

Ideological and political curriculum construction in vocational colleges from the perspective of ideological and political integration

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Abstract: In the new era of deepening reforms in the field of education, promoting the integrated construction of ideological and political education has become an important approach to fulfilling the fundamental mission of "cultivating students with virtue". As the core venue for nurturing technical and skilled talents, the construction of the ideological and political curriculum system in secondary vocational colleges not only profoundly influences the shaping of correct values among young students but also directly relates to the systematic cultivation of their professional qualities. The quality of ideological and political curriculum construction in secondary vocational colleges plays an irreplaceable role in shaping the ideological foundation and professional ethics of future technical talent teams. This article analyzes the necessity of ideological and political curriculum construction in secondary vocational colleges from the perspective of integrated ideological and political education, as well as the practical issues currently faced by such construction. It focuses on elaborating optimization strategies for the construction of ideological and political curriculum in secondary vocational colleges from the perspective of integrated ideological and political education, hoping to provide valuable references for the construction of ideological and political curriculum in secondary vocational colleges.

Keywords: Vocational colleges; ideological and political course construction; importance; strategies

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With the continuous improvement and development of the vocational education system, the functions and roles played by secondary vocational colleges in the field of cultivating technical and skilled talents have become increasingly important. As an important component of the curriculum system in vocational colleges, ideological and political courses are of great significance in promoting students' comprehensive growth goals of knowledge, ability, and literacy coordinated development. However, it is worth noting that there are still several urgent issues to be addressed in the construction of ideological and political courses in vocational colleges at the current stage. In this context, based on the integration of ideological and political education, exploring effective paths to strengthen the construction of ideological and political courses in vocational colleges, and thereby improving the effectiveness and quality of ideological and political course teaching, has become an important issue in the current field of vocational education.

1 The necessity of constructing ideological and political courses in vocational colleges from the perspective of ideological and political integration

1.1 It is an inevitable requirement of education reform in the new era

The integration of ideological and political education is an inherent and inevitable demand for deepening reforms in the field of education in the new era, which highlights the strategic importance that the Party and the state attach to ideological and political education work. As a key component of the vocational education system, the construction of ideological and political courses in secondary vocational colleges needs to form an efficient connection mechanism with the general education and higher education systems, and thus build an integrated education framework that progresses in levels and spirals upwards. This construction process is not simply the superposition of course content, but rather the promotion of multi-level deep integration such as educational philosophy innovation, content system reconstruction, teaching method optimization, and evaluation mechanism improvement, to achieve collaborative innovation in all aspects.

1.2 It is an important measure to implement the fundamental task of cultivating virtue and talent

General Secretary Xi emphasized that ideological and political work must focus on the entire process of education and

teaching, aiming to achieve comprehensive and all-round nurturing. Secondary vocational schools serve as the cradle for cultivating high-quality skilled talents, making the development of ideological and political courses crucial. These courses significantly influence the ideological and political literacy as well as professional ethics of the trained talents. From the perspective of integrated ideological and political education, the development of such courses in secondary vocational schools should strive to break through the barriers of educational stages. This not only requires seamless 衔接 with the ideological and political education in primary and secondary schools but also establishes a foundation for higher vocational ideological and political teaching, ultimately building a three-dimensional nurturing system.

1.3 Vocational school students need ideological and political education guidance for their growth

Vocational college students are in a critical stage of shaping their worldview, outlook on life, and values, and there is an urgent need for systematic and continuous ideological and political education to provide correct guidance during this stage. The integration of ideological and political education can effectively avoid the problem of overlapping or disjointed content in ideological and political education for different students, and construct a progressive education system that conforms to the cognitive development laws and growth needs of students. As an important link between basic education and vocational education, the construction of ideological and political courses in vocational schools needs to play a bridging role. On the one hand, it needs to consolidate the achievements of ideological and political education in the early stage, and on the other hand, it needs to lay a solid ideological foundation for students' subsequent academic and career development.

2 The current practical problems faced by the construction of ideological and political courses in vocational colleges

2.1 Poor connection between course content and learning stages

In terms of curriculum content continuity, many vocational secondary schools exhibit simplistic overlaps with ideological and political education from primary and secondary school stages. This results in a lack of targeted design addressing the cognitive characteristics and career development needs of vocational secondary students, as well as an absence of a hierarchical content system that aligns with progressive educational stages. Additionally, there are misalignments with higher vocational ideological and political education, severely undermining the coherence of ideological and political education. This current situation not only leads to inefficient allocation of educational resources but also hinders students' learning initiative and engagement, ultimately significantly impairing the effectiveness of ideological and political education.

2.2 The teaching mode is relatively single

Due to the profound influence of traditional teaching concepts, a considerable number of ideological and political courses in vocational colleges still rely mainly on one-way lectures by teachers, and the integration of interactive and practical teaching is seriously insufficient. The construction of ideological and political integration clearly requires innovative and optimized teaching methods, but in reality, the application scope and depth of diversified teaching methods such as case teaching, scenario simulation, and social practice are narrow and insufficient, which cannot adapt to the practical learning characteristics of vocational school students. Especially in terms of integration with professional education, the phenomenon of "two skins" of ideological and political courses and professional courses acting independently has not been fundamentally changed, and the effect of collaborative education is not ideal.

2.3 There are shortcomings in the construction of the teaching staff team

In practical teaching, some teachers lack background in vocational education and have limited understanding of the development trends and actual needs of the industry, which makes it difficult to organically integrate ideological and political education content with students' career development needs. At the same time, there are imperfections in the training system for ideological and political education teachers, and the mechanism for exchanging teaching experience across different stages is also lacking. This directly leads to a low understanding of the concept of integrating ideological and political education among teachers, and it is difficult to develop practical and effective promotion plans during the implementation stage. At the same time, there is a significant shortage of ideological and political education teachers in vocational colleges, and the team structure is also unreasonable, which further restricts the construction of ideological and political education courses to a deeper level.

2.4 The evaluation mechanism is not scientific and perfect enough

In the current ideological and political education, the curriculum evaluation of vocational colleges is still closely based on knowledge assessment, and there is a significant lack of attention to the process evaluation of students' value concept shaping effectiveness, daily behavior performance, etc. The construction of ideological and political integration clearly requires the establishment of a diversified and collaborative evaluation system. However, in practice, problems such as inconsistent evaluation standards, single evaluation methods, and insufficient application of evaluation results are still prominent. This evaluation status not only fails to comprehensively and objectively reflect the actual effectiveness of ideological and political education, but also cannot provide effective feedback for the continuous optimization of ideological and political curriculum construction.

3 Optimization strategies for the construction of ideological and political courses in vocational colleges from the perspective of ideological and political integration

3.1 Constructing a scientifically reasonable curriculum content system

In the process of integrating ideological and political education, the most important point is to build a suitable curriculum content system. Vocational colleges need to take students' cognitive development laws and career growth needs as the fundamental starting point, and comprehensively coordinate and systematically plan the ideological and political education content of different stages, focusing on avoiding problems of simple overlap and discontinuity in content. In practice, the course content can be designed according to the three-level architecture of "basic layer - expansion layer - deepening layer". Among them, the basic layer is guided by the cultivation of socialist core values, aiming to consolidate the existing achievements of ideological and political education in primary and secondary schools; The expansion layer combines the characteristic attributes of various professional fields, incorporating the spirit of craftsmanship, professional ethics, and other content closely related to career development; The deepening layer focuses on social hot topics and career development trends, helping students improve their problem analysis and practical problem-solving abilities. At the same time, it is necessary to establish a dynamic adjustment mechanism for course content, update teaching content in a timely manner based on the development of the times and changes in industry demand, and ensure that ideological and political education has distinct timeliness and precise targeting.

3.2 Innovative teaching mode

The innovation of teaching mode is a key link in enhancing the effectiveness of ideological and political education. Vocational colleges should break through the limitations of traditional teaching models and actively explore diversified teaching methods and strategies. On the one hand, case-based teaching method can be used to select typical cases that are highly compatible with students' daily life and career development scenarios, guiding students to engage in in-depth thinking and discussion; On the other hand, interactive teaching methods such as scenario simulation and role-playing are adopted to strengthen students' sense of classroom participation and active learning awareness. It is particularly important to strengthen the practical teaching process, organize students to conduct field research and volunteer service activities at the front line of enterprises and grassroots communities, and deepen their understanding and recognition of ideological and political theory knowledge through practical experience. In addition, information technology can be used to develop digital teaching resources such as online open courses and virtual simulation experiments, further expanding the time dimension and spatial boundaries of ideological and political education, and enhancing the coverage and influence of education.

3.3 Strengthening the construction of teaching staff

The strengthening of the construction of the teaching staff is an important support for ensuring the quality of ideological and political courses. Vocational colleges need to establish a teacher allocation system with "full-time as the core and coordinated full-time and part-time". On the one hand, we need to increase the training efforts for full-time ideological and political course teachers, and enhance their theoretical literacy and teaching practical abilities through systematic training. On the other hand, model worker and technical backbones in enterprises can be employed as part-time teachers to make up for the gap between classroom teaching and industrial practice by virtue of their rich experience in the industry. In addition, it is necessary to establish a regular teacher training mechanism, organize teachers to participate in cross school teaching exchanges, enterprise field practices and other activities, and help teachers broaden their educational horizons and update their teaching concepts. At the same time, it is also necessary to improve the incentive mechanism for teachers, give

policy support to ideological and political education teachers in professional title evaluation, performance assessment and other aspects, and effectively enhance their professional identity and work initiative.

3.4 Further improve the evaluation mechanism

A sound evaluation mechanism is a key guarantee for promoting the continuous optimization of ideological and political courses. Vocational colleges should strive to establish a comprehensive evaluation system, including multiple aspects such as knowledge understanding, improvement of comprehensive literacy, and recognition of value concepts, to comprehensively evaluate the actual effectiveness of ideological and political education. In terms of evaluation method selection, a model that combines process evaluation with summative evaluation, and combines quantitative evaluation with qualitative evaluation can be adopted. Through multi-level data and qualitative analysis, the growth and development status of students can be fully presented. Special attention should be paid to the weight of practical performance evaluation, including students' actual performance in participating in social practice activities, volunteer service projects, etc., in the evaluation scope, highlighting the practical orientation of ideological and political education. At the same time, it is necessary to establish a dynamic feedback mechanism for evaluation results, optimize and adjust teaching strategies in a timely manner based on feedback information, and form a closed-loop virtuous cycle of "evaluation feedback improvement", providing scientific basis for the continuous improvement of the quality of ideological and political courses.

4 Conclusion

From the perspective of ideological and political integration, the construction of ideological and political courses in vocational colleges not only has the attribute of long-term implementation, but also reflects the characteristics of system construction. Therefore, it is necessary to make overall planning and promote the implementation of construction work in a collaborative manner. By constructing a scientifically reasonable curriculum content system, innovating teaching models, strengthening the teaching staff, and improving evaluation mechanisms, the pertinence and effectiveness of vocational ideological and political education can be effectively enhanced. In the future, the construction of ideological and political courses in vocational colleges will inevitably face new opportunities and challenges, and it is necessary to continue to strengthen exploration and innovation, making greater contributions to the cultivation of high-quality technical and skilled talents who combine morality and technology.

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