

Research on the Strategy of Ideological and Political Education of Chinese Course in Secondary Vocational Schools

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Abstract. It is the fundamental task of current education to establish morality, and ideological and political education is the main way to accomplish this task. Chinese has unique advantages in developing and expanding traditional culture. Chinese teachers in secondary vocational schools should give full play to the ideological and political functions of Chinese, and integrate the ideological and political elements of the curriculum into Chinese teaching. This paper studies the advantages and current situation of the implementation of ideological and political education in secondary vocational schools' Chinese teaching, and then reforms the teaching mode. The rich ideological and political elements contained in secondary vocational Chinese textbooks are excavated. The ideological and political education is exerted through the whole process of "before, during and after class" teaching. Finally, the teaching mode and implementation strategy of secondary vocational schools' Chinese teaching is established.

Keywords: Secondary vocational schools' Chinese teaching; ideological and political education; teaching implementation.

1. Introduction

It is the fundamental task of current education to establish morality and cultivate people, and ideological and political education is the main way to accomplish this task [1]. The ideological and political education in the curriculum integrates the ideological and political education into the teaching of all disciplines, fully explores and applies the ideological and political elements in the disciplines, implements the teaching concept of ideological and political education in the curriculum, enables the students to form correct values and moral education concepts in the process of receiving knowledge teaching, and improves the students' comprehensive ability.

Ideological and political education is an important content in secondary vocational education [2]. The subject of Chinese integrates humanism, knowledge and instrumentality, and has unique advantages in improving students' humanistic quality and developing and expanding traditional culture [3]. Taking secondary vocational schools' Chinese teaching as the carrier to carry out ideological and political education can help students establish ideological and political awareness during learning Chinese knowledge and improve their comprehensive ability [4]. Under the background of the new curriculum reform, how to integrate the ideological and political elements of the curriculum into the Chinese teaching, and how to implement the ideological and political elements of the Chinese curriculum in reality, is a topic that the front-line teachers should deeply study.

The secondary vocational schools' Chinese course teachers should give full play to the function of Chinese ideological and political education. In view of the current situation of Chinese education and teaching, under the guidance of the concept of ideological and political education, they should reform the teaching mode, excavate the rich ideological and political elements contained in the Chinese textbooks, and run ideological and political education through the whole process of "before, during and after class" teaching, so as to establish the teaching mode and implementation strategy of secondary vocational schools' Chinese teaching, and realize cultivating morality.

2. Advantages of the Implementation of Ideological and Political Education in Secondary Vocational Schools' Chinese Teaching

As a compulsory cultural basic course for secondary vocational school students, Chinese is rich in humanistic spirit, which presents excellent historical and traditional cultural knowledge at all times and in all countries, and condenses writers' rich ideological and political feelings, morality, values, and humanistic spirits. Each text in the Chinese teaching materials contains a soul, which is ideological and emotional. It is easy to infect students. And it is also an effective resource to cultivate students' ideological and political literacy and humanistic spirit, which has the unique function of ideological and political education [5].

Although the emphasis and approach of the ideological and political course and the Chinese course in secondary vocational schools are different, they are both indispensable for students to grow up [6]. The secondary vocational school students are in the growth period of ideological formation and personality shaping. The Chinese course teachers should make full use of the inherent humanistic resources of the Chinese course, and try to act as the guides for the spiritual growth of the students. The teachers should organically integrate patriotism education, family education, life education, etc. in the interpretation of classical literary works and the telling of historical characters, so as to imperceptibly cultivate the students' family and country feelings, humanistic spirit, and enhance cultural self-confidence and social responsibility. Then the students could establish a correct outlook on the world, life and values.

3. Current Situation of Ideological and Political Education of Chinese Course in Secondary Vocational Schools

The secondary vocational schools' Chinese course has the characteristics and advantages that other courses do not have. Only by giving full play to these characteristics and advantages, the teaching effect could be maximized. However, at present, secondary vocational schools have not paid enough attention to ideological and political education in the curriculum. Chinese course teachers have not established the concept of modern vocational education, nor could they closely follow the pace of ideological and political education reform to carry out teaching practice. There are many problems in ideological and political education of the Chinese course, which could be spotted in the following two aspects:

(1) Vocational education has always had the idea of emphasizing technology over literature, and has not paid enough attention to public basic courses such as Chinese. The main performance is that the proportion of curriculum arrangement is unreasonable, the class hour arrangement is relatively insufficient, and there is not enough time for ideological and political infiltration. Moreover, some teachers and students have mistaken the orientation of Chinese course. They think Chinese is a course that can be learned but not learned, as long as professional skills are learned well.

(2) Many Chinese teachers in secondary vocational schools have insufficient research power on the national education policy and syllabus. They have less guidance of the ideological and political education concept of the curriculum. And their teaching methods are traditional and rigid. They generally rely on a blackboard or several PPT slides to impart the basic knowledge of the text. They do not touch the ideological and political elements contained in the Chinese textbooks, and ignore students' emotional attitudes and values and other educational needs. Therefore, it has led to the lack of motivation for students to learn and the failure to achieve the ideal educational and teaching effect, and there is a certain distance from the educational goals required in the Chinese syllabus of secondary vocational schools.

4. Strategy of Ideological and Political Education of Chinese Course in Secondary Vocational Schools

4.1 Digging out the Contents of Ideological and Political Education Contained in Chinese Course of Secondary Vocational Schools

Many articles in the Chinese course textbooks contain rich ideological and political teaching contents such as gratitude education, patriotism education, life education, and moral education, which could provide opportunities for the development of ideological and political education in the curriculum. Chinese course teachers need to find out the combination point between ideological and political element and Chinese teaching to carry out ideological and political education.

4.1.1 Gratitude education

Some secondary vocational school students have strong self-awareness. They do not know how to thank their parents, teachers and people who have helped them, and have a weak sense of gratitude. Therefore, gratitude education should be strengthened. There are many texts about gratitude in the Chinese course of secondary vocational schools. Teachers need to grasp the touch point of gratitude in teaching and organically integrate gratitude education. For example, Lao She's article "My Mother" embodies great and selfless maternal love and Lao She's gratitude, remembrance and praise for her mother. On the basis of guiding students to understand the connotation of these ideological and political teaching contents, teachers should expand and extend to guide students to speak out the most touching things that parents or other people have done for them during the students' growth experience. Then the teachers could assign a homework of "going home to wash parents' feet once" for the students.

4.1.2 Patriotism education

Many articles in the Chinese textbooks for secondary vocational schools praise the motherland, or tell stories of heroes who love their country and people, like the spectacular scene of Shenzhou V's ascent into space recorded in "The Voyage to Space" and the story of Chinese people's heroic resistance to the enemy recorded in "Lotus Lake". Teachers should guide students in teaching to sublimate their feelings, enhance their national self-esteem and sense of national pride, and deepen their feelings of home and country on the basis of mastering the basic knowledge of the text through reading and discussion. Teachers should grasp these examples of patriotism education, help students establish a correct concept of honor and disgrace, and arouse students' patriotic enthusiasm.

4.1.3 Life education

Many articles in the Chinese textbooks for secondary vocational schools contain life emotion information. Teachers should guide students to read and appreciate them emotionally. Then the students can not only feel the beauty of the rhyme in the text, but also feel the emotion and philosophy of paying attention to and respecting life. Finally, the students could awaken life consciousness, and establish a correct outlook on life. For example, from the article "Thinking Like a Mountain", we could heard the call of Aldo Leopold, who is just the father of modern environmental protection. And from the article "The Tree Nearest to the Sun", we could recognize the sorrow caused by human ignorance. At the same time, teachers can cultivate students' life consciousness of loving nature, fearing nature and living in harmony with nature through after-school social practice activities of "Cherishing Life, Green and Environmental Protection".

4.2 Ideological and Political Teaching Mode of "before, during and after class"

In order to enhance the effectiveness of ideological and political education in secondary vocational Chinese course, ideological and political education should be flexibly run through the teaching activities before, during and after class, according to the content of ideological and political education in the text.

4.2.1 Ideological and political teaching mode before class

Based on the content of the text, the teacher guides students to use the Internet two or three days in advance to search for thematic education materials, such as related thanks giving stories, literature, news and current events. Every time before each class, one student is asked to read, make a speech or make a political announcement, so that students can show their talents and enhance their self-confidence. For example, when teaching “Voyage to the Sky”, the teacher could let students tell about China’s aerospace events, and let them understand the brilliant achievements of space exploration in New China, so as to arouse a strong sense of national pride and patriotism for the students. The ideological and political teaching before class not only broadens students' horizons and enriches their knowledge, but also helps the students to understand the truth behind each topic, wash their minds and educate their thoughts.

4.2.2 Ideological and political teaching mode during class

Teachers can use Internet technology to create task situations in teaching, complete the task situations by group cooperation, and finally achieve teaching goals. The Internet is an auxiliary means of teaching, and action oriented teaching is a method, which can better stimulate students' interest in learning, cultivate their team spirit, and enhance their collective sense of honor. For example, when teaching dramas with strong story plots such as “Thunderstorm”, teachers can use class QQ groups, WeChat groups, etc. to publish tasks before class. Through project teaching and group cooperation, students interpret their understanding of the characters into role play, so as to deepen their understanding of the text, recognize the evil nature of the reactionary bourgeoisie, and stimulate their sense of identity and pride in the superiority of socialism. For another example, when teaching practical writing, such as application letters, videos could be used to show successful job interview cases of graduates. Then teacher could create situation introduction, let students simulate recruitment scenarios, and ask the students to act as interviewers and job seekers. In the process of role exchange, students can not only grasp the psychological needs of interviewers and the writing essentials and precautions of cover letters, but also understand employment information in advance, feel the pressure of employment, and establish a correct attitude towards learning.

4.2.3 Ideological and political teaching mode after class

It is an effective extension of the ideological and political education before and during Chinese classes in secondary vocational schools to carry out flexible and diversified after-school ideological and political education activities. For example, activities such as correcting typos and calligraphy competitions could be held to sharpen students' strong will to compete upward and not to be afraid of setbacks. Another example is to use the Internet as an important carrier of ideological and political education in secondary vocational schools' Chinese courses. The QQ group and WeChat group of the class could be used to upload the content of “The Most Beautiful Youth”, “Morality and the Legal System” and other columns to guide students to watch and improve their awareness of the rule of law and morality. The teacher could also recommend students to read blogs of social celebrities, or read excellent books, and write comments to improve their ideological awareness. Moreover, we could hold the classical poetry recitation, word relay, thanksgiving to the motherland and other funded essay contests to stimulate students' enthusiasm for learning classics, cultivate their awareness of consciously inheriting the excellent traditional culture of the nation, promote the national spirit, foster family and country feelings, and enhance the effectiveness of moral education.

5. Summary

Secondary vocational schools' teachers should adhere to the teaching purpose of establishing morality, constantly improve their learning, teaching and research abilities, give full play to the educational function of Chinese course, dig out Chinese ideological and political education resources, and optimize the supply of ideological and political content of Chinese course. They should also manage to truly make the value shaping of Chinese ideological and political teaching

internalized and externalized in practice, make Chinese teaching more profound, and return to the essence of education, so as to let the students' ideological and political foundation be firmly built, and strategy of ideological and political education of Chinese course in secondary vocational schools be constructed.

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