

# **A Study on the Construction of the “Curriculum Ideology and Politics” System for Foreign Languages in Vocational Colleges - Taking English Teaching as an Example**

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**Abstract:** With the deepening of globalization and the continuous progress of China’s reform and opening up, the cultivation of foreign language talents in vocational colleges is facing unprecedented opportunities and challenges. To better adapt to the progress needs of the country and society, vocational colleges need to combine ideological and political education with foreign language courses, build a foreign language “curriculum ideology and politics” system, and ensure that the quality and effectiveness of talent cultivation can meet the expected standards.

## **1. Introduction**

As a crucial subject in vocational colleges, English requires teachers to integrate ideological and political education into English teaching activities, assist students in establishing more excellent life values, actively correct their own erroneous ideas and bad behaviors, and ensure that students are always in a healthy growth state.

## **2. Important Significance of Constructing the Ideological and Political System of Foreign Language Courses in Vocational Colleges**

### **2.1 Cultivate High-Quality Talents**

As is well known, the construction of the “curriculum ideology and politics” system for foreign language courses combines ideological and political education with foreign language courses, focusing not only on fostering students’ foreign language skills, but also on cultivating students’ cross-cultural communication abilities and international perspectives. This helps students better understand and master foreign language knowledge, improve their abilities and qualities in cross-cultural communication, and thus better adapt to the progress needs of the country and society. In addition, with the continuous deepening of the opening-up strategy, China’s position and role on the international stage have been continuously improved. The construction of the “curriculum ideology and politics” system for foreign languages has adapted to the needs of the opening-up strategy, cultivating a group of foreign language talents with international perspectives, cross-cultural communication skills, and good moral qualities. This is conducive to promoting cultural exchange and cooperation between China and foreign countries, promoting friendly relations and win-win cooperation between China and other countries around the world <sup>[1]</sup>.

### **2.2 Promote Reform and Innovation in English Teaching**

The traditional English teaching places too much emphasis on imparting language knowledge and cultivating language skills, while neglecting the importance of ideological and political education. By constructing a foreign language “curriculum ideology and politics” system, it can not only promote the reform and innovation of English teaching, but also effectively integrate ideological and political education with English teaching, making English teaching more in line with the progress of the times and social needs. At the same time, the reasonable construction of the

“curriculum ideology and politics” system can not only improve the overall quality and effectiveness of English teaching, but also enable vocational colleges to foster more foreign language talents with innovative spirit and practical ability. In addition, the construction of the “curriculum ideology and politics” system for foreign language courses has integrated ideological and political education into various aspects of foreign language courses, improving and optimizing the curriculum system of vocational colleges. This is beneficial for improving students’ comprehensive quality, enhancing their sense of social responsibility and mission, fostering them to become excellent talents with noble moral character, sound personality, innovative spirit, and practical ability, and providing strong talent support for the country’s reform, opening-up, and modernization construction.

### **2.3 Innovate the Talent Training Mode of Higher Vocational Education**

The construction of the “curriculum ideology and politics” system for foreign languages is a crucial measure to promote the innovation of talent cultivation models in higher vocational education. In traditional vocational education, emphasis is often placed on fostering students’ skills while neglecting the significance of ideological and political education. The construction of the “curriculum ideology and politics” system for foreign languages will combine ideological and political education with vocational education, promote innovation in talent cultivation models, and improve the quality and efficiency of talent cultivation. This is conducive to promoting the healthy progress of vocational education and cultivating more high-quality, skilled, and high-quality talents for the country and society.

## **3. Main Problems Faced by the Construction of “Curriculum Ideology and Politics” System of Foreign Language Courses in Vocational Colleges**

### **3.1 Lack of System Planning and Overall Design**

Some vocational colleges lack systematic planning and overall design in the construction of the “curriculum ideology and politics” system for foreign languages, and do not fully consider the actual situation and characteristics of English teaching, resulting in incomplete and in-depth system construction. The overall effect and quality of the construction of the “curriculum ideology and politics” system for foreign languages are difficult to meet the expected standards. In addition, the core of the construction of the “curriculum ideology and politics” system for foreign language courses is to integrate ideological and political education with foreign language courses. However, some vocational English teachers lack the awareness and ability to integrate ideological and political elements with foreign language courses in actual teaching, resulting in insufficient integration of ideological and political elements with foreign language courses, and even the phenomenon of “two skins”. The occurrence of this situation not only affects the overall teaching effectiveness of English teaching, but also makes it difficult for ideological and political education to achieve its expected educational effect <sup>[2]</sup>.

### **3.2 Insufficient Teaching Resources**

The construction of the “curriculum ideology and politics” system for foreign languages requires abundant teaching resources, including teachers with ideological and political education awareness, sound teaching plans, and textbooks. However, due to various reasons, some vocational colleges have insufficient teaching resources, which seriously affects the effectiveness and quality of system construction. A scientific and reasonable evaluation mechanism is a crucial guarantee for promoting the construction of the ideological and political system of foreign language courses. However, due to individual differences among students and varying levels of acceptance of ideological and political elements, there are differences in the attitudes and participation of different students towards ideological and political education. Some students may have a positive attitude towards the ideological and political elements in English teaching, actively participating in classroom discussions and practice. And other students may not be interested in this, lacking participation and

enthusiasm. This requires teachers to pay attention to students' differences and needs, adopt targeted teaching strategies, and guide students to establish correct values and ideological concepts.

## **4. Strategies**

### **4.1 Strengthen Top-Level Design and Enrich Course Content**

To improve the ideological and political system of foreign language courses in colleges, firstly, colleges should strengthen the top-level design of the construction of the “curriculum ideology and politics” of foreign language courses, formulate corresponding plans and implementation plans, clarify specific tasks and responsible persons, and ensure the orderly progress of system construction. English teachers should also innovate their teaching philosophy, integrate ideological and political education into the entire teaching process of English teaching based on each student's classroom performance and actual learning situation. If necessary, they can appropriately expand teaching resources, enhance the depth and breadth of English teaching from multiple aspects and angles, assist students in mastering English knowledge, and establish correct values and cultural views.

Taking *Family Relationships* as an example, to guide students to understand and master the diversity of family relationships in different cultural backgrounds through comparison and other methods, and flexibly apply the knowledge learned to introduce their family members, in teaching activities, teachers can use multimedia teaching equipment to play exciting clips of the movie *Pushing Hands*, encourage students to read articles independently, try using their own language to describe the differences and similarities in the interaction patterns between Chinese and Western family members. (In the West, Western parents have mixed many emotional colors in their children's education, and their relationships are often very close. To some extent, Western parents are the idols that their children worship. In China, since ancient times, they have focused on family groups as the center, integrating individuals into the group, and the fate of the individual is consistent with that of the family, society, and the country. The family is not only the carrier of “birth”, but also the essence of “consistency”, the foundation of “offering sacrifices to ancestors in heaven”, the beginning of “returning to the original and opening up new”, and the cosmic order and social life revolve around “family”.) After students have gained a certain level of understanding of the interaction patterns between Chinese and Western family members, teachers should also require students to step on stage one by one and share their daily family anecdotes, appearance characteristics and personalities with other students through storytelling and other methods, so that students' comprehensive literacy can be effectively cultivated [3].

### **4.2 Innovate Teaching Methods and Add Practical Activities**

From the current situation, traditional English teaching models such as “teachers speak and students passively accept” are no longer able to meet the various needs of students. This requires vocational English teachers to make reasonable use of teaching methods such as situational teaching and project-based teaching based on students' classroom performance and learning status, combine ideological and political education with foreign language knowledge and skills, improve students' interest and participation in learning, and guide students to actively learn ideological and political knowledge and English knowledge. In addition, English teachers should also organize more diverse practical activities in form and content, such as English speech competitions, cultural exchange festivals, etc., to improve students' cross-cultural communication skills and social responsibility through practical activities, thus laying a good foundation for students' comprehensive progress in the future.

Taking the practical activity of “tasting the crystallization of wisdom and realizing cultural charm” as an example, to help students better understand the traditional Chinese culture, truly feel the charm and profoundness of Chinese culture, and understand and master the similarities and differences between Chinese and Western cultures, before the formal implementation of practical activities, teachers should scientifically divide the entire class of students into several activity

groups based on their daily performance. They should encourage students to independently consult and collect information and data related to ethnic characteristic craftsmanship and clothing. Students can choose a favorite topic direction and use methods such as scenario play deduction and storytelling to accurately deduce the stories behind ethnic characteristic craftsmanship and clothing, stimulate their desire for exploration and interest in learning. Teachers should also get rid of the shackles of traditional teaching classes, encourage students to try to make national-featured crafts and costumes, and compare the differences between Chinese and Western cultures from the aspects of food, clothing, housing, transportation, etc., and finally use the opportunities of traditional festivals such as the Mid-Autumn Festival and the Spring Festival to make paper lanterns and other activities, so that students can truly feel the unique charm of China's excellent traditional culture [4].

### **4.3 Build an Evaluation System to Assist Students in Their Comprehensive Progress**

To ensure the effectiveness and quality of the construction of “curriculum ideology and politics” system for foreign language courses, English teachers also need to establish a scientific and reasonable evaluation system to timely evaluate and manage the ideological and political education of English teachers. Among them, a sound evaluation system should include various aspects such as student participation, teacher teaching situation, and practical activity effectiveness. Therefore, English teachers should keep up with the pace of educational reform and implement more targeted evaluation strategies based on individual differences and actual learning situations of students.

For example, for students with learning difficulties who have low levels of learning and poor knowledge reserves, teachers should focus on encouraging them, while guiding top students to actively help them solve various problems, ultimately achieving common progress and growth in this atmosphere of mutual assistance. For students with excellent learning abilities and basic knowledge reserves, vocational teachers should actively communicate and exchange ideas with various enterprises, strive to obtain more practical opportunities for students, flexibly apply the knowledge they have learned to solve various problems, and make students realize the significance of learning English knowledge [5].

## **5. Conclusion**

In summary, the construction of “curriculum ideology and politics” system for foreign languages in vocational colleges has crucial practical significance and profound historical impact. By constructing a foreign language “curriculum ideology and politics” system, colleges can not only foster foreign language talents with international perspectives, cross-cultural communication skills, and good moral qualities, but also promote innovation in the talent cultivation mode of vocational education, providing stronger talent support for the country's reform, opening up, and modernization construction.

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