

Exploration of Teaching Mode Reform of Ideological and Political Courses in Higher Vocational Colleges from the Perspective of Professional Quality

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Abstract. Higher vocational colleges as an important place for talent cultivation, facing the new requirements of the development of the new era, how to reform the ideological and political course teaching mode of higher vocational colleges based on professional quality is the main topic of practical education reform exploration. Professional quality refers to a comprehensive performance of workers' understanding and adaptability to social occupation, which is embodied in occupational situation, occupational personality, occupational ability and occupational interest. On the basis of understanding the current situation of ideological and political course education in higher vocational colleges, according to the relationship between ideological and political course teaching and professional quality training, this paper mainly starts from three aspects of teaching objectives, teaching methods and evaluation system, and puts forward reform countermeasures to meet the requirements of enterprises for talents' professional quality in the new era.

Keywords: Professional quality; Higher vocational colleges; Curriculum ideological and political; Teaching objectives; Evaluation system.

1. Introduction

Ideological and political courses in traditional higher vocational colleges are mainly based on theoretical explanation and video appreciation. Although they can improve the quality of classroom teaching in a short time, they cannot mobilize students' interest in learning and exploration, and in the long run, students will lose their sense of identity in ideological and political education. Under the guidance of the concept of quality education, the ideological and political courses of higher vocational colleges pay more attention to the combination of society and occupation, and integrate the requirements of post quality into all aspects of talent training, in order to meet the opportunities and challenges posed by the development of the industry in the new era. Therefore, this paper mainly studies the reform direction of ideological and political curriculum education mode in higher vocational colleges from the perspective of professional quality.

First, analysis of the relationship between ideological and political curriculum teaching and professional quality training

On the one hand, the integration of the two can meet the needs of talent training [1]. In the development of modern society, talent is the key for enterprises to win the market competition. A high-quality and high-level talent team can enable enterprises to occupy a dominant position in the increasingly competitive market environment [2]. Therefore, adding professional skills and spiritual qualities related to vocational operation and occupational appearance to the ideological and political courses in higher vocational colleges can not only solve the problem of difficult employment for professional students after graduation, but also adapt to the diversified market environment more quickly. On the other hand, the integration of the two can improve the development level of institutions [3]. As an important platform for the continuous delivery of talents to society and enterprises, higher vocational colleges are also facing great competitive pressure. In order to better meet the requirements of talent training in the new era, colleges and universities should attach great importance to the cultivation of students' professional quality, pay attention to improving their ideological and moral level, truly reflect the principle of student-oriented teaching, and enable

students to constantly motivate themselves in learning, exploring and summarizing experience, and possess professional psychological quality [4].

2. Analysis of the reform of ideological and political course teaching mode in higher vocational colleges from the perspective of professional quality

(1) Teaching objectives

According to the requirements of higher vocational education reform, the teaching objectives of ideological and political courses are divided into three aspects: first, knowledge objectives, including college students' life, learning characteristics, three views, the spirit of rule of law and legal norms; Secondly, the quality goal, which includes college students' political thought, psychological attitude, legal knowledge and career and other aspects of comprehensive quality; Finally, ability goals include college students' personal development planning, political judgment of right and wrong, career development ability, and maintaining a good atmosphere of social harmony [5].

(2) Teaching methods

Based on the analysis of modern education reform, higher vocational colleges should carry out exploration in accordance with the ideas shown in Figure 1 below when deepening curriculum ideological and political reform [6].



Figure. 1 Design ideas of curriculum ideological and political reform

First of all, we should pay attention to the transfer of curriculum knowledge to students, and actively establish correct values; Secondly, the teaching goal should be realized in the aspects of integrating Tao into teaching, virtue into teaching and entertaining. Finally, methods such as finishing the point, thematic embedding, elementization and recessive penetration should be used to achieve teaching guidance [7]. Task-driven teaching is the most common teaching method in current higher vocational education. As the instructor and organizer, teachers should regard the completion of a certain task as the main clue, cleverly design the teaching content into a specific task, and let students follow the task to learn and explore, and finally find a solution to the problem [8]. This teaching method can facilitate students to connect theoretical knowledge with real life, focus on improving students' ability to discover, analyze and solve problems, and truly achieve the teaching goal of applying what they have learned [9]. It should be noted that task-driven teaching is not a single teaching method. During application, it can be combined with classroom speech, scene creation, self-presentation, case analysis and other methods to serve the common completion and

presentation of certain teaching tasks [10]. For example, after the completion of knowledge theory exploration, art majors should guide students to understand the professional quality requirements of different positions in combination with practical cases, and then use speech reports, conference discussions, picture display and other ways to enrich practical teaching links, mobilize students' learning interests, and actively cultivate students' comprehensive qualities such as teamwork, self-analysis and ability display. In this way, students' social responsibility and social adaptability can be improved [11].

(3) Evaluation system

The teaching of ideological and political courses in higher vocational colleges should adhere to the basic principle of student-oriented, regard ability training as the main idea of educational guidance, truly reflect the reform principle of emphasizing peacetime, emphasizing accumulation and emphasizing effectiveness, and actively cultivate students' knowledge ability, method ability and social ability. Finally, the diversified teaching evaluation mechanism as shown in Figure 2 below is proposed:

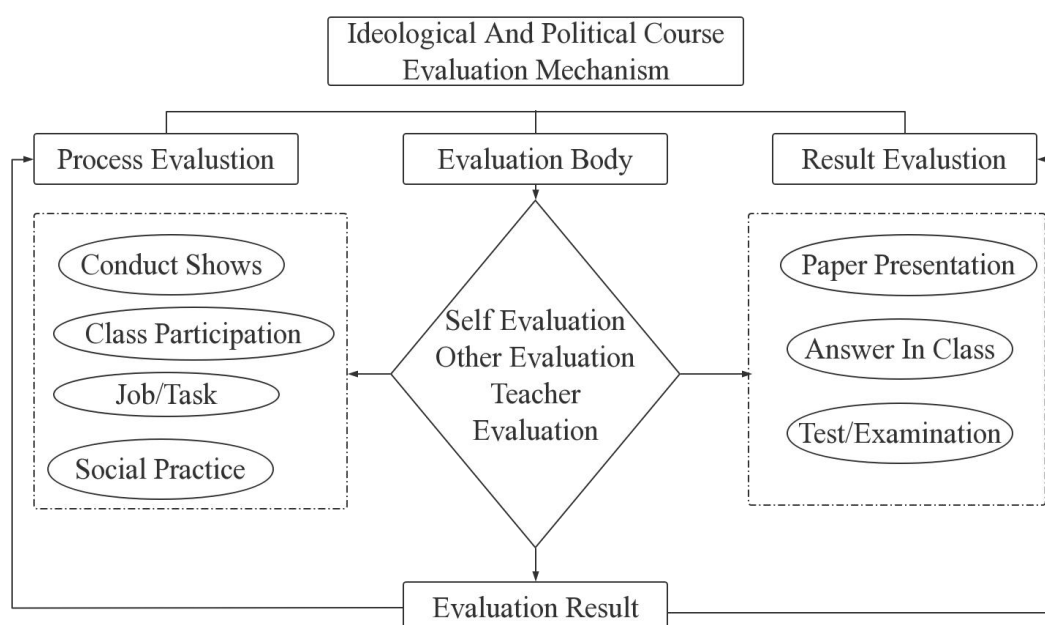


Figure. 2 The structure of the evaluation mechanism of ideological and political courses

First, the evaluation process is flexible and diverse [12]. From the perspective of professional quality, the evaluation of ideological and political courses in higher vocational colleges should reflect the characteristics of diversification, including social practice, investigation report, association activities and classroom performance. Secondly, the evaluation method is more unique [13]. Traditional course evaluation is mainly based on grades, while professional quality is that the remaining course evaluation should start from multiple aspects such as thesis report, classroom defense, regular examinations and final examinations. Finally, the evaluation subject is diversified [14]. The subjects involved in ideological and political course evaluation include students themselves, other students and course teachers, which fully reflects the scientificity, fairness and fairness of course evaluation and can guarantee the all-round excellent development of students in higher vocational colleges [15].

3. Conclusion

To sum up, according to the teaching characteristics of higher vocational colleges, learning from the accumulated experience of vocational education at home and abroad, actively exploring the

teaching rules of ideological and political courses, constantly optimizing the teaching system of existing ideological and political classes, focusing on cultivating professional students' professional ability and professional quality, and fully integrating ideological and political courses with talent cultivation goals can not only solve the problems existing in traditional education, but also solve the problems of traditional education. It can also cultivate more outstanding talents needed for social development in the new era.

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