

The Utilization of the Interaction Sheet Mode of Ideological and Political Education in English Teaching of Higher Vocational Colleges

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Abstract: In order to attain the ideological and political objectives of higher vocational English curriculum, language materials ought to be utilized as the medium, and language interaction needs to be conducted to facilitate the expression and internalization of students' thoughts during language activities. This paper focuses on the interactivity of language and carries out modes of ideological and political interaction sheets in the teaching practice. Language activities are conducted from four aspects: the utilization of vocabulary, the key points of paragraphs, the expansion of themes, and practical applications. Students are obligated to finish three tasks on the ideological and political interaction sheet: a profound understanding of language, the exploration of ideological and political components, and the evaluation of interactive values. Through these approaches, students can feel the charm of language, enhance students' learning experience, and ultimately reach the goal of internalizing ideological and political values with their hearts.

Keywords: Utilization; Ideological and Political Education; English Teaching

1. Introduction

With the rapid development of education, English teaching in vocational colleges must keep pace with the times. The aim of course integrated ideological and political education is to break through the "island"-like situation of ideological and political education for college students, to resolve the actual "two-separate-layer" phenomenon between ideological and political theory courses and other courses, to explore and make use of the ideological and political education resources in relevant courses, and to bring the ideological and political education functions within all courses into full play.

According to the Guiding Outline for Ideological and Political Construction of the Curriculum in Colleges and Universities (2020), the content of curriculum-based ideological and political construction ought to emphasize fortifying students' ideals and convictions, and conduct education on Chinese-characteristic socialism and the Chinese Dream, socialist core values, the rule of law, labor education, mental health education, and the education of excellent traditional Chinese culture in a systematic manner. The ideological and political integration in the English curriculum of higher vocational colleges attaches equal importance to students' social moral development and language cognitive development. It obliges teachers to facilitate students' positive growth and continuous advancement during language-related activities.^[1] Language is both interactive and functional, and engaging in language interaction is crucial for enhancing language proficiency. Hence, when it comes to ideological and political considerations in curricula, the interactivity of language should be fully leveraged to implement an interactive teaching approach, thereby effectively achieving the educational objectives of the curricula's ideological and political aspects.

2. The relationship between vocational English and interactive teaching modes

The Ministry of Education issued the Guiding Outline for the Construction of Ideological and Political Education in Higher Education Curriculum, which clearly indicates that to fulfill the fundamental task of fostering virtue and cultivating talents, it is essential to integrate value shaping, knowledge dissemination, and ability development. Zhang Shuxin took full advantage of new media technology to innovate the interactive teaching mode, enhance students' English application and communication skills, and boost the quality of English teaching in higher vocational colleges.^[2] By incorporating ideological and political education into English teaching, value orientation can be introduced to assist students in forming accurate worldviews, life perspectives and values. Lu Yan put forward that the establishment of a multi-interactive assessment model for vocational English in order to align with the vocational talent training model and optimize the teaching effect.

^[3] For ideological and political education in the vocational curriculum, it is essential to enhance the construction of the teaching staff, drive

the reform of teaching mode, refine the teaching content, steered by values, and adopt the blend of online and offline teaching methods. Lei Xia suggested strategies for enhancing the effectiveness of teachers' discourse in interactive English classrooms of vocational colleges. These strategies include using practical, easy to understand teaching languages and devising interactive topics, aiming to boost teaching efficiency. ^[4]Wang Nan also promoted the exploration of developing a multi-interactive assessment model for English in higher vocational colleges. ^[5] Intergrating vocational English interactive teaching modes into ideological and political education enables students to have a better understanding of and make more effective responses to the challenges posed by globalization, and also helps them enhance their cross-cultural communication skills.

To truly enhance and improve the teaching outcomes of English in higher vocational colleges, teachers on the front line are required to break free from the firmly established traditional examination model and carry out reforms on the examination methods and contents. This is to mirror and materialize the training objectives of higher vocational education. Clearly, the interactive teaching mode outshines the traditional one in higher vocational English teaching, presenting more remarkable advantages. During the process of ideological and political education, we should also give full play to interactive approaches to assist in the effective accomplishment of ideological and political goals. This paper puts forward the utilization of the interactive mode of ideological and political education to reach the ideological and political targets in higher vocational English teaching.

3. Diverse Types of Ideological and Political Interaction Sheet

Ideological and political interaction sheets have emerged as powerful tools to engage students in meaningful discussions and reflections. These sheets serve as platforms for students to express their views, share perspectives, and engage in critical analysis of various ideological and political issues. In deep research on different types of ideological and political interaction sheets is of great significance for optimizing teaching methods and enhancing the effectiveness of ideological and political education.

3.1 An Interactive Sheet for Ideological and Political Vocabulary Utilization

Vocabulary is the fundamental unit of language, and students initiate language learning by using vocabulary. Therefore, the ideological and political interaction sheet can commence from the utilization of vocabulary. When conducting the ideological and political interactive sheet regarding vocabulary use, a task sheet is distributed to each student, who is then required to copy words onto the sheet. The words can be sourced from the vocabulary list or discovered during text reading. As long as the words are relevant to the text, they can be copied. After copying the word, students are supposed to compose a sentence based on the word's meaning. They can select the original sentence in the text, create a sentence on their own, or look for sentences from other resources like dictionaries or online platforms. The sentences formulated should remain current and possess a certain degree of ideological and political significance. Additionally, the task sheet mandates students to dissect and complete the ideological and political aspects embedded within the discovered sentences, which mirrors their comprehension of the language from an ideological and political perspective. Through interactive engagement, students have internalized their comprehension and proficiency in ideological and political aspects, while concurrently discussing the evaluations' underlying justifications. Ultimately, the task sheets were submitted, and the teacher chose the one with a high evaluation in ideological and political content for exhibition.

The purpose of vocabulary utilization is to enable students to experience the various aspects of vocabulary and the distinctive connotations it embodies. The Guidelines suggest that "teachers should innovate their classroom teaching model, promote their application of modern information technology in ideological and political teaching of curriculum, stimulate students' interest in learning, and guide students to think deeply." ^[6] During the process of ideological and political thinking, teachers often spend considerable time seeking ideological and political points not only in textbooks but also in extracurricular resources for supplementation. In reality, the use of vocabulary offers abundant ideological and political materials. During the course of vocabulary utilization, students gradually uncover the aesthetics of language, delve into language learning techniques, enhance their language learning process, and boost the comprehensive development of linguistic thinking. It allows students to utilize vocabulary to generate positive language expressions, shifting the focus of language learning from the teacher-centered model to a student-centered one. This fully activates students' subjective initiative and propels language learning to a new level. While appreciating the profound meanings of various words, students can enrich their inner spiritual world.

3.2 An Interactive Sheet for Ideological and Political Theme Expansion

The integration of ideological and political education into curriculum teaching is an essential requirement for current educational reform. Traditional teaching methods often focus solely on imparting knowledge, neglecting the cultivation of students' ideological and moral qualities. The interactive sheet is designed to bridge the gap between academic knowledge and ideological and political education. It provides a platform for students to actively participate in ideological and political learning during the process of studying various subjects. For instance, in literature class, students can analyze the ideological and political implications hidden in literary works through the interactive sheet.

By exploring the values, social backgrounds, and moral lessons reflected in texts, students not only improve their literary analysis skills but also enhance their ideological and political understanding. This approach not only enriches the teaching content but also makes the learning process more engaging and practical for students. Through the use of sheet, students are encouraged to articulate their perspectives, challenge assumptions, and develop a nuanced understanding of complex issues. The interactive nature of sheet also supports differentiation, enabling educators to cater to diverse learning styles and abilities within the classroom. Ultimately, this approach contributes to the holistic development of students, nurturing their intellectual, emotional, and social growth.

3.3 An Interactive Sheet for Ideological and Political Practical Application

Once the learning of words and the development of themes are completed, students are able to conduct transfer and innovation activities. These activities are aimed at inspiring students to identify and resolve real world problems, thereby enabling them to put what they have learned into practice. Traditional ideological and political education often remains confined to the classroom, with students' rote learning concepts without truly grasping their practical implications. The interactive sheet remedies the situation by providing students with a structured flexible framework. The shift perspective method means the exchange of roles between teachers and students in teaching activities, adopting a cooperative learning approach of 'letting students take the stage and speak, and teachers provide feedback' [7]. For instance, in social studies class, students can use the sheet to analyze current social issues through ideological and practical lens. They can explore how principles like justice, equality, and social responsibility play out in real life scenarios such as community development projects or policy making processes. By doing so, students not only deepen their understanding of ideological and political theories but also develop critical thinking skills.

Implementing the interactive sheet involves a multi-step process. First, teachers need to introduce the sheet to students, explaining its purpose and how to use it effectively. Then, students are guided to select practical application topics relevant to their daily lives or current events. For example, in an environmental science course, students might use the sheet to analyze the ideological and political aspects of environmental protection policies. They can discuss the role of different stakeholders, the values underlying the policies, and the potential impacts on society. Through this approach, students become more engaged in the learning process. The impact of this interactive sheet is far reaching. It not only enhances students' academic performance in ideological and political education but also equips them with the ability to make informed decisions in real world situations. Moreover, it fosters a sense of social responsibility, as students learn to connect abstract ideological concepts with tangible actions that can contribute to the betterment of society.

4. Conclusion

The interactive sheet approach in ideological and political education injects greater vitality into the ideological and political components of higher vocational English courses and elevates students' language - learning experiences. The core objective of the course lies in arousing students' inner potential during continuous learning. This enables students to take the initiative independently and recognize that within the social context, every individual has the capacity to play a positive role and actively contribute to society.

In modern society, with the highly developed social media, more opportunities for language interaction have emerged. Thus, in daily language teaching, more emphasis should be placed on language interaction. We should also explore the values expressed through language and make full use of existing technical resources to maximize language interaction. By doing so, we can comprehensively demonstrate the substantial influence of ideological and political education within the curriculum.

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