Research on the Ways of Curriculum Ideological and Political Construction in Higher Vocational Colleges

Chang Jianbao, Deng Le, Huang Kai
Department of Humanities Education, Nanchang Institute of Technology, Nanchang, 330014, China

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Abstract: From ideological and political courses to curriculum ideological and political courses, it is not only necessary to cultivate qualified socialist vocational talents, but also an opportunity to reform the higher vocational ideological and political education management system, build a qualified teacher team, and reshape the ideological and political curriculum system. To implement the curriculum ideological and political construction in higher vocational colleges, it is necessary to involve all the staff, realize the whole process and cover the whole curriculum, and establish the curriculum ideological and political system of “three complete” mode.

1. Introduction

Higher vocational colleges are an important place to train applied talents of higher technology. However, qualified talents should have both political integrity and talent. They should not only master professional knowledge and technical ability, but also have basic political literacy and civic morality. Therefore, ideological and political education undertakes the major mission of training qualified builders and reliable successors of socialism with Chinese characteristics. Therefore, how to improve students’ ideological and political level has become a major issue that higher vocational colleges must face and solve. In fact, as early as 2014, the ministry of education began to implement the pilot of “curriculum ideological and political” construction. In recent years, party and state leaders have attached great importance to ideological and political education in universities from a strategic perspective. In December 2016 at the national conference on ideological and political work in colleges and universities, Jinping Xi pointed out “relationship between ideological and political work in colleges and universities colleges and universities cultivating what kind of person, how to cultivate people and cultivating people for who this fundamental problem”, and stressed that must adhere to the key link, the ideological and political work through the education teaching process, realize the whole education and comprehensive education, efforts to create a new situation our country higher education enterprise development.(Notice, 2018)

2. Drawbacks and causes of traditional ideological and political education in higher vocational colleges

2.1 Disadvantages of traditional ideological and political education in vocational colleges

Ideological and political courses refer to the general term of ideological education courses and related educational activities. Traditional ideological and political education is a kind of ideological and political education carried out by special teachers within a fixed course. It can be said that this education mode is generally adopted by all colleges and universities including higher vocational colleges. On the general level, the disadvantages of this model in other ordinary colleges and universities also exist in vocational colleges. At the same time, due to the characteristics of higher vocational colleges, the disadvantages are magnified again.

First, the traditional ideological and political education leads to the phenomenon of “island”, that is, ideological and political education is only classified as ideological and political theory curriculum education, completely separated from other courses. To be specific, the traditional
teacher education course mode in the design of teaching content, “he said ideological education”, often can't combines classical theory and concern of the students, more difficult to combine the actual situation of different professional, close to the discussion of the professional practice to carry out the work ethic, it is hard to stimulate students' interest in learning, low attendance rate, low rate is a common phenomenon.

Second, the teachers of ideological and political theory undertake a huge amount of workload every year, and have little energy to communicate with students outside the course. Second, ideological and political theory teachers are managed by their department or college, and the course quality is supervised and assessed by the educational administration department, but other secondary colleges are excluded. Therefore, in practice, second-level colleges may not know who the ideological and political theory teachers are, let alone evaluate their teaching effects. Perhaps they are most concerned about whether the college students can pass the exam smoothly, so as not to affect the graduation rate of college students.

2.2 Cause analysis

First of all, the traditional ideological and political education in running schools can not get enough attention in vocational colleges. According to the “vocational education law”, “decision of the state council on vigorously promoting the reform and development of vocational education” and other legal and policy documents, the goal of higher vocational colleges is to train high-level, skilled and application-oriented talents. In terms of guidance, the state “promotes the close connection between vocational education and social needs”, “promotes the connection between professional setting and industrial needs, the connection between curriculum content and vocational standards, the connection between teaching process and production process, the connection between graduation certificate and vocational qualification certificate”, and “focuses on improving the employ ability of young people”. Therefore, although the country requires vocational education to achieve “all-round development of people” at the same time, vocational colleges generally place “skills” and “employment” in a prominent position due to the influence of their school-running orientation, enrollment publicity, school development needs and other factors.

Secondly, the quality of teachers and students is at a disadvantage compared with other higher vocational colleges. On the one hand, the teaching force of ideological and political theory course in higher vocational colleges is relatively weak. Ideological and political theory course is a course that seems easy to speak well but difficult. Because in our country from the primary school students began to contact the ideological and political curriculum, but some of the same problems after years of teachers, simple preaching, but many students have a certain resistance. On the other hand, a large part of the students in higher vocational colleges are composed of students with poor scores in the college entrance examination, and their interest in theoretical learning and ability to think about problems are generally weaker than those in other colleges and universities.

Thirdly, modern information technology impacts the traditional ideological and political education. Before the development of modern information technology, teachers of ideological and political theory courses deliberately select appropriate materials, and conduct concentrated, continuous and high-intensity persuasion and instruction on the educational objects, so as to change the knowledge, feelings and actions of college students and achieve specific educational goals. Once the teachers cannot change the teaching method and enrich the teaching content in time, cannot change from one-way indoctrination to two-way interaction, cannot go beyond the textbook and make the teaching content diversified, students will easily resist.

3. The necessity of curriculum ideological and political construction in higher vocational colleges

The reform of ideological and political education mode, from the traditional ideological and political curriculum to curriculum ideological and political education, is the party and the government in recent years to promote the direction. At the same time, it needs to be explained that the ideological and political courses from ideological and political courses are not simple changes in
words, but have rich connotations. First of all, ideological and political education in the curriculum is not to add one or several ideological and political courses, but to integrate ideological and political education into all courses, that is, all courses should assume the responsibility of educating people and exert the function of ideological and political education. Secondly, curriculum thoughts and politics include all courses, so it not only points to the first teaching class, but also includes practical teaching class and post practice, etc. Three, course education not only refers to teacher education courses, but also for professional class teacher, teaching practice guidance teachers, practice guidance teachers put forward the request of the new education education, at the same time, in all kinds of activities after class, students themselves placed ideological elements, therefore, students itself to become the leader of the course ideological instruction. It is of great significance for higher vocational colleges to develop curriculum ideological and political construction in China.

3.1 Macro level: the needs of building socialist higher vocational colleges

The work report of the 19th national congress of the communist party of China pointed out that “socialist core values are the concentrated embodiment of the spirit of contemporary China, condensing the common pursuit of values of all the people”, and we must give play to the leading role of socialist core values in national education. The cultivation of craftsman spirit has become the obligatory responsibility of higher vocational colleges. However, it is necessary to realize that China's vocational colleges are still far from the national needs in terms of ideological management and the cultivation of craftsman spirit. For example, scholars' investigation and research show that, on the cognitive level, although students in vocational colleges have a high degree of recognition of the basic contents of socialist core values, they fail to get extensive attention, and their value judgments on social hot issues are diversified or even contradictory. At the level of practice, students in vocational colleges tend to be subjective, intensified and influenced by the outside world in their behavior choices. The survey of vocational quality of vocational students shows that the current vocational students have a vague cognition of vocational value, and the executive ability of vocational ethics is lower than the cognitive level, and the executive ability is weak. Although the situation is not objective, some people reject the party and government's ideological management of colleges and universities in the name of academic freedom. However, in any country in the world, absolute academic freedom does not exist (Jinping Chen, 2018)

3.2 Middle level: school ideological and political education system reconstruction and teacher construction needs

Teachers are the main body of teaching and educating and the first responsible person of classroom teaching, so the key to the construction of “curriculum ideology and politics” lies in teachers. However, at the same time, it should also be noted that qualified teachers of ideological and political courses should not only have the required professional ability, but also have a firm political stance. In recent years, under the influence of various factors, western countries' concepts of liberalism, anarchism and money worship have been expanding among teachers in various colleges and universities including vocational colleges. The implementation of curriculum ideological and political education is a direct interrogation of teachers' ethics and ideological and political quality, and their personal cultivation and political stand will be directly reflected in the curriculum ideological and political education. Therefore, in order to ensure the effect of ideological and political curriculum, the school must re-establish the mechanism of political theory learning, supervision and examination for college teachers.

3.3 Micro level: opportunities to reshape the ideological and political education system of higher vocational colleges

The ideological and political education should be integrated into all courses from a single course, and the ideological and political value of each course should be explored, so that students can establish a correct outlook on life, values and world outlook unconsciously. (Shai Yuan, 2015) In terms of form, ideological and political course is a kind of explicit ideological and political education. Although it is still indispensable in the system of ideological and political course, and
should even play the leading role of ideological and political education, it can only be limited to the limited school hours in the lower grades of the university, which is not sustainable, and the color of preaching is relatively strong. However, curriculum ideological and political education is a relatively implicit ideological and political education, which is a subtle way to cultivate people, put teaching and educating into practice, and ensure the smooth realization of the training goal of socialist university. Practice has also proved that strengthening college students' ideological and political education with professional skills and knowledge as the carrier is more persuasive and appealing than pure ideological and political courses, which can maximize the main channel function of the classroom, and reverse the situation that professional courses emphasize teaching and neglect education.

4. “Three complete” mode of higher vocational colleges curriculum ideological and political construction approach

As can be seen from the above discussion, it is a systematic change from ideological and political courses to curriculum ideological and political courses. We believe that the implementation of curriculum ideological and political construction in higher vocational colleges should involve all personnel, realize the whole process and cover the whole curriculum, that is, to establish the “three complete” curriculum ideological and political system.

4.1 Realize the full participation of the ideological and political course

First, pay attention to the construction of teachers' political character. It is hard to imagine that a teacher with insufficient personal cultivation and political stance can effectively undertake the task of ideological and political education. If a teacher is found to have some political problems before entering the job and the decision maker fails to perform the comprehensive review, the school should punish the decision maker according to the circumstances. Of course, it should also be admitted that there may be a dilemma of asymmetric information when hiring teachers in higher vocational colleges, that is, applicants intentionally hide some true information. The solution is that the school should formulate corresponding terms in the contract as the basis for dismissal, so as to reduce the cost of termination of the contract.

The second is to strengthen the cultivation of teachers' “moral ability”. Curriculum ideological and political construction in our country just started, vocational colleges are relatively more backward. In some reform colleges and universities, some teachers lack the ability to combine professional course teaching with ideological and political education, reform and innovate teaching methods and integrate social resources, etc. It is a long way to go for higher vocational colleges to improve teachers' “moral education ability” under the background of the lack of effective models for reference. In terms of its path, there are no more than two points. One is to “learn from the outside”, to conduct research in regions or universities with experience in the construction of ideological and political courses, and to listen to the experience and lessons of these schools in the integration of ideological and political education and professional course teaching.

4.2 Realize the whole process of ideological and political course

In terms of time dimension, curriculum ideology and politics should realize the whole process of education from enrollment to graduation. At the beginning of entering the university, students have just “released” from the heavy study in high school, and they have a strong sense of freshness for college life. At the same time, students at this age are in the process of forming values. Guiding students in various ways and establishing judgment standards for their values and behaviors will produce obvious effects. Therefore, entrance education, career planning and other activities are extremely important. Incidentally, innovative educational methods will have a great impact on the effect.

In addition, we maintain that students should be the main body of ideological and political education. Therefore, school and college leaders should provide necessary financial support for students' cultural activities, and head teachers and counselors should encourage students to organize
and participate in various activities and give corresponding guidance.

4.3 Realize ideological and political education of the whole curriculum

The ideological and political education of the whole curriculum is the basic requirement of the curriculum ideological and political education, but it is a big challenge for higher vocational colleges to realize the whole process of ideological and political education. To realize the ideological and political education of the whole curriculum in higher vocational colleges, at least the following points should be achieved:

First of all, the leaders of colleges and universities in higher vocational colleges must fully establish the concept of curriculum ideological and political education, and implement the party committee leadership and responsibility system of curriculum ideological and political education.

Secondly, it is necessary to reshape the curriculum ideological and political system of higher vocational colleges. The general principles are as follows: we should run ideological and political courses well and give full play to the role of the core courses of ideological and political education; Strengthen the education orientation of professional courses, make all kinds of courses and ideological and political theory courses go together, and form a synergistic effect.

Third, pay special attention to ideological and political education design of post practice. Internship is an important part of the teaching system of higher vocational colleges. The internship period is often more than half a year, and its standards and requirements are much higher than other ordinary undergraduate colleges.

5. Conclusion

Curriculum ideological and political construction in higher vocational colleges is the reflection and reconstruction of the talent training mode in higher vocational colleges, and it is the necessary measure to cultivate the talents needed by socialism with Chinese characteristics in the new era. We should see that higher vocational colleges education course construction, there is no mature experience for reference, this will require education departments and schools at all levels managers be aggressive exploration, abolish both formed under the system of inertia and inert, fully arouse the enthusiasm of teachers and creative ability, at the same time also need to establish the student as the main body of education education receptor and the dual role, eventually form conforms to the law of education, and education model can reflect the characteristics of higher vocational college curriculum.

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[2] Notice of the ministry of education on the issuance of “basic requirements for the teaching of ideological and political theory courses in universities in the new era” (teaching social science [2018] no. 2)