

# Research on the Problems and Countermeasures of the Ideological and Political Theory Courses and Values Throughout the Curriculum Collaborative Construction in Higher Vocational Colleges



Hui Zhang<sup>\*,1</sup>

<sup>1</sup>*Yanhuang Technological College, China*

**Abstract:** Higher vocational universities are important bases for the training of technical and skilled personnel, as well as important places for values education. How to combine ideological and political education and specialized education well is a difficult problem faced by the current higher vocational education. This paper discusses the existing problems in the collaborative construction of ideological and political courses in higher vocational universities and the values throughout the curriculum from the perspectives of teaching content, teaching methods, and teaching objectives, and proposes corresponding countermeasures, hoping to provide some reference for promoting the quality improvement of ideological and political education in higher vocational colleges.

**Keywords:** higher vocational; ideological and political theory courses; values throughout the curriculum; synergistic construction

## Introduction

The synergistic construction of higher vocational ideological and political theory courses and values throughout the curriculum is a hot topic in the current education reform. In higher vocational universities, how to organically combine ideological and political education and specialized education, and realize the unity of the goals of higher vocational education and the requirements of ideology and politics has become an urgent problem to be solved. Therefore, it's important to explore the problems and countermeasures of the establishment of the higher vocational ideological and political theory courses and values throughout the curriculum in concordance to improve the quality of the higher vocational ideological and political education and to cultivate the applied talents with both moral competence and ability.

## 1. Problems in the Establishment of Higher Vocational Ideological and Political Theory Courses and Values Throughout the Curriculum Concordance

### 1.1. The integration of teaching content is not high

The degree of integration of teaching content refers to the degree of organic combination in teaching content between higher vocational ideological courses and professional courses. The current problem is that the teaching contents of higher vocational ideological and political courses and professional courses are often divided and independent, lacking mutual integration and interaction (Guo & Lv, 2022). On the one hand, it is because some teachers of higher vocational ideological and political courses lack the industrial background and practical experience, and they are more inclined to theoretical preaching and book knowledge transmission in teaching, and lack case analysis and practical teaching that is closely

**Corresponding Author:** Hui Zhang  
Yanhuang Technological College, China  
Email: 15052630325@163.com

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connected with actual work. Meanwhile, some teachers of specialized courses do not recognize the importance of ideological and political education, and regard it as an “auxiliary course”, focusing on skills training and lacking in the cultivation of ideological and moral qualities and values. On the other hand, in higher vocational universities, ideological education and specialized education are often handled by different teams of teachers, and there is a lack of interdisciplinary teaching teams and resource-sharing platforms. This leads to greater difficulty in integrating the content between ideological education and specialized education, and it is also more difficult for teachers to process effective teaching design and implementation.

### **1.2. Insufficient innovation in teaching methods**

At present, the management system and mechanism of some higher vocational universities are not flexible enough, which leads to the relative rigidity of teaching and management, and makes it difficult for teachers to try new teaching methods and means. The school's requirements for ideological education and specialized education are not clear enough, which makes it easy to make teachers' understanding and knowledge of course teaching biased. Meanwhile, the teaching concepts and methods of some teachers have not kept up with the times, and they still focus on relying on traditional teaching methods, such as theoretical lectures, knowledge point explanations, and board lectures, which can't stimulate students' enthusiasm and initiative, and can't let them feel the intrinsic connection between ideological education and specialized education. In addition, ideological education and specialized education are organically combined, which requires teachers to have relevant practical experience and teaching ability. Due to the lack of practical experience or insufficient teaching ability of some teachers, leads to the lack of innovation in the teaching methods of ideological education and specialized education (Liu, 2022).

### **1.3. Teaching objectives are not well matched**

The “poor matching of teaching objectives” in the establishment of higher vocational ideological

courses and values throughout the curriculum collaboration means that there is a lack of coordination between ideological education and specialized education. This is mainly manifested in that the teaching objectives are not clear and specific enough to effectively realize the integration and coordination between courses (Xiao & Liu, 2023). In higher vocational universities, ideological education and specialized education are usually under the responsibility of different departments or institutions, which lack common teaching objectives and concepts. Moreover, the assessment standards of the ideological and political theory courses and the professional courses are different, making it difficult to form consistent teaching goals, thus affecting the synergistic development of ideological education and specialized education. In addition, some teachers are bound by the traditional ideological view that ideological education is moral education while professional courses are technical education, ignoring the intrinsic connection and interactive influence between the two, resulting in a mismatch of teaching objectives. Of course, there are no clear regulations and requirements for the relationship between the school's ideological and political education and specialized education, which also leads to the difficulty of forming an effective synergistic mechanism between the two in teaching, thus resulting in a mismatch of teaching objectives.

## **2. The Necessity of the Synergistic Construction of Higher Vocational Ideology and Politics Courses and Values Throughout the Curriculum**

The necessity of the establishment of higher vocational ideological and political courses and values throughout the curriculum synergy is mainly reflected in the following aspects: first of all, higher vocational students, are application-oriented talents, and specialized education is the key way to cultivate skills and knowledge, however, skills and knowledge alone are not enough to deal with complex challenges. Through the synergistic construction of higher vocational ideological and political theory courses and values throughout the curriculum, students can

be prompted to develop comprehensively and form various aspects of literacy such as comprehensive quality, basic ability, and correct values. Secondly, this synergistic construction helps to improve the quality of higher vocational education. The mission of higher vocational universities is to cultivate qualified technical and skillful talents, and at the same time, they also need to establish correct values and ideological understanding. Embedding ideological and political education into specialized education makes ideological and political education no longer a “sideline”, but a better integration with specialized education, and promotes the improvement of the quality of higher vocational education (Zhang, 2022). Thirdly, the establishment of higher vocational ideological and political courses and values throughout the curriculum helps to deepen the connotation of education. Through such synergistic construction, students can have a comprehensive understanding of values, cultivate excellent moral character, patriotic spirit, and innovative spirit, as well as good professional ethics. Finally, such synergistic establishment helps to promote the professional development of higher vocational teachers. The synergistic construction of higher vocational ideological and political theory courses and values throughout the curriculum requires teachers to have professional knowledge and teaching ability. Mastering the educational concepts and methods of synergistic establishment and accumulating practical experience will enhance teachers' teaching levels and ability and promote the improvement of the quality of higher vocational education. Therefore, the necessity of collaborative construction of higher vocational ideological and political theory courses and values throughout the curriculum is not only in line with the current trend and requirements of higher vocational education reform, but also an important way to improve the quality of education, cultivate high-quality talents adapted to the needs of the society, and promote the professional development of teachers.

### **3. To Explore the Effective Strategies for the**

## **Construction of Higher Vocational Ideological and Political Theory Courses and Values Throughout the Curriculum Collaboration**

### **3.1. Integrate the resources of ideological and political and implement cross fusion**

The strategy of “integrating ideological and political resources and implementing cross fusion” in the construction of higher vocational ideological and political theory courses and values throughout the curriculum refers to strengthening the connection and coordination between ideological and political theory courses and professional courses in higher vocational universities and realizing the cross fusion, integration, and interaction between ideological and political theory courses and professional courses by integrating ideological and political theory courses resources and professional course resources. On the one hand, higher vocational universities should pay attention to the permeability of ideological and political education in the classroom and integrate ideological and political education into the professional courses; on the other hand, they should make full use of the ideological and political course resources to provide the professional courses with corresponding spiritual support and guidance. Through the integration of ideological and political resources, the cross and integration between different courses can be realized, and a richer, more comprehensive, and suitable curriculum for students' development needs can be constructed (Guan, 2023). Meanwhile, in higher vocational universities, both ideological and political education and specialized education have their characteristics and advantages. Through cross fusion, ideological and political education and specialized education can complement each other to provide students with more comprehensive and high-quality education and training. For example, in curriculum design, the content of the ideological and political courses can be integrated with the requirements of the professional courses, so that students can experience the value and significance of ideological and political education while learning professional knowledge. Therefore, by integrating resources and implementing

cross-fertilization, the linkage between courses can be promoted, the teaching effect can be enhanced, and the sharing of resources can be realized, to lay a solid foundation for the cultivation of high-quality and all-round development talents.

### **3.2. Establishing an ideological and political-oriented evaluation system**

The establishment of an ideological and political-oriented evaluation system is one of the important points in the construction of higher vocational ideological and political courses and values throughout the curriculum collaboration. Its purpose is to accurately assess students' performance in ideology and morality, knowledge and ability in the ideological and professional courses through a comprehensive and objective evaluation system, to promote the effective integration of ideological and political education and specialized education. When establishing an ideological and political-oriented evaluation system, it is necessary to clarify the core objectives and tasks of ideological and political education (Wang, 2023). The goal of ideological and political education is to cultivate builders and successors with comprehensive development in morality, intelligence, physicality, aesthetics, and aesthetics, so that the students will have a correct worldview, outlook on life and values, and possess the spirit of innovation, practical ability and sense of social responsibility. In the evaluation system, these core objectives should be emphasized and the main line of ideological and political orientation should be carried through the whole evaluation process. At the same time, the design of the evaluation system should focus on the use of multiple evaluation tools. Unlike the traditional single examination result evaluation method, the evaluation system of ideological and political orientation should combine a variety of evaluation means, including questionnaire survey, daily observation, group discussion, personal statement, comprehensive assessment, etc., to comprehensively understand the students' ideological condition, moral quality, innovation ability, practical performance, and other aspects. When establishing the evaluation system,

ideological education, and specialized education should be organically combined. The evaluation system should give full consideration to the articulation and synergy between ideological and political education and professional courses and should pay attention to the characteristics and value of ideological and political education as well as the development of students' abilities in the professional field. Professional literacy assessment, evaluation of academic achievements, and assessment of vocational skills can be used to combine ideological and political education with specialized education to form a unified and complete evaluation system. In addition, the combination of quantitative and qualitative should be emphasized. In addition to quantitative indicators such as test scores and GPAs, it is also necessary to fully utilize qualitative evaluation methods to make an in-depth assessment of the students' comprehensive quality, moral emotions, and practical abilities. For example, students' performance in terms of ideological attitudes, values, and moral behavior can be understood through students' self-reports, social practice reports, case studies, and so on. Of course, appropriate evaluation nodes should also be set up in the evaluation system to collect, analyze, and utilize the evaluation results promptly, to discover problems and deficiencies, and to adjust and optimize the education and teaching strategies promptly, to continuously improve the quality of the ideological education and specialized education.

### **3.3. Strengthening the teaching staff and cultivating high-quality teachers**

"Strengthening the construction of teaching staff and cultivating high-quality teachers" is one of the important strategies for the establishment of higher vocational ideological and political education in conjunction with the ideological and political education courses. Teachers as the main body and implementer of ideological and political education, their quality directly affects the implementation effect of the ideological and political theory courses and the quality of education and teaching (Yuan, 2023). Cultivating high-quality teachers can not only

improve the ideology, relevance, and effectiveness of the ideological courses, but also promote the effective integration of professional courses and ideological and political theory courses, and improve the comprehensive quality and ability level of students. Cultivating high-quality teachers requires strengthening the selection and introduction of the ideological and political science faculty. Through strict selection procedures and standards, talents with excellent ideological qualities and professional abilities are attracted to engage in higher vocational ideological, and political education; the training of teacher education needs to be strengthened. Higher vocational universities can set up majors in ideological education or offer courses related to ideological and political education to provide students with systematic training in ideological and political education theory and practice, and to cultivate ideological and political education talents with all-round development of morality, intellect, physicality, aesthetics and aesthetics; there is also a need to strengthen the training and enhancement of in-service teachers. By organizing thematic training, workshops, and exchange lectures, in-service teachers' level of ideological and political theory and educational and teaching ability can be improved. To effectively cultivate high-quality teachers, a perfect teacher training program and training mechanism can be formulated. Define the objectives, contents, and requirements of teacher training, build the curriculum system and evaluation mechanism of teacher training, and provide diversified training paths and resource support. At the same time, through carrying out theoretical and practical training in teacher education and teaching, teachers' education and teaching abilities are cultivated, and their teaching-level education and teaching methods are improved. In addition, a sound incentive mechanism and evaluation system should be established. Through the establishment of professional development positions, the setting up of teaching excellence rewards, and the carrying out of teaching evaluation, teachers are incentivized to actively participate in education and teaching reforms and to continuously improve their

qualities and abilities.

### **3.4. Strengthening practical education and cultivating practical innovation ability**

Strengthening practical education is a very important part of the strategy of constructing higher vocational ideological courses in conjunction with course ideology. Practical education is an important part of higher vocational education, which not only helps to combine the theoretical knowledge in the ideological program with practical operation, so that students can better understand and apply the important value and significance of ideological education, but also helps higher vocational universities integrate ideological education into specialized education to form a synergistic development, and to improve students' comprehensive quality and practical innovation ability. In this regard, higher vocational universities should formulate scientific and reasonable practical education programs, set up a variety of practical links, and allow students to comprehensively master practical operation skills and theoretical knowledge (Li & Du, 2023). At the same time, establish cooperative relationships with enterprises, so that students can participate in enterprise practice projects, to improve their practical ability and professionalism. Besides, vocational colleges should also strengthen practical teaching management, improve the quality and effect of practical teaching, and enable students to master professional skills and knowledge. Cooperating with teachers, students, society, and other parties to create more practice opportunities for students, can efficiently facilitate the quality of higher vocational ideological and political education.

### **Summary**

To summarize, the establishment of higher vocational ideological and political theory courses and values throughout the curriculum concordance is one of the important contents of the reform of higher vocational education, and its aim is to promote the comprehensive development of students and enhance the quality of talent cultivation. This paper discusses in depth the problems existing in the establishment of

higher vocational ideological and political courses and values throughout the curriculum synergy and puts forward corresponding countermeasures, such as integrating ideological and political resources, establishing an ideological and politically oriented evaluation system, strengthening the construction of faculty, and strengthening practical education. Through the implementation of these countermeasures, the organic combination of higher vocational ideological education and specialized education can be better realized, the quality of higher vocational education can be promoted, and more virtuous and capable applied talents can be cultivated.

### Conflict of Interest

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

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