “teaching resources evaluation+teaching process evaluation+students’ final evaluation of teaching”. The evaluation of teaching resources includes curriculum standards, online curriculum resources, teaching plans, courseware, and other aspects. The evaluation of teaching process is based on teaching supervision, teaching monitoring, network course platform data, etc. The evaluation of the above two aspects is conducted by the school’s teaching supervisors. The final evaluation of students’ teaching is conducted by students in the course class on the online course platform after the completion of the course. The average score is used as the final score. The above three types of evaluation are summarized to obtain the overall evaluation of teachers in terms of “ideology and politics”.

For the assessment and evaluation of students, the evaluation element of “curriculum ideology and politics” can be incorporated into the curriculum assessment and evaluation. The curriculum standards of each course have curriculum assessment requirements, and incorporating the “curriculum ideological and political” assessment can strengthen the curriculum assessment and evaluation aimed at educating people. The assessment and evaluation of students generally adopts the mode of “process evaluation+result evaluation”. The process evaluation includes a comprehensive evaluation of students’ daily performance and teaching activities, mainly assessing attendance, teamwork spirit, classroom discussions, proactive answering of questions, classroom exercises, after-school assignments, after-school training, course practice, and other aspects. Each item is set with a score ratio. Resultant evaluations are conducted in the form of closed book (or open book) exams, works, etc. Process evaluation accounts for 30% to 40% of the total score (each course can be determined by itself), and result evaluation accounts for 60% to 70% of the total score (each course can be determined by itself). The comprehensive score for both types of evaluation is the student’s course performance.

3. Conclusion

In short, in the new era, higher vocational colleges should pay more attention to the cultivation of ideological and political qualities of journalism and communication talents. By deeply exploring the educational function of professional courses, teachers will integrate “curriculum ideological and political education” throughout the entire process of professional course teaching and talent cultivation, so that “curriculum ideological and political education” and ideological and political courses can go hand in hand, achieving the synchronous development of professional knowledge, vocational skills, and ideological quality, thereby achieving the continuous leap in professional connotation construction and talent cultivation quality.

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