

Research on the Practical Effect of Curriculum Ideological and Political Construction in Higher Vocational Colleges under the Vision of Great Ideological and Political



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Abstract: With the continuous development and change of society, higher vocational education should not only focus on cultivating students' professional skills but also need to focus on strengthening their ideological and moral quality and social responsibility. Therefore, the construction of curriculum ideology and politics in higher vocational colleges and universities has become crucial, and it is necessary to implement the requirements of greater ideology and politics to improve the comprehensive quality of students. This paper analyzes the current situation of the construction of higher vocational curriculum ideology and politics under the perspective of greater ideology and politics and aims to explore a series of effective strategies to enhance students' ideological and moral literacy and innovation ability, to provide valuable references for the development of higher vocational education.

Keywords: great ideology; higher vocational; curriculum ideology construction; effectiveness

Introduction

Under the current background of great ideology, it is of great significance to strengthen the construction of curriculum ideology and politics in higher vocational colleges and universities. As an important stage in the cultivation of application-oriented talents, higher vocational education has an important impact on the cultivation of students' comprehensive quality and sense of social responsibility by strengthening the ideological and political construction in terms of curriculum. Therefore, it is of great practical significance to explore how to effectively carry out the construction of curriculum ideology and politics in higher vocational colleges and universities under the perspective of great ideology and politics.

1. Analyzing the Current Situation of the Construction of Higher Vocational Curriculum Ideology and Politics in the Field of Great Ideology and Politics

1.1 The curriculum is too single

Under the current background of great ideology and politics, higher vocational colleges and universities need to focus on cultivating technical and skilled talents while strengthening the construction of curriculum ideology and politics. However, limited by their educational orientation, there are some problems in the construction of curriculum ideology and politics in higher vocational colleges and universities. On the one hand, because higher vocational colleges and universities focus on the cultivation of students' professional skills, ideological and political education is often neglected (Mei, 2023). This leads to many students paying too much attention to the knowledge and skills of their

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majors and a lack of knowledge and understanding of other fields. In this case, students' academic development is limited, and it also affects the cultivation of their comprehensive quality and innovation ability. On the other hand, the curriculum of higher vocational colleges and universities mainly focuses on professional skills, which means that the knowledge and information that students are exposed to are mainly concentrated in the relevant professional fields. In the current era of rapid updating of knowledge, if they are limited to specialized knowledge, students will easily fall into the lagging state of knowledge. More importantly, a single curriculum will also affect the cultivation of students' values and sense of social responsibility. In addition to professional skills, correct values and a good sense of social responsibility are equally important in modern society. Under a single curriculum, it is difficult to integrate education in these aspects. Therefore, higher vocational colleges and universities should pay attention to the overall development of students, guide students to form correct values through diversified curricula and cultivate their sense of social responsibility and ability to take action.

1.2 Lack of practice in teaching

Higher vocational education has always been characterized by its emphasis on the cultivation of vocational ability, and practical teaching occupies an extremely important position in vocational education. However, under the current background of great ideology and politics, there is an obvious shortage of practical teaching in higher vocational colleges, which seriously affects students' professional learning and career development. In higher vocational colleges and universities, students spend most of their time in the classroom listening to lectures or reading textbooks and lack real opportunities for practical exercise. Only in practice can students apply the knowledge they have learned about ideological and political theory to practical operation, consolidate theoretical knowledge, and deepen their understanding and mastery of ideological and political theory. Moreover, modern

enterprises not only value the professional knowledge students have learned but also pay attention to practical operation ability and teamwork ability. Students who lack the opportunity to practice will be affected in their performance in the workplace, thus affecting their career development. In addition, the lack of practice in the teaching session will also hinder students' knowledge and understanding of society. In modern society, continuous updating and innovation of knowledge and skills are the norm, and if students are not exposed to the real social environment through practice, it will be difficult for them to adapt to the needs of future career development.

1.3 Lack of interaction in teaching methods

In traditional classroom teaching, teachers are usually the transmitters of knowledge and students are the passive recipients of knowledge. This unidirectional teaching method leads to excessive teacher discourse and low student participation. Under this model, students often just listen to lectures and take notes in class, lacking active interaction with teachers and classmates. As a result, it is difficult for students to understand and master the core content of ideology and politics embedded in the curriculum (Lai & Li, 2023). In addition, in traditional classrooms, few sessions encourage students to speak and interact. Even though some teachers will ask questions, often only a few actively answer and most students remain silent in the classroom. The lack of an interactive classroom atmosphere tends to make students feel tired and bored. They will think that the learning of knowledge is a passive and monotonous process of single transmission. This illusion will lead to the underdevelopment of their participation and thinking ability in learning and also affect their interest in and understanding of the content of ideology and politics in the course.

2. The Necessity of Strengthening Curriculum Ideological and Political Construction in Higher Vocational Colleges under the Vision of Great Ideological and Political

It is of great significance for higher vocational colleges and universities to strengthen the construction of the ideology and politics of the curriculum under the perspective of great ideology and politics. First of all, the ideological and political course is an important way to cultivate students' comprehensive quality and sense of social responsibility. By carrying out rich and diversified ideological and political courses, students can be guided to establish correct values, outlook on life and worldview, enhance their critical thinking ability and critical thinking, make them have good moral qualities and civic consciousness, and lay a solid foundation for personal growth and social development. Secondly, strengthening the construction of curriculum ideology and politics helps to stimulate students' learning interest and active participation. Introducing diversified teaching contents and methods, such as case analysis, discussion and interaction, group cooperation, etc., can increase students' sense of participation and practical experience, and improve their learning enthusiasm and innovation ability. At the same time, the practical teaching link of the course is strengthened so that students can combine abstract thought and theory with concrete social practice and realize the goal of unity of knowledge and action. Again, strengthening the construction of ideological and political theory in the curriculum of higher vocational colleges and universities is also conducive to improving professionalism and practical ability (Liu, 2022). Ideological and political courses should be combined with professional courses to promote the cross-fertilization of disciplines and the cultivation of comprehensive ability so that students have good comprehensive quality and professional level. This helps to meet the social demand for high-quality and practical talents and enhances students' employment competitiveness and adaptability. Therefore, strengthening the construction of course ideology and politics can not only guide students to establish correct values and outlook on life, enhance their ability to think and practice, but also cultivate their comprehensive

quality and professional level, and make positive contributions to personal growth and social development.

3. Strategies for Exploring the Construction of Higher Vocational Courses in the Field of Great Ideology and Politics

3.1 Updating and expanding course content

To improve the effectiveness of the construction of ideology and politics in the curriculum, updating and expanding the content of the curriculum is one of the important strategies for higher vocational colleges and universities. The purpose is to optimize the content of the course in the construction of ideology and politics so that it is closer to the development of the times and the needs of students. With the continuous progress and change in society, new problems and challenges keep emerging. When strengthening the construction of ideological and political theory in the curriculum, teachers should update the teaching content promptly (Zhang, 2023) and pay attention to the current hot social issues, technological progress, cultural changes, and so on. For example, emerging topics about artificial intelligence, environmental protection, social justice, etc. can be introduced so that students can understand and think about these topics that are closely related to their lives. Meanwhile, students in higher vocational colleges and universities mainly focus on their professional studies, and their interest and motivation in the ideological and political content of the courses may be relatively low. Therefore, students' interests and concerns should be taken into account when updating and expanding course content. Their needs can be understood through interactive exchanges with students and research questionnaires, and appropriate adjustments and updates can be made according to the feedback. In addition, updating and expanding course content needs to pay attention to plurality and openness. Multiple fields and perspectives should be covered when strengthening the construction of curriculum ideology and politics, including politics, economics, law, ethics, culture, and other aspects, to help students gain more

comprehensive knowledge and vision and to improve their comprehensive quality and discursive ability.

3.2 Explore innovative teaching methods

Traditional ideological and political education often focuses on indoctrination, lacks interactivity and practicability, and is difficult to arouse students' interest. Therefore, to improve the effectiveness and attractiveness of ideological and political education, it is necessary to constantly explore and innovate teaching methods. First of all, it should focus on innovative teaching methods. Teachers should actively explore diversified teaching methods, such as case teaching, problem-oriented learning, group discussion, and so on, to stimulate students' initiative and enthusiasm (Li & Wang, 2023), let them become the main body of learning, and then cultivate their critical thinking and innovation ability. Secondly, the use of multimedia and technical means should be emphasized. Teachers can use multimedia teaching aids, network resources, virtual reality, and other technical means to present abstract concepts of ideological and political theory to students through image and intuition (Meng & Li, 2021) to improve their understanding and memorization. For example, the use of teaching software to design an interactive classroom and produce teaching videos allows students to learn in a more vivid and interesting environment. Finally, the reform of teaching evaluation should be emphasized. Teachers can use diversified evaluation methods, such as group discussions, display presentations, practice reports, and so on to evaluate students. Focus on discovering and cultivating students' innovative thinking, teamwork ability, and practical ability. At the same time, it should also focus on the evaluation and improvement of teaching methods, constantly optimize and improve teaching methods, and improve the quality and effect of ideological and political education.

3.3 Provide practical teaching situations

Under the perspective of greater ideology and politics, one of the strategies for higher vocational colleges and universities to strengthen the construction of ideological and political theory in the

curriculum is to "provide practical teaching contexts". This strategy aims to create specific practical scenes and situations to enable students to apply theoretical knowledge of ideological and political theory to practical problems and to cultivate their hands-on ability, practical ability, and problem-solving abilities. To realize this goal, higher vocational colleges and universities can take the following measures: provide practical teaching courses. In the practical teaching courses, by arranging students to participate in social research, field trips, simulation experiments, and other activities, students can experience the social reality observe the social problems, and analyze and solve them by applying the theoretical knowledge of ideological and political theory. For example, in the employment guidance course, students can be organized to go deep into the internship enterprises to understand the job requirements, and through field visits and interviews, combined with the knowledge of Ideological and political theories, students can be guided to think about the employment problems; and practical projects can be organized. Through teamwork and practical training, students can participate in specific social practices and solve real problems. For example, students are organized to participate in community service activities, so that they can interact with community residents, understand community problems and needs, and propose corresponding solutions. This kind of practical teaching situation can cultivate students' sense of teamwork, innovative thinking, and practical ability so that they can feel the practical application and value of ideology and politics theory in practice (Wang & Hu, 2020). In the process of practicing, teachers can give students guidance and support, correct errors, and provide feedback in time. At the same time, the school can establish a practical teaching evaluation system to assess and appraise students' practical ability through the defense, internship report, project results, and so on. This can motivate students to take the initiative to participate in practical activities, and at the same time ensure the effectiveness and feasibility of practical teaching. Besides, the school can actively

establish cooperative relationships with enterprises, communities, governments, and other social organizations to jointly provide students with practice scenarios and practice opportunities. Through cooperation with social resources, students can be exposed to real social problems and challenges, exercise problem-solving skills, and contribute to social development.

3.4 Strengthening the faculty

The goal of "strengthening the construction of teaching staff" is to improve the teaching level and the theoretical quality of teachers, optimize the content and teaching methods of the ideology and politics courses, and promote the effective implementation of ideology and politics education. In this regard, higher vocational colleges and universities should select teachers with relevant professional backgrounds and teaching experience through recruitment and evaluation, and provide professional and diversified training opportunities. For example, training courses on education and teaching, training courses on teacher morality and ethics, and training courses on curriculum design and teaching methods can be organized to train and improve teachers at different levels and fields. At the same time, schools can enhance teachers' knowledge and understanding of Ideological and political theories by organizing teachers to participate in Ideological and political theories training, seminars, forums, and other activities (Xiao & Wang, 2022), and provide teachers with teaching feedback and evaluation mechanisms to continuously improve the quality of teaching and enhance the effectiveness of teaching. In addition, schools can encourage teachers to participate in relevant research projects and educational and teaching reform projects, and actively promote the theoretical innovation of the ideological and political theory curriculum, the innovation of teaching methods, and the innovation of teaching materials. Of course, higher vocational colleges and universities can also make use of the platform of school-enterprise cooperation to invite enterprise experts and industry elites to provide students with practical teaching guidance and

internship counseling, and to establish cooperation with enterprises on ideological and political education programs. Through close cooperation with enterprises, schools can gain an in-depth understanding of industry development trends and social needs, strengthen teachers' grasp and understanding of practical problems and cases, improve the adaptability and relevance of the Ideological and political courses, and promote the in-depth development of ideological and political education.

Summarize

To summarize, under the perspective of Greater ideology and politics, higher vocational colleges and universities can strengthen the construction of curriculum ideology and politics through the following four strategies: updating and expanding the curriculum content, exploring innovative teaching methods, providing practical teaching contexts, and strengthening the construction of faculty. These strategies can effectively enhance the effectiveness of the ideological and political programs in higher vocational colleges and help cultivate high-quality talents with good ideological and moral qualities and innovative abilities. Through the implementation of these strategies, higher vocational colleges and universities can better cultivate students' comprehensive quality and sense of social responsibility, and cultivate more excellent talents for social development.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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