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Research on integrating ideological and political elements into college Chinese teaching

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Abstract:

The "Guidance Outline for the Construction of Ideological and Political Curriculum in Colleges and Universities" clarifies the relevant guidance requirements for the reform and construction of ideological and political courses in various courses in colleges and universities. "Ideological and Political Curriculum" requires that the concept of education be run through the teaching process, education elements should be integrated, and education should be designed Plan, take educational actions to achieve the effect of educating people, and then achieve three-dimensional education, rather than solely attributing the responsibility of educating people to ideological and political courses. In this context, "College Chinese", as a public basic course, needs to give full play to its instrumental, humanistic and aesthetic qualities, explore educational elements, reconstruct the teaching content with ideological and political issues as the main line, and connect with the educational goals of vocational colleges. Construct multiple subjects for educating people in university Chinese courses; optimize multi-dimensional ideological and political paths for university Chinese courses; and enrich student- centered ideological and political practice channels .

Key words:

Ideological and political courses; public basic courses; higher vocational colleges; college Chinese

Based on the new era, in view of the problems of insufficient value guidance and insufficient comprehensive ideological and political process in the previous "College Chinese" courses, "College Chinese" in higher vocational colleges should focus on the fundamental task of building moral character and cultivating people, and based on the concept of three-round education. Under the guidance of the leadership, we should re-examine the curriculum standards based on the characteristics of talent training in higher vocational colleges, fully explore the ideological and political elements in college Chinese courses, combine the ideological and political goals of the courses, reconstruct the course teaching materials and content, use the ideological and political elements of the courses throughout the process, and strengthen The rational identification and perceptual recognition of the core values of socialism among students in higher vocational colleges can continuously enhance students' cultural self-confidence, cultivate deep feelings about home and country, and effectively realize the educational function of classroom teaching, with a view to providing public basic courses in higher vocational colleges. The ideological and political reform of the curriculum provides useful experience and reference.

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1.Feasibility of ideological and political construction of "College Chinese" course

1.1 Nature of the course "College Chinese"

As a compulsory general course in higher vocational colleges, college Chinese has rich humanistic connotations, broad basic characteristics and strong practical attributes. Integrating ideological and political education into college Chinese courses can effectively strengthen the value shaping of students in higher vocational colleges and enhance their awareness of professional ethics, and promote students' comprehensive and individual development.

1.1.1.Humanity

"College Chinese" is a course that uses language as a tool and literary works as a carrier, aiming to cultivate students' cultural literacy and aesthetic taste [1] . The course contains a rich humanistic spirit and covers all aspects of human emotions, values and morality. With the help of appreciation of literary works, students are guided to think about life, pay attention to society, and cultivate their correct outlook on life, values and morals, which is perfectly consistent with the goals of ideological and political education. By studying this course , students can understand the excellent traditional culture of the Chinese nation, feel the charm of literature, and improve their own cultural style and aesthetic taste .

1.1.2. Basics

"College Chinese", as a public basic course, plays an important role in cultivating students' basic Chinese abilities and comprehensive qualities [2] . Through course study , students can understand the basic knowledge of writing , master the skills of using language, and improve their reading, writing, listening and speaking skills . The above abilities are not only the basis for students to further learn other professional knowledge, but also the basic foundation for students' future careers. Literacy. The study of the course builds a broad knowledge base for students, which helps students better understand and accept the content of ideological and political education and improve their ideological and political literacy.

1.1.3. Practicality

"College Chinese" focuses on cultivating students' practical application abilities and improving students' career adaptability. In the teaching process, teachers guide students to read, analyze, and appreciate literary works, and guide students to understand and further master the methods and strategies of using words and language in the process of practical application . At the same time, the practical aspects of the course , such as writing, speeches, debates, etc., allow students to apply the knowledge they have learned to practice and improve their practical abilities . During the practice process, students can more deeply understand the connotation of ideological and political education and apply it to in real life.

1.2 The inevitability of ideological and political courses in "College Chinese"

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1.2.1 Curriculum ideological and political education is one of the important tasks of higher vocational education

In higher vocational education, one of the important goals is to enhance students ' professional qualities and then cultivate students' comprehensive qualities . As an important way to achieve this goal, curriculum ideological and political education refers to the ideological and political education of students by combining professional knowledge and skills in the course teaching process. Through the ideological and political courses, students can be helped to establish correct values, outlook on life and world view, and enhance their sense of social responsibility and professional ethics [3] . Therefore, all courses in higher vocational colleges should assume the task of ideological and political courses.

1.2.2 "College Chinese" itself contains rich ideological and political education resources

The "College Chinese" textbook includes many literary works with profound ideological connotations and rich moral education resources. For example, ancient classics such as The Analects and Mencius contain the excellent traditional culture and moral concepts of the Chinese nation; the works of modern writers such as Lu Xun and Mao Dun reflect the struggle process and national spirit of the Chinese people in modern times. Through the study and appreciation of these works, students can deeply understand the ideological and political education resources contained in them, and thus receive good ideological and political education.

1.2.3 Excavation and utilization of ideological and political education resources in "College Chinese" is an effective way to achieve the ideological and political goals of the course

In the teaching process, teachers can explore and utilize the ideological and political education resources in "College Chinese" in various ways. For example, when explaining literary works, teachers can guide students to pay attention to the ideological connotations and moral values in the works; when organizing classroom discussions, teachers can guide students to debate around the ideas and viewpoints in the works; when assigning homework, teachers can let students Students write essays on the ideas and moral concepts contained in the work. Through these methods, teachers can effectively integrate ideological and political education into the teaching process of "College Chinese", thereby achieving the ideological and political goals of the course.

2. Problems existing in the implementation of the ideological and political education course " College Chinese "

The arrangement of the "College Chinese" textbook has led to the fragmentation of ideological and political elements. The "College Chinese" textbooks used by many higher vocational colleges are often arranged in the order of literary history, causing ideological and political elements to be scattered in the works of various writers in various periods, lacking centralization and systematicity.

The instructor’s understanding of the ideological and political aspects of the course is not deep enough. In the actual teaching process, most teachers have realized the importance of curriculum ideological and political education. However, due to insufficient understanding, some teachers believe that curriculum ideological

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and political education content is to intersperse some educational content into the curriculum. In the actual teaching process, they still Focusing on the explanation of the language, literature, culture and other aspects of the article; failing to realize that the essence of the ideological and political curriculum is to guide students' values and shape their personality. This phenomenon has resulted in students being unable to fully accept ideological and political education while receiving Chinese education. Political education affects the educational effect of the course. In order to solve the above problems, we explore ways to implement all-round ideological and political courses from the following aspects.

3. Clarify the teaching objectives of the "College Chinese" course

Under the ideological and political background of the course, the specific connotation of the teaching objectives of "College Chinese" is shown in Tab.1:

Tab.1 Teaching Objectives of "College Chinese" Course

	Knowledge goal	Competency goals	value target
"College Chinese" teaching objectives	1. Taking the development of styles and dynasties as the order, connect the originally scattered knowledge points into a continuous knowledge system, and systematically understand style, literature and cultural common sense; 2. Consolidate basic knowledge of language, improve the ability to read and analyze works, understand the creative styles of different literary works, and learn to analyze and understand literary works; 3. Understand the meaning and usage of classical Chinese content words and commonly used classical Chinese function words, and master the vital classical Chinese vocabulary and common classical Chinese special sentence patterns in the modern Chinese context;	1. Cultivate students' logical thinking, innovative thinking and critical thinking through teaching links such as reading comprehension, text analysis, discussion and communication ; 2. Through research-based learning and independent learning, stimulate students' interest in learning and cultivate their independent inquiry ability; 3. Improve students' hands-on practical ability and teamwork ability through practical activities, such as speech contests, writing contests, classroom demonstrations, etc.; 4. Through case analysis combined with majors, students can apply Chinese knowledge to practical work and improve their ability to solve practical problems.	1. By studying ancient literary classics, students can have a general understanding of the five thousand years of splendid culture of the Chinese nation and enhance national self-confidence and pride; 2. Guide students to establish correct values and inherit the excellent traditional Chinese culture by exploring elements such as feelings of family and country, moral ethics and other elements in literary works; 3. By studying classic works, guide students to establish correct values, such as patriotism, dedication, integrity, friendliness, etc.; 4. By telling stories about the feelings of family and country of ancient literati, guide students to understand the feelings of the Chinese nation's family and country;

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4.Determine the ideological and political implementation path of "College Chinese"

4.1 Establish the "College Chinese" ideological and political course group.

The members of the course group include 1. Professional course teachers with teaching experience and rich cultural heritage who are responsible for the teaching and scientific research of the course; 2. Ideological and political counselors who are responsible for students' ideological and political education. Guide students to establish correct values; 3. Experts inside and outside the school with rich experience in curriculum ideological and political construction provide theoretical guidance and practical support to the teaching and research group. 4. Introduce external resources such as industry and enterprise experts and outstanding graduates to inject new vitality into the ideological and political construction of the curriculum. The ideological and political course team regularly carries out teaching and research activities, sorting out the ideological and political elements and ideological carriers of the course according to the process shown in Figure 1, and organically integrating the two.

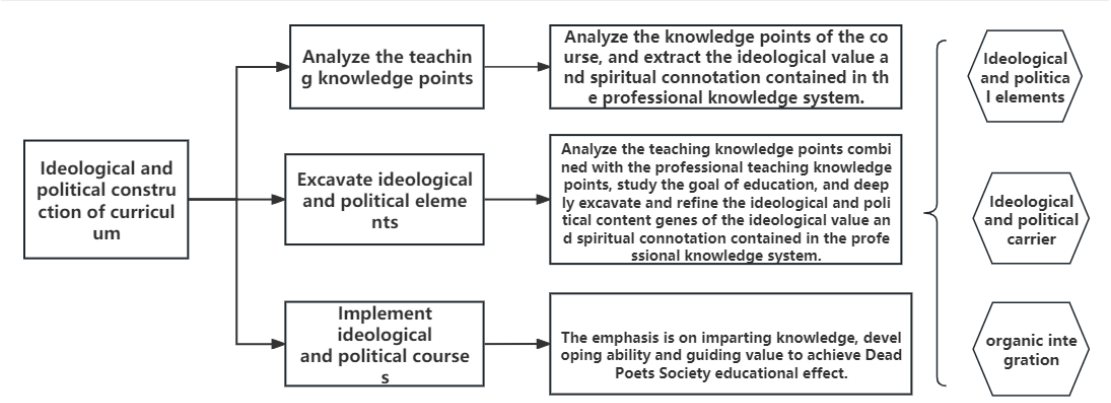


Fig.1 "College Chinese" ideological and political teaching and research group's flow chart of ideological and political teaching construction of the course

The ideological and political course team conducted an in-depth analysis of the advantages and characteristics of the course, fully explored the ideological and political education resources contained in the course teaching and constructed a course teaching system from six aspects : spiritual culture, institutional culture, environmental culture, art culture, behavioral culture and workplace culture [4] , implementing curriculum ideological and political education with the ideological and political main line of "inheriting Chinese character culture, telling Chinese stories well, cultivating patriotism, and building cultural confidence".

4.2 Construct the ideological and political mathematics module of the "College Chinese" course based on the "Five New Education" and optimize the teaching content

The curriculum team revised the curriculum standards in accordance with the ideological and political construction concepts and goals of the curriculum, and optimized and integrated the teaching content. In the teaching process, we closely focus on political identity, feelings of family and country, cultural literacy, awareness of the Constitution and the rule of law, and moral cultivation to optimize the supply of ideological

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and political content in the curriculum [5] . At the same time, we combine the actual training of professional talents, students' academic sentiments, and the school-based "Five New Education" "Project construction, fully explore the ideological and political education resources contained in course teaching from six aspects: spiritual culture, institutional culture, environmental culture, art culture, behavioral culture and workplace culture, and reorganize the course content system into six modules, according to each The specific knowledge points of each module refine ideological and political elements, select corresponding articles, and design the integration points of ideological and political elements and course knowledge, which provide a reasonable and effective reconstruction carrier for improving ideological and political effects.

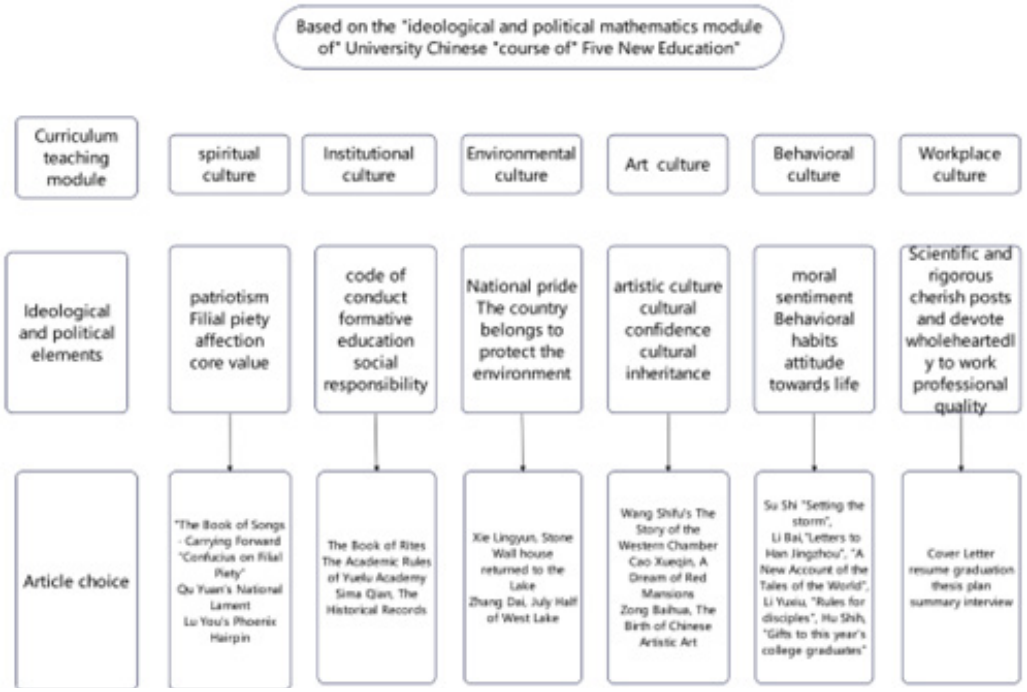


Fig.2 Reconstruction of ideological and political teaching in the "College Chinese" course

4.2.1.Spiritual culture module .

Select the specific and correct value-oriented content in the traditional cultural spirit and introduce it into college Chinese classroom teaching , so that students can absorb specific spiritual and cultural nutrients, shape their image externally , enhance their quality internally, and become people of good character. For example, through the teaching of selected passages from The Analects about Confucius talking about "benevolence", "filial piety", and talking about "gentlemen", students can understand and experience "the people cannot stand without trust", "the benevolent love others" and "self-denial and self-cultivation" etc. Confucian wisdom leads students to emphasize benevolence, integrity and filial piety. Another example is to deeply cultivate the spirit of patriotism through the explanation of patriotic poems such as "The Book of Songs Zai Chi" and Qu Yuan's "National Sorrow" [7] .

4.2.2. Institutional culture module.

Select a series of content with behavioral norms and educational significance as teaching materials, aiming

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to promote students to form good habits of self-discipline, self-management, self-education and self-improvement. For students in the School of Education, you can select relevant content from classic documents such as "Book of Rites·Xue Ji" and conduct an in-depth analysis of the teaching experience and teaching methods contained in it to help students understand the teaching rules and understand the importance of respecting the teaching rules [8] . At the same time, by explaining the principle of "teaching and mutual learning", students are guided to realize that in the teaching process, teachers and students promote each other and grow together. In addition to the explanation of classic literature , the importance of institutional culture is further explained by combining actual cases in modern society. For example, you can analyze the various rules and regulations in the school and explore how they maintain campus order and promote student growth. At the same time, some cases of behavior that violate rules and regulations can also be introduced to let students realize the importance of self-discipline and self-management.

4.2.3. Environmental culture module.

Discover and organize typical works related to the environment in ancient Chinese literature , sort out the content related to environmental culture , and select representative classic works, such as the description of landscapes in "The Book of Songs" and "The Songs of Chu", so that students can appreciate the ancient people's views on the environment. Natural awe and praise. At the same time, combined with the philosophical thought of "the unity of nature and man" in Confucian classics such as "The Analects of Confucius", students can experience the highest realm of harmonious coexistence between man and nature . In addition, ancient landscape paintings, garden art, etc. can also be introduced to allow students to feel the charm of ancient environmental culture while appreciating them. Let students appreciate and appreciate the great rivers and mountains of the motherland, and enhance the sense of national pride and belonging . At the same time, students are guided to understand the harmony between man and nature under the influence of elegant environmental culture, thereby stimulating students' awareness of loving nature and protecting the ecological environment [9] .

4.2.4. Art and culture module.

Give full play to the educational function of art and culture, select content that is both literary and artistic, improve students' artistic literacy and cultural taste, promote and inherit the quintessence of Chinese art, and enhance confidence in traditional culture. Works with profound cultural heritage and artistic charm, such as Wang Shifu's "The Romance of the West Chamber", are selected for in-depth interpretation. By analyzing the characters, plot settings and dramatic conflicts in "The West Chamber", students can feel the unique charm of classical drama and understand the philosophy of life and moral principles contained in the work . At the same time, combined with real-life cases, students are guided to view love and life correctly, and establish a positive and healthy outlook on life and love. In addition, you can also introduce the introduction and appreciation of traditional Chinese art forms, such as Peking Opera, Kun Opera, calligraphy, painting, etc. By explaining the development history, artistic characteristics and representative works of different art forms, students can appreciate the breadth and subtlety of traditional Chinese art and enhance their recognition and pride in artistic and cultural heritage .

4.2.5. Behavioral culture module.

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Integrate the outstanding thoughts, noble moral sentiments and good behavioral habits of the sages into the teaching content, and guide students to think about how to constantly improve themselves [10] and surpass themselves. For example, it can integrate the thoughts of sages and enlighten students' wisdom , and select classic literary works such as Su Shi's "Ding Feng Bo" to deeply analyze the thoughts of sages contained in them. "Ding Feng Bo" is famous for its calm, optimistic and open-minded attitude towards life. This attitude has important enlightenment significance for modern college students. By explaining Su Shi's life experience and the creative background of "Ding Feng Bo", students are guided to understand and appreciate the profound philosophy contained in it, and learn to face life challenges and overcome difficulties with a positive attitude . For example, "Disciples' Regulations" , as an indispensable classic work of Chinese traditional culture , contains rich moral education and behavioral norms . Students are organized to read through "Disciples' Regulations" and interpret and discuss them in conjunction with the school's motto. By comparing the moral norms in the "Disciples' Regulations" with the requirements of the school motto, students are guided to think about how to combine traditional virtues with modern spirit, use the school motto as a guideline, be diligent in learning, and continuously improve their self-cultivation.

4.2.6. Workplace culture module.

Focus on the development of writing skills in applied documents and transaction documents. By explaining the formats, writing skills and precautions of various application documents (such as notices, reports, requests for instructions, letters, etc.) and business documents (such as meeting minutes, contracts, plans, etc.), we help students master standardized writing methods and improve their writing skills. Practical application ability. At the same time, specific cases are analyzed to allow students to better understand the application scenarios and writing requirements of various documents. Secondly, we will strengthen guidance on career planning and job interviews. By guiding students to understand the basic laws of career development, we help them establish correct career concepts and goals. At the same time, combined with the actual situation of job interviews, students are taught how to write resumes, self-introductions, interview skills, etc., to improve their core competitiveness in the job search process . In addition, the cultivation of language expression ability is also an important part of the workplace culture module . Teachers should consciously improve the logic and smoothness of students ' oral and written expressions , and use diversified classroom activities such as discussions, speeches, writing , etc. to enable students to Fully exercise your language organization ability, logical thinking ability and expression ability.

In order to reflect the characteristics of vocational education, course teaching is further combined with industry needs and changes in the job market, and teaching content and methods are constantly updated to ensure that students can master the latest workplace knowledge and skills. At the same time, we strengthen cooperation with enterprises and industries to provide students with internship and practice opportunities, so that they can understand workplace culture in practice and improve their comprehensive professional capabilities.

4.3 Innovate the higher vocational Chinese teaching model that combines “online + offline, in-class and extra-curricular, concept + practice” to improve students’ learning effectiveness.

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Through citation, self-construction, etc., relying on the Chaoxing Learning Platform, we build an online resource library for course teaching, achieve personalization and visualization of knowledge points, and promote students' independent learning.

Adopt an "online + offline" hybrid teaching model and use the online platform's functions such as preview, questioning , discussion, testing, brainstorming, etc. to achieve the deep integration of "Internet +" and teaching to promote the improvement of classroom quality. effect. For example, through the online platform, a special discussion on "The Differences between Chinese and Western Mythology and What Kind of National Spirit Contains Chinese Mythology" was arranged. Through Chinese mythology stories, students can truly feel that the fifty-six ethnic groups in China have the same roots and are interdependent. relationship and gain insights from it Chinese national spirit and value orientation.

Pay attention to the integration of resources inside and outside the school , link up with enterprises, and develop natural and humanistic teaching resources to achieve a deep integration of ideological and political practice and theory in the curriculum , realize the joint education of the first classroom and the second classroom, and further develop in practice Guide students ' patriotic sentiments and let them deeply feel the essence of Chinese culture, thereby enhancing cultural confidence, committing to inheriting and carrying forward the Chinese cultural heritage , and becoming active disseminators and model practitioners of socialist core values [11] . On-campus resources include Sansu's famous quotes and cultural walls , and off-campus resources include Sansu Temple and Qingshen Bamboo Art City .

4.4 Build an assessment and evaluation system of "three-dimensional diversification throughout the process" to implement ideological and political effectiveness.

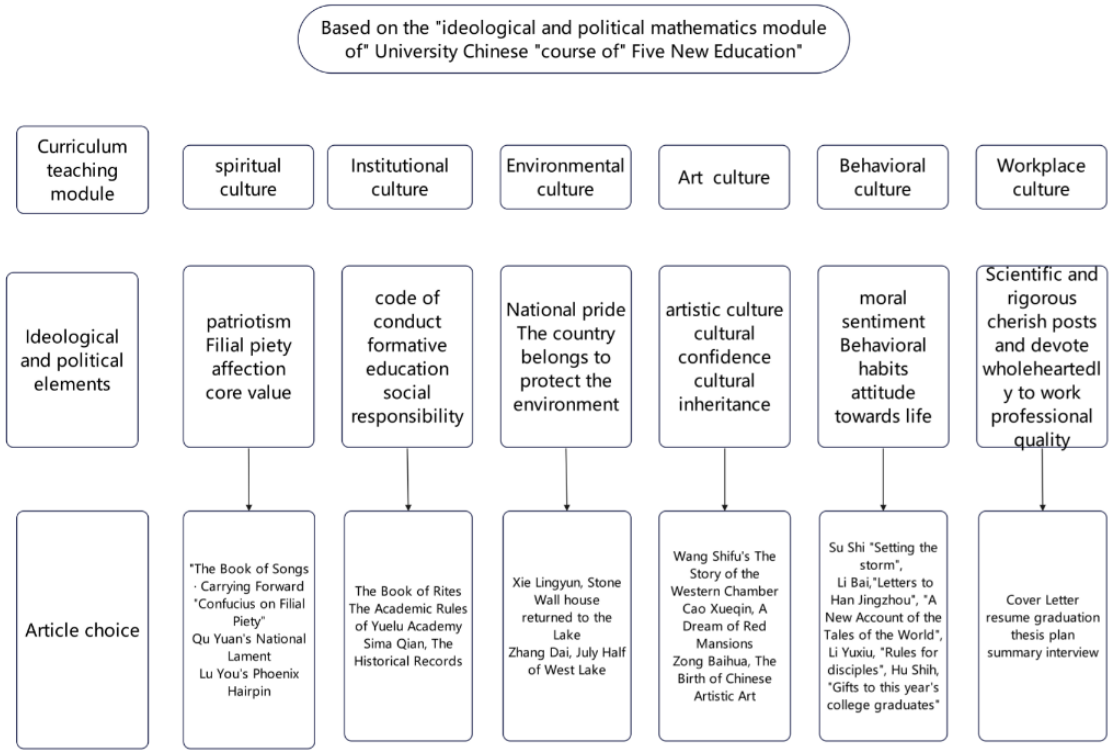


Fig. 3 Teaching evaluation chart of "College Chinese" course

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Construct a diversified school evaluation system that combines the three dimensions of "knowledge, skills, and quality" with "process" and "finality" . The evaluation of the knowledge system is mainly completed on the online platform. The evaluation of the skill system is based on the completion of topic writing, work interpretation, and various Chinese proficiency competitions as the assessment criteria. The contents of the process assessment and final examination are shown in the figure below:

In terms of the content of the knowledge system assessment, "ideological and political elements" observation points are set up and occupy a certain proportion, with key observations such as the mood of the country's emotions , the establishment of political awareness , the concern for cultural heritage , the cultivation of humanistic spirit , the shaping of professional ethics and value Concept cultivation and other aspects .

5 Conclusion

Based on the ideological and political elements of the curriculum , this study changed the original theory-focused teaching model by deconstructing and reconstructing the " College Chinese" course. This study was based on the ideological and political elements of the curriculum, by deconstructing and reconstructing the "College Chinese" course. , change the original teaching model and organically integrate ideological and political education into Chinese teaching, which can not only improve students' humanistic qualities but also cultivate ideological and political qualities . In the deconstruction stage, we conducted an in-depth analysis of the goal setting , content arrangement , teaching strategies and evaluation mechanisms of the "College Chinese" course , revealing the problems and limitations that exist in the course . Although the traditional teaching model is very solid in theoretical teaching, it has Failure to pay sufficient attention to the cultivation of students' ideological and political qualities is obviously contrary to modern educational concepts.

we proposed specific strategies for integrating ideological and political elements into Chinese teaching. First of all, the teaching content has been added to the teaching content with articles and knowledge points related to ideological and political education, such as the ideological and political connotations in classic literary works, ideological and political elements in traditional culture, etc. At the same time, attention is paid to exploring ideological and political resources in the course content, guiding students to think and analyze, so that they can improve their ideological and political literacy in practice. Secondly, in terms of teaching methods , we emphasize students as the main body and use highly interactive teaching methods, such as group writing co-creation , actual case analysis and multi-dimensional discussions , to enhance students ' active participation . At the same time, it focuses on cultivating students' critical thinking and innovative abilities [12] and encourages them to continue to explore and innovate in learning. Finally, in terms of teaching evaluation, a diversified evaluation system has been established, which not only examines students' knowledge mastery, but also focuses on the improvement of ideological and political literacy and humanistic qualities .

By deconstructing and reconstructing "College Chinese" , ideological and political education and Chinese teaching are organically combined , aiming to cultivate students' comprehensive ideological and political awareness and humanistic spirit . This reform not only helps to cultivate outstanding talents with comprehensive development of moral, intellectual, physical, artistic and labor, but also provides valuable reference for the reform of humanities in higher vocational education , provides reference for the subsequent development

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and reform of other courses in this major, and improves vocational colleges. Students' core competencies guide students in planning career paths and improve employment rates.

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