

Research and Practice of Ideological and Political Reform of Comprehensive English Course in Higher Vocational Colleges from the Perspective of Integration of Competition and Courses

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Abstract

Comprehensive English is one of the most important courses for English majors in higher vocational colleges to learn English, which can cultivate students' abilities in listening, speaking, reading, writing and translation. Through intensive reading, students can expand the accumulation of words, phrases and sentence patterns, and at the same time learn the cultural connotations conveyed in the articles. It can be seen that the course is important to students' cultural input, and it also reflects the importance of strengthening the ideological and political construction of the course and enriching its ideological and political education. I have many years of experience in training oral English and English speaking competitions. Based on my own experience, in this paper, I will discuss the ideological and political reform measures of the comprehensive English course for higher vocational education from the perspective of integrating the vocational college skills competition into the comprehensive English courses.

Keywords

Vocational college; comprehensive English; ideological and political reform; vocational college skills competitions.

1. Introduction

The ideological and political reform of comprehensive English course is an important part of the ideological and political reform of the curriculum system of English majors in higher vocational colleges. Since 2016, I have been participating in the training of the vocational college skills competition and the FLTRP English speech contest, training students to win the second prize of the National Vocational College Skills Competition and the FLTRP Speech Contest, four first prizes of the city-level oral English contest, two second prizes of the city-level contest and three third prizes. In the process of competition training, through the study of competition standards, we have a more accurate grasp of the ideological and political standards in the competition, and have been committed to applying the leading role of the competition, and have some experience in the ideological and political reform of the comprehensive English course from the perspective of the integration of the competition and the course. Based on my personal experience, in this paper I will put forward my own views on the ideological and political reform of comprehensive English course from the perspective of the integration of competition and courses, and make a modest contribution to the ideological and political reform of the course.

2. The Necessity of Ideological and Political Reform of the Comprehensive English Course for Higher Vocational Education

In December 2016, General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities: "All other courses should guard a section of the canal and plant a good field of responsibility, so that all courses and ideological and political theory courses can go in the same direction and form a synergistic effect", [1] "Guiding Outline for the Ideological and Political Construction of Curriculum in Colleges and Universities" Jiaogao [2020] No. 3 emphasizes the ideological and political education throughout the talent training system. It points out that the ideological and political construction of college courses should be comprehensively promoted and the role of each course in educating people should be brought into full play. [2] Since then, all majors and courses in colleges and universities have begun a vigorous reform of ideological and political teaching.

English is considered to be both an instrumental and humanistic subject, [3] that is, English teaching should not only cultivate students' listening, speaking, reading, writing, and translation skills, but also cultivate students' humanistic qualities and disseminate cultural values to students. Any discourse has a value orientation, which expresses or implies a certain value standard. [4] Language is not only a symbol, but also an important carrier of culture and way of thinking. For a long time, English has become an important channel for the export of Western culture, and compared with other majors, English majors are more receptive to Western festivals and customs. Therefore, the ideological and political reform of English teaching in higher vocational colleges plays a more important role in the construction of the ideological and political system, especially the comprehensive English course, which is one of the most important courses in the English curriculum system. It very important for English majors to shape their national cultural self-confidence and cultivate their cultural communication ability.

3. Problems in the Ideological and Political Reform of Comprehensive English Course in Higher Vocational Colleges

Teachers of comprehensive English in higher vocational colleges have explored and practiced the ideological and political reform of the course. However, the ideological and political reform of the course is faced with a series of problems, which lead to the poor effect of the ideological and political reform of the course, even the opposite result. The main problems are the following three aspects: 1. Ideological and political content of the course. The ideological and political elements of the course are excavated insufficiently. It is reformed just for the sake of the ideological and political reform. Just because of a word or a similar sentence, they mechanically copy the words of the General Secretary, forcibly paint the teaching with "red", but neglect the matching degree with the content of the unit, and the content is found to be relatively singly matched, neglecting the spirit of craftsmen, unity and cooperation and other contemporary spirit embodied in all walks of life in China; 2. The way of ideological and political reform of the course. Ideological and political reform not an addition of relative elements, but a method of teaching. [5] For the sake of ideological and political reform, many teachers, after completing the prescribed classroom teaching content, forcibly add less relevant ideological and political content, which makes the comprehensive English course become the superposition of the surface meaning of "English course" and "Ideological and Political Course". At the same time, the improper treatment of teaching content leads to students' low interest in the original comprehensive English classroom, low participation and poor teaching effect. However, the ideological and political reform of the course is not to force the increase of

classroom teaching content, but to optimize the course design, change the classroom teaching methods, and skillfully integrate the ideological and political content of the course into the classroom, so as to moisten things silently. 3. Assessment and evaluation. Compared with language teaching, the ideological and political content of the course is more implicit in the implementation of comprehensive English teaching reform, so many teachers still only evaluate the language learning in the teaching evaluation, but ignore the assessment of the ideological and political teaching effect of the course, resulting in unclear grasp of it, and students do not attach importance.

How to properly carry out the ideological and political reform of comprehensive English course in higher vocational colleges and effectively implement it? As a leading event, the Oral English competition of the National Vocational College Skills Competition provides us with ideas.

4. The Connotation Logic of Integrating Skills Competition into Comprehensive English Teaching

Vocational skills competition is a competitive activity with clear professional orientation, which is held in accordance with the national vocational skills standards and aims to emphasize the participants' operational skills and ability to solve practical problems. The National Vocational College Skills Competition started in June 2008. Since its inception, it has become an important platform to show the teaching quality of vocational schools and the level of students' skills, and has played an important role in the teaching reform and personnel training of vocational colleges. Since 2011, the oral English competition has officially become one of the vocational college competitions in the "National Vocational College Skills Competition", and has become the only language competition in the higher vocational group. The purpose of the competition is to improve the personal ideological quality and professional accomplishment of vocational college students, serve their growth and all-round development, promote teaching through competition, and improve the comprehensive ability of students and teachers in higher vocational colleges to tell Chinese stories well in English, disseminate Chinese culture and communicate in the workplace. [6]

In April 2021, the National Vocational Education Conference was held in Beijing, and Vice Premier Sun Chunlan of the State Council put forward a new concept of "post, course, competition, certificate" integration, in which the connotation logic of "course" and "competition" is that "course" is the basis of students' skill learning, and "competition" is the demonstration and benchmark of teaching. [7] In the process of competition training, through the study of competition standards and competition content, teachers can better grasp the frontier knowledge of the industry involved, realize content penetration, integrate competition resources or projects into regular curriculum teaching, form a new form of integration of curriculum and competition, and realize the iterative updating of teaching content and methods, so as to improve the quality of teaching and personnel training.

Oral English Competition, as a competition leading the reform of English teaching in vocational colleges, clarifies the requirements and important directions of the ideological and political reform of English teaching courses, and also provides guidance for the ideological and political reform of comprehensive English courses in terms of teaching methods and evaluation methods.

5. Measures to Integrate Vocational College Skills Competition into Ideological and Political Reform of Comprehensive English Course in Vocational College

Build the "main force" of teachers. Teachers are the "main force" in the implementation of foreign language ideological and political education. [8] The quality of teachers themselves plays a key role in the design and implementation of the ideological and political reform of comprehensive English. To build the "main force" of teachers, there are mainly two aspects, one is the implicit aspect, that is, the consciousness of ideological and political reform, the other is the dominant aspect, that is, the ability of implementing ideological and political reform. The implicit aspect, as its name implies, is to improve the comprehensive English teachers' understanding of the importance and necessity of the ideological and political reform of the course. It is undeniable that among today's comprehensive English teachers in vocational college, there are still some teachers who disagree with the ideological and political reform of the course, especially those who have hardly participated in the competition training, who have no understanding of the trend of the competition, and still think that as long as the course is used to cultivate students' English ability and meet the needs of the post for English. Therefore, the ideological and political reform of the course is only to meet the requirements of assessment and teaching tasks. This kind of ideological and political reform of curriculum ultimately only labels comprehensive English as "ideological and political course", lacking the connotation construction of correct guidance of students' values. Explicit aspect, that is, although most teachers have the consciousness of ideological and political reform, and strive to give full play to the comprehensive English course to cultivate students' cultural self-confidence and ability to tell Chinese stories, due to the limitation of their own ability, the design of the ideological and political reform is unreasonable, the implementation of classroom teaching organization is not in place, the participation of students in classroom is not high, and the impact of ideological and political reform is low. As a result, the teaching of the course is difficult to achieve the desired results, and even to a certain extent, the enthusiasm of students is reduced, which also weakens the cultivation of students' language ability. Therefore, the ideological and political reform of the course needs to strengthen the training of teachers, not only to improve their correct understanding of the ideological and political reform of comprehensive English, but also to improve their ability, from theoretical guidance to teaching design, curriculum implementation, assessment, assessment feedback and other aspects. To build the "main force" of teachers in the ideological and political reform of the curriculum, the author believes that we can start from three aspects: (1) Strengthen theoretical learning through training and scientific research. Some teachers do not have a clear understanding of the ideological and political reform of the course and do not have a clear idea about the reform. Sending them to participate in the online and offline training of the relevant ideological and political courses and urging them to complete the relevant scientific research tasks can strengthen their theoretical input and improve their theoretical accomplishment. (2) Strengthen communication and cooperation through collective lesson preparation. Collective lesson preparation can strengthen the communication and cooperation among teachers. They can not only learn from each other in theoretical guidance and teaching design practice, but also draw on the wisdom of the masses, fully tap the ideological and political points in textbooks, enrich classroom activities, optimize teaching design, improve evaluation methods, and more effectively carry out teaching practice, so as to improve the effect of ideological and political reform. (3) Build a competition training team and play a leading role in the competition. The construction of the National Vocational College Skills Competition Oral English Competition Training Team and FLTRP English Speech Training Team will give more teachers the opportunity to participate in the competition guidance, encourage teachers to fully study the rules of the competition, tap the requirements

and assessment criteria of the competition for students' cultural self-confidence and ability to tell Chinese stories well, so as to introduce them into teaching.

Optimize course design and grasp the "main channel" of classroom. Classroom teaching is the "main channel" to carry out effective ideological and political reform[9], which determines whether teachers can effectively implement the reform and have a "silent" impact on students. Ideological and political courses and language ability training should complement each other and go hand in hand, rather than favoring one over the other and compressing each other to occupy the relationship between teaching practice. Taking Unit 6 Sports Hero as an example, this article mainly tells the story of American basketball player Jordan, tells his heroic stories on and off the court, and conveys the values of American individualistic heroism. It is easy to introduce the ideological and political content of this course to similar athletes in China, such as Yao Ming, Liu Xiang, Guo Jingjing and so on. Compared with United States individualistic heroism, they embody more collectivism and patriotism. By comparing the different values embodied in them, we can deepen our understanding of Chinese values and the spirit of Chinese craftsmen and share them with everyone. The specific course design can be as follows: (1) Use the flipped classroom to move forward the knowledge that is easy to grasp and learn. Students can preview articles, key words, phrases and sentences by themselves, and summarize the excellent spiritual qualities of the protagonists in the articles. (2) In class, students' preview effect can be tested through Chaoxing Platform and Rain Classroom, and then teachers can mobilize students' enthusiasm through games such as prize-winning competition in the process of article learning, guide students to share their understanding of the excellent spiritual qualities of the protagonists, draw on the wisdom of the masses, and form a comprehensive and systematic understanding of the content of the article. In this process, students can learn their excellent spiritual qualities, which is conducive to the shaping of their outlook on life and values. (3) Divide the class students into different groups randomly, and let them look for the excellent Chinese athletes they think, and excavate and analyze the excellent qualities they embody and the values of China; (4) In class, teachers guide students to share in the form of classroom presentation and lead students to compare the similarities and differences between Chinese and American values embodied in them, so as to achieve the goal of absorbing excellent culture, cultivating cultural self-confidence and shaping students' own values. In this process, students can also fully absorb, internalize and output the language knowledge they have learned; (5) Learning assessment. We should avoid the traditional way of dictation of words and sentences or scanning two-dimensional codes to fill in words and sentences, which is not efficient and difficult to mobilize students' enthusiasm, and is not conducive to students' flexible learning and application. At the same time, it is difficult to evaluate the effect of the ideological and political reform of the course. The effective way is to adopt the speech of oral competition. Students write a micro-speech about the topic of each unit and teachers randomly select some students to share the speech, so as to comprehensively evaluate the effect of language learning and ideological and political reform.

Course assessment and evaluation. Comprehensive English in higher vocational colleges is a comprehensive language course, which is designed to cultivate students' abilities of listening, speaking, reading, writing and translation. It is difficult to form a comprehensive assessment of students' learning situation by only one final examination paper, and it is impossible to evaluate the effect of ideological and political reform of the course, so it is necessary to enrich its assessment methods. We can take the form of process assessment and summative assessment. The process assessment is the assessment of students' usual learning and their words and deeds reflecting their values. The summative assessment can be the combination of written examination and oral examination. The oral examination introduces the assessment standard and form of skill competition, that is, topic speech and question answer. In the speech part, teachers can set topics related to the course learning and reflecting Chinese elements. Students

can make a choice by themselves. Speeches and answers to questions can only to assess students' mastery of language learning, but also effectively assess the effect of the ideological and political reform of the course, and urge students to learn language knowledge and strengthen language ability, while absorbing the excellent culture, actively shaping their own outlook on life and values, and enhancing their cultural self-confidence so they can practice the dissemination of Chinese culture and the explanation of Chinese stories by oneself.

6. Conclusion

Through the improvement of teachers' teaching ability, the in-depth excavation of the ideological and political content of the course, the continuous improvement of teaching design and effective implementation, supplemented by appropriate assessment methods, the ideological and political reform of the comprehensive English course can be continuously deepened, and the cultivation of students' cultural self-confidence, outlook on life and values can be put in place. In the ideological and political reform of comprehensive English course, I and my team members introduced the standards and some contents of the National Vocational Skills Competition and FLTRP Speech Competition through in-depth excavation of the ideological and political content of the course, the integration of the standards of the competition, the enrichment of assessment methods, and the mobilization of students' enthusiasm in class. Through the follow-up survey of 240 students in our school in recent two years, it is found that 70% of students' quality and language ability are generally higher than those of previous students, especially those students who actively participate in activities designed by teachers in class. In the future reform, we should further optimize teaching activities and mobilize more students' enthusiasm by collective lesson preparation and brainstorming.

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