

Current Situation Analysis and Countermeasure of Ideological and Political Theory Teaching in Vocational Colleges

Xiaoshu Yang

Chongqing Real Estate College, Chongqing, 401331, China

E-mail:317884616@qq.com

Keywords: Vocational Colleges, Ideological and Political Education, Teaching

Abstract: Vocational colleges often neglect the ideological and political education of their students because they attach importance to the skills training of their students. However, it is undeniable that vocational college students will occupy a considerable proportion of the job market in our country, and the ideological and political education they receive at school also determines their future career development to a certain extent. Therefore, vocational colleges should pay more attention to students' ideological and political work and improve their ideological quality.

1. Introduction

Ideological and political education is an important part of teaching in Higher Vocational colleges. Ideological and political education is based on realistic political thought, using advanced equipment to carry out professional teaching for students. The main purpose of Ideological and political education is to enhance students' sense of social identity and social responsibility. Since the new era, the ideological and political education in Higher Vocational Colleges in China has undergone significant changes. People have changed their ideas of Ideological and political education. Teaching workers begin to attach great importance to the practical teaching of Ideological and political theory course, especially in the teaching process of Higher Vocational colleges.

2. Problems in Ideological and Political Education in Vocational Colleges and Universities in China

2.1 Limited classroom teaching methods

At present, in the teaching of Ideological and political theory course in Higher Vocational colleges, many teachers only use the "inculcation" classroom teaching method to guide students to learn, students have poor interest in learning, and the quality of learning is not reasonable. Under this kind of teaching guidance, students are in a passive learning position. It is difficult to really integrate into the ideological and political teaching activities to feel the fun of learning, which is not conducive to the overall development of students. Classroom teaching needs to combine the actual learning ability and interest of higher vocational students to design teaching and innovate the teaching activities of Ideological and political theory course in Higher Vocational colleges.

2.2 The way of teaching evaluation is relatively single

The particularity of the ideological and political theory course also determines the particularity of its teaching evaluation method. The ideological and political theory course has certain characteristics of application and practice. Therefore, in the ideological and political teaching activities of Higher Vocational colleges, the way of evaluating students' comprehensive abilities with the help of final examination results alone can not be adopted. Teachers need to combine the content of Ideological and political education, carry out a comprehensive interactive platform for students, pay attention to the emotional development of students in their daily learning, pay attention to the cultivation of students' values and so on, and truly link the ideological and political education activities of Higher Vocational Colleges with the actual life of Higher Vocational students.

Just like the ideological and political courses in many universities, many universities will offer extracurricular practical courses in such courses, give students sufficient extra-curricular time, give them a certain range of topics, let students fully combine the knowledge they have learned in class to bring forth new ideas, so that they can learn and understand the relevant courses more deeply. Most of the teachers' teaching methods are monotonous, mainly preaching, ignoring the cultivation of students' ability of analysis and thinking as well as the ability to solve practical problems, which results in the disconnection between theory and practice, and fails to achieve the goal of cultivating students' good quality and noble personality. Because many classrooms do not have multimedia and network equipment, so we can not use network and multimedia education. As a result, the curriculum lacks appeal, scientificity and credibility. At the same time, it also causes many teachers not to make multimedia courseware and teaching lacks attraction.

2.3 There are deviations in the orientation of talent training objectives in Higher Vocational Colleges

The orientation of talent training objectives in higher vocational colleges can provide strong support and space for the full development of Ideological and political theory teaching. Article 4 of the Vocational Education Law of the People's Republic of China (hereinafter referred to as the A-Education Law) passed by the Standing Committee of the National People's Congress in May 1996 stipulates that the implementation of vocational education must implement the national education policy, carry out ideological and political education for the educated and carry out ideological and Political Education Professional ethics education, imparting vocational knowledge, training vocational skills for Vocational guidance, improving the quality of educatees in an all-round way, but influenced by the market economy, the utilitarian value orientation of Higher Vocational Education in China has become increasingly obvious. Under the enormous employment pressure, some higher vocational colleges and universities have positioned the goal of personnel training in the training of specialized and practical talents facing the front line, intentionally. Or unintentionally neglected the ideological and political theory education, its main manifestation is that the curriculum design revolves around the market and occupation; the ideological and political theory courses that the state stipulates must be opened under the packaging of "pragmatic and practical" are openly reduced or reduced in various forms. Therefore, if the policy orientation of personnel training objectives in higher vocational education can not be consistent with the provisions of the Vocational Education Law and does not emphasize "ideological and political education and professional ethics education", then the status of Ideological and political theory teaching will inevitably be weakened. Therefore, the "ideological and political and professional ethics requirements" that higher vocational talents must meet must be clearly defined in relevant documents.

3. Students in higher vocational schools generally hate ideological and Political Courses

3.1 Most higher vocational colleges pay little attention to ideological and political courses.

Ideological and political course is a basic subject, which can provide theoretical support and guidance for students to make choices in their future life. However, in recent years, secondary vocational schools generally have a tendency to attach importance to intellectual education, moral education, science and technology, and humanities. They pay too much attention to the cultivation and training of students' professional theory and skills, and neglect the basic quality education of students. They fail to realize that whether students' future career life is smooth or successful depends not only on their professional knowledge and skills, but also on their humanistic quality. As a result, the teaching of Ideological and political theory course can not be given due attention, which weakens the actual effect of Ideological and political theory course.

3.2 General inferiority complex and lack of confidence in learning ability.

Secondary vocational school students are mostly rejected by Pugao to choose higher vocational

education. Because of the low level of learning and the poor basic knowledge in junior middle school, it has caused great obstacles for them to learn new knowledge. They feel laborious in learning and have inferiority complex, so they lose confidence in learning. Lack of courage and confidence in learning knowledge and skills, learning mood will fluctuate sharply, some simply abandon themselves and give up their studies. At the same time, all kinds of bad temptations come in empty, leading to ideological and political lessons, no matter how good students are unwilling to learn, thus abandoning their studies.

3.3 Environmental factors

With the deepening of reform and opening up, some people's increasingly serious concept of material interests and behavior are not in harmony with traditional moral concepts and values, and even appear the direction of money worship and moral degradation. This has a great impact on the formation of the correct world outlook and outlook on life of secondary vocational school students, and shows the unhealthy ideological tendencies of utilitarianism, individualism, eagerness for quick success and instant benefit, so that some students do not accept the positive education of political lessons, and even devalue political lessons to preaching lessons.

4. Ways to Optimize the Teaching Achievements of Ideological and Political Courses in Higher Vocational Colleges

4.1 Improving teaching content and methods and teaching students in accordance with their aptitude.

The implementation of "05 Program" makes the textbooks of Ideological and political theory course more perfect and more colorful. However, there are still problems of overlapping and repetition among the four main courses of Ideological and political theory course in Colleges and universities, lack of sense of the times and lack of pertinence. Among them, some contents are basically the same as the content of Ideological and political courses in middle schools. There is not much progress in the depth and breadth of knowledge and lack of attraction. At the same time, because the compilation of textbooks will remain relatively stable for a long time, the teaching content can not keep up with the situation of social development, which is not in line with the expectations of contemporary college students, can not meet the spiritual demands of contemporary college students for novelty and innovation, and to a certain extent, reduces the interest, enthusiasm and enthusiasm of college students in learning ideological and political theory courses. Therefore, in order to enhance the attractiveness, appeal and effectiveness of Ideological and political theory teaching, the teachers of Ideological and political theory course must introduce the latest theoretical frontiers, the latest theoretical achievements of the Party and the frontier theoretical trends of discipline development into the classroom in time, enrich and enrich the teaching content and let the teaching proceed in accordance with the changing situation of economic and social development at home and abroad. The content is close to the reality, and strives to solve the hot, doubtful and focused problems that college students generally pay attention to, and to solve the social problems that college students generally pay attention to. Only in this way can the enthusiasm, passion and interest of college students in learning ideological and political theory courses be effectively stimulated.

4.2 Higher Vocational Colleges Should Pay Full Attention to Ideological and Political Basis

Higher vocational colleges should attach great importance to ideological and political practice teaching, that is, to maintain the fundamental importance of practical teaching. The majority of teaching staff in higher vocational colleges should specialize in teaching and discussing the practical teaching of Ideological and political theory course, concentrate the wisdom and strength of the whole school, and do a good job in Ideological and political education. Only teachers realize that the importance of Ideological and political education is not enough, and students must also fully realize the importance of Ideological and political practice teaching, ideological and political

practice teaching should be included in students' comprehensive achievements, and the proportion of practical teaching in Ideological and political theory course should be properly increased.

4.3 Strengthen practical teaching and broaden the teaching channels of Ideological and political theory.

Practice teaching is an important supplement and extension of classroom theoretical knowledge, the externalization of classroom theoretical knowledge, the key to improve students' practical ability, and an effective way to test the unity of knowledge, emotion, faith, will and action. However, due to insufficient understanding and attention of leaders at all levels, the annual expenditure for practical teaching of Ideological and political theory courses is 15 yuan for junior college students and 20 yuan for undergraduates. According to the survey on the implementation of the special funds for practical teaching of Ideological and political theory course, 54.2% of the school's practical teaching funds are zero,... 8.3% of the schools need temporary applications, only 8.3% of the students have 20 yuan per year of special funds for ideological and political theory courses. Lack of funds for practical teaching is an important reason why it is difficult to carry out the practical teaching of Ideological and political theory course at present. Some teachers of Ideological and political theory course have misunderstandings about practical teaching, which is also a stumbling block for the practical teaching of Ideological and political theory course. At present, some teachers of Ideological and political theory think that practical teaching is to let students go out of school to participate in various social productive labor and scientific experiments, or to take students out to visit, investigate and investigate by teachers. In my opinion, this is a misunderstanding of practical teaching. In fact, as long as the teacher instructs and the students participate, the students' practical ability can be improved and the teaching activities carried out can be called practical teaching activities as long as they are related to the teaching content, whether in or out of the classroom, on campus or outside the campus. Teachers have a correct understanding of the definition of practical teaching, even in the case of insufficient or lack of funds, the practical teaching activities of Ideological and political theory course can be made as impressive as ever. For example, when a teacher teaches ideological and political courses, he arranges for students to conduct a survey on the current situation of College Students' ideal goals in accordance with the general ambiguous or temporary absence of ideal goals among freshmen; combines moral or public morality and other related teaching contents, conducts a survey for students in school, and then writes a survey report or produces PPT; and combines with legal content, carries on the law. Legal knowledge contests, moot court debates, etc. This kind of teaching practice not only broadens the teaching way of Ideological and political theory course, but also sublimates students' ideological understanding, exercises their practical ability and is welcomed by students.

4.4 Strengthen the Construction of Teachers and Improve the Education and Teaching System

First of all, teachers of Ideological and political theory should constantly improve their political literacy. Nowadays, some teachers of Ideological and political theory in Colleges and universities publicly vent their dissatisfaction with the country and society in class, and make objectively or even radical statements. Such teachers' political consciousness is problematic and they should never undertake ideological and political education. In the main position of Ideological and political education, teachers of Ideological and political theory course should pay more attention to their duties and accomplish their teaching tasks conscientiously. Therefore, teachers of Ideological and political theory should be regularly assessed for their political qualities and urged to constantly improve their ideological awareness. Secondly, ideological and political theory teachers should constantly update their concepts and treat ideological and political teaching scientifically. College students are a group with very active ideas. With the help of network, television and other modern technologies, they can obtain a lot of information independently. Therefore, teachers can not meet their needs by simply publicizing textbooks or simply transmitting information. Moreover, they will have their own independent judgments and will not easily believe what books and teachers say. Therefore, in the face of such objects of education and teaching, teachers must change their teaching concepts and make corresponding adjustments in the teaching process. Through detailed

investigation and thorough analysis, we can grasp the ideological characteristics of Higher Vocational students, integrate the teaching contents and innovate the teaching methods, so as to make the ideological and political theory teaching targeted. Especially, we should strengthen the reform and exploration of subjectivity practical teaching methods, give full play to the role of students as the main body, and really put ideological education into action.

Finally, from the recent emphasis on "morality first" in the National Civil Service Examination to the moral reflection caused by the "two-year-old girl being brushed aside by passers-by", we can interpret a message that "morality" is related to the development of society and the rise and fall of the country. Therefore, the ideological and political theory teaching in Colleges and universities should be raised to a high degree of overall importance. And this questionnaire survey also provides first-hand data for us to accurately grasp the ideological pulse of post-90s higher vocational students, which makes the moral education work of higher vocational colleges more targeted, and lays a solid foundation for improving the teaching effect of Ideological and political theory course.

4.5 Reform the examination method and establish a perfect and reasonable teaching evaluation system.

The lagging of examination methods and evaluation system is an important factor affecting the effectiveness of Ideological and political theory teaching. In order to enhance the attractiveness, appeal and effectiveness of Ideological and political theory teaching, we must reform the examination methods and establish a sound teaching evaluation system. After years of joint efforts and practical exploration, the teachers of Ideological and political theory course in our school have established a relatively perfect and reasonable teaching evaluation system. Specific practice is: the ideological and political theory course assessment results are divided into two plates, the first plate is the usual results, accounting for 50%. This section consists of three parts, one is classroom discipline, accounting for 10% (one minute late, more than 5 minutes deduction point, two minute absence deduction point, sleep, speech impact deduction 0.5 points), the other is classroom performance, accounting for 10% (learning attitude, mental state, classroom discussion participation), the third is homework, accounting for 30% (classroom work and social reality). Practice assessment). The second sector is the theoretical assessment results, accounting for 50%. This part of the examination adopts the open-book examination method, mainly examines the ability of students to analyze and solve practical problems by using the Marxist theoretical viewpoints they have learned. By reforming the examination and assessment methods and establishing a sound teaching evaluation system, our school has reduced the absence of students, increased the rate of classroom rise, enhanced the awareness of classroom participation, and increased students'satisfaction with classroom teaching.

5. Conclusion

Practical teaching of Ideological and political theory course is an important part of teaching in Higher Vocational colleges. Strengthening practical teaching in Higher Vocational Colleges under the new situation is an inevitable choice for realizing long-term development of Higher Vocational colleges. Strengthening the practical teaching of Ideological and political theory course is of great significance for students' future growth. This paper analyses a series of problems existing in the ideological and political theory teaching of Higher Vocational Colleges in China, and puts forward some special countermeasures combined with these problems. Careful implementation of these measures will help to improve the success of Ideological and political teaching in Colleges and universities.

References

[1] Xu Yonghui, Guo Yankun. Investigation and analysis of the ideological and political situation of higher vocational students and Countermeasures Research --- Take Heilongjiang Industrial and Commercial Vocational and Technical College as an example [J]. Northern Economic and Trade,

2012 (3): 121-122.

[2] American, British, Song Qian. Investigation and analysis of Ideological and political status of college students in Higher Vocational Colleges and Countermeasures [J]. Journal of Anhui Electronic and Information Vocational and Technical College, 2006, 5 (6): 19-21.

[3] Wang Bing, Chen Jianhua, Wang Guancheng, et al. [J]. Journal of Yueyang Vocational and Technical College, 2016, 31 (2): 8-13.

[4] Jin Yuanyuan. Analysis of the Current Situation of the Teaching of Ideological and Political Theory in Secondary Vocational Colleges and Countermeasures [J]. Science and Technology Perspective, 2016 (5): 209-209.