

Research on the Ideological and Political Construction of Higher Vocational Colleges Based on Analytic Hierarchy Process

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Abstract: The concept of "Course Ideological and Political Affairs" was proposed from the 2016 National Conference on Ideological and Political Work in Colleges and Universities. General Secretary Xi Jinping proposed that "the main channel of classroom teaching should be used to make all kinds of courses and peers of ideological and political theory work together to form a synergistic effect." The essence of the curriculum ideological and political education is that all courses in colleges and universities must play the role of ideological and political education. To train talents. In order to more accurately determine the indicators of the curriculum ideological and political construction evaluation system, this paper uses questionnaires, field interviews and other means to collect and sort the indicators.

1. Introduction

From a conceptual point of view, "distance thinking" has two aspects. The first is to realize the Internet construction of the ideological and political classroom through the means of distance education. That is to say, the use of Internet technology to form an effective alliance of higher vocational colleges, the internal colleges of the alliance to take turns or other ways to form a "big classroom" system. Students in the league realize the study of ideological and political education through remote viewing. The second is to introduce Internet resources into their own teaching systems. In this way, the fundamental purpose of enriching classroom content, increasing teaching methods, improving classroom efficiency and students' interest in learning is achieved. From the perspective of actual teaching operations, the latter is more feasible and more in line with the reform objectives of the ideological and political courses in higher vocational colleges.

Higher vocational colleges must carry out the top-level design of the system, from college party committees to departments, from students to counselors, from full-time ideological and political teachers to professional teachers, set up a curriculum reform leadership group, to build an ideological and political theory The course is the core, the comprehensive literacy class is the support, and the professional education curriculum is the radiation of the "Da Sizheng" curriculum system. Specifically, college ideological and political theory courses, that is, four compulsory courses and situation and policy courses, are the core courses for ideological and political education of college students, and play a value-leading role in the development of college students' character. Comprehensive literacy courses such as innovative entrepreneurship courses, Chinese traditional culture and other general courses, emphasize the mainstream values guidance in knowledge transfer. Professional education courses are required courses for all majors, including philosophy and social science courses and natural science courses.

Socialism with Chinese characteristics has entered a new era. What kind of people are trained in colleges and universities, and who is training them is the directional problem of the development of higher education, and it is also a fundamental problem. General Secretary Xi Jinping pointed out that "the direction of China's higher education development should be closely linked with the realistic goals and future direction of China's development, serve the people, serve the Chinese Communist Party's governance, and serve the consolidation and development of the socialist system with Chinese characteristics. Open and socialist modernization services. "This "four services" is the basic

policy of China's higher education in the new era. Higher vocational education is to strengthen China for the new historical starting point and to cultivate both ability and political integrity for the realization of the Chinese dream. Qualified professional talent.

2. The Proposed Methodology

Analytic Hierarchy Process and Related Criteria. The expert committee gives a fuzzy complementary judgment matrix evaluation for each criterion layer, and the decision makers obtain the criterion layer two-two comparison judgment matrix according to the evaluation of the experts. The data shows that patriotic sentiment is a positive attitude of support for the motherland and an important factor affecting the destiny of the nation and the country. Therefore, it must be ranked first. Morality is the level of social morality's restraint on a person and an important indicator of the evaluation system of curriculum ideological and political construction.

Analytic Hierarchy Process (AHP) refers to a complex multi-objective decision-making problem as a system, which decomposes the target into multiple targets or criteria, and then decomposes into several levels of multiple indicators (or criteria, constraints), and calculates the hierarchy through qualitative index fuzzy quantization method. Single sorting (weights) and total sorting, as a systematic method of target (multi-indicator) and multi-scheme optimization decision.

The analytic hierarchy process is to decompose the decision problems into different hierarchical structures according to the general goal, the sub-goals, the evaluation criteria and the specific preparation plan. Then, the method of solving the eigenvectors of the judgment matrix is used to obtain each level. The element has the priority of the element of the previous level, and finally the method of weighting the sum is used to merge the final weight of each alternative plan to the total target. The final weight is the optimal solution.

The analytic hierarchy process is more suitable for the target system with hierarchical and interlaced evaluation indicators, and the target value is difficult to quantitatively describe the decision problem.

When using the analytic hierarchy process, if the selected elements are unreasonable, their meanings are confused, or the relationship between the elements is incorrect, the quality of the AHP method will be reduced, and even the AHP decision will fail. In order to ensure the rationality of the hierarchical structure, the following principles must be grasped:

1. Decompose the main factors when simplifying the problem.
2. Note that the strength relationship between the elements is compared, and the elements that are too different can not be compared at the same level.

Course Optimization Suggestions in the Context of Curriculum Ideological. The application of Internet resources allows classrooms to optimize teaching methods. Internet resources are more diverse in terms of form and content. The different application forms of these categories of resources have promoted the reform of the method of the ideological and political classroom. For example, use the "micro-course" form to teach some key content, or use the Internet video method to supplement the case and background information of relevant theoretical courses. The introduction of these contents can achieve certain interactive characteristics in the student group, and has a positive effect on the development of various teaching modes including discussion, debate, presentation, and lectures.

First, evaluate and select Internet resources. Internet resources provide great convenience for teaching. At the same time, it is also necessary to note that the Internet resources still have an objective status such as "good and bad". From this perspective, teachers must do a good job of screening relevant content to ensure the compliance and effectiveness of academic activities. Two methods, source identification and content screening, can be used in the specific screening process. The so-called source identification mainly refers to the screening of the content provider's compliance. If it is confirmed that the source is trusted, all the resources on it can be directly introduced into the teaching system as trusted content. For example, the website of the People's Government of the central or local governments, the People's Daily, Xinhua News Agency and other

party newspapers and other sources of information may be used as direct teaching applications because of the rigorous review of content provision; on the other hand, if it is not at the content level Being knowledgeable requires specific analysis of specific content. If the content provided by the media cannot guarantee the compliance of the content source, it is necessary to check the specific conditions of each content. Only after screening the content can you enter the classroom teaching system and avoid the disruption of students' bad resources on the Internet.

Analyze existing content to form a benign blend. There will be some room for expansion in the existing ideological and political classroom content. This is especially true in the study of theoretical courses. In response to this situation, teachers should pay more attention to the connection and integration between existing content and distance education content in the process of teaching reform. Specifically, the existing theoretical course content can be used as the basic framework, and the Internet education content is filled with specific knowledge points, thereby forming a comprehensive reinforcement from the branches to the content. It can also further promote the formation of a broader and scientific connection between the teaching content of traditional ideological and political theory and the teaching content of long-term ideological and political. Therefore, the teaching content after the teaching reform is guaranteed to show a holistic and systematic basic trend.

In the course of philosophy and social sciences, the "Debate and Theory" of the broadcasting host is a compulsory course for students, and it is also the basic skills that students of this major should master. In the process of building the "Da Sizheng" course system, it is no longer the "single-armed combat" of the ideological and political teachers, but the teachers of the ideological and political class and the professors and academic leaders in various fields and fields. Teachers with different professional backgrounds and different life experiences, for the same subject, teach the same group of students, and integrate the reason into the professional knowledge. Use the story to explain the truth, win the recognition with the truth, and the professional curriculum is steadily advanced, so that the elements of thinking and politics change from blunt to soft in the professional curriculum.

The construction of ideological and political courses must first be clear about what to do and to what extent. However, there is no official or authoritative academic definition of the current curriculum, and its essence is still an exploratory curriculum concept. Whether it is theory or practice, curriculum and politics are still being explored. Some scholars put forward the image metaphor of "concentric circle" based on the dialectical relationship between "Ideological and Political Courses" and "Course Ideological Management". If you compare all college courses to the same circle of concentricity, the "Ideological and Political Course" It is in the inner layer of the center and is included in other courses. I think this metaphor is appropriate. At the same time, I think that the curriculum ideological and political thinking is similar to the "big thoughts and politics" pattern in the perspective of all the people. The curriculum is aimed at strengthening the moral education attributes of higher education and mining the hidden curriculum of professional courses and other courses. Sexual moral education resources highlight the effect of moral education. However, in the teaching practice of higher vocational colleges, not all courses can be used to create curriculum ideology, can do the curriculum ideological reform, and should also integrate the elements of ideological and political education into other courses, rather than mechanical addition. The "melting" article is not good enough. In short, in the case of unclear concepts, it remains to be seen how the curriculum will be effectively promoted and efficiently utilized in higher vocational colleges.

The Construction of the Main Function of the Ideological and Political Education in Higher Vocational Colleges. The report of the 19th National Congress of the Communist Party of China clearly stated that "we must fully implement the party's educational policy, implement the fundamental tasks of the people of Lide, develop quality education, promote education equity, and cultivate socialist builders and successors of moral, intellectual, and aesthetic development." This is the general direction of Chinese education in the new era, once again clarifying the question of what kind of people to cultivate and who to train. All higher vocational colleges should implement the Party's educational policy in the new era from the perspective of politics. However, there are still some colleges with different levels of emphasis on teaching, light education, heavy technology, and light humanity. It is important for ideological and political work. After the meeting, the situation of

being secondary and busy is not happening. At the school level, it is not the fundamental concern that ideological and political education is the biggest worry in promoting the construction of ideological and political courses.

Teachers in higher vocational colleges are the practitioners who directly promote the ideological and political construction of the curriculum. Whether they really value the ideological and political work is uneven. Ideological and political teacher is obviously the staunchest supporter, but how to reflect professional differences in the ideological and political class, to achieve personalized, professional and targeted ideological and political teaching, more test is responsibility, patience and learning ability. Professional teachers are relatively "professional sensitive, politically insensitive". It is not easy to persuade them to accept the concept of curriculum ideological and political education. It is also worrying whether they can receive the actual moral education effect in the lectures.

The curriculum will not weaken the function of the ideological and political curriculum, but will further highlight the core position of the ideological and political curriculum in educating people and better play the role of the rogue. To this end, all higher vocational colleges must clarify the political position, rationalize the management mechanism, fully support the construction of the curriculum and the role of leaders, decision makers, and coordinators. In the aspect of educating people, it is necessary to ensure that the ideological and political courses and other courses are peer-to-peer, work together to train qualified builders and successors in the cause of socialism with Chinese characteristics, and at the same time realize the core teaching objectives of the ideological and political curriculum. In terms of division of labor and cooperation, the teachers of the ideological and political course should carry out the necessary theoretical guidance, teaching method training and answering questions for other curriculum teachers to ensure that the goal of moral education is in place. From the perspective of status differences, in the concentric circles of the curriculum, the ideological and political curriculum is always located in the inner circle of the center, and it is infiltrated into other courses and is at the core.

The teaching content serves the purpose of teaching, and the teaching purpose is realized through the teaching content. In vocational colleges, professional courses account for the majority of the proportions, and it is necessary to innovate through the mechanism to make the professional class taste the taste of politics. First of all, we must be good at mining ideological and political resources in professional courses, such as career development, professionalism, service awareness, scientific spirit, innovation consciousness, professionalism, rule awareness, procedural awareness, standard awareness, rigorous and serious, craftsmanship, team spirit and so on. Secondly, it is necessary to emphasize the importance of professional ideological and political education for professional growth, such as the accounting profession can not make false accounts, the importance of electrical professional safety awareness, procedural awareness, and rigorous attitude. It is only more convincing through the practical demonstration, interpretation and physical practice of professional teachers.

As far as professional teachers are concerned, in the context of curriculum ideology, a certain degree of role transformation must be completed, and the ability to study students, the ability of curriculum development, and the ability of ideological and political education should be continuously improved. First, we must study the higher vocational college students in a more comprehensive way. In addition to understanding their professional abilities, hobbies, and study habits, they should also pay attention to their values and ideological and political performance. The second is to develop professional courses and teaching materials more comprehensively. In addition to the regular professional basic courses and professional core courses, it is also necessary to integrate professionalism, professional ethics, family responsibilities, craftsmanship, etc., and if necessary, with the ideological and political teachers. Collaboration. The third is to master certain ideological and political teaching skills, such as case analysis method, heuristic induction method, group discussion method, etc., and do not deliberately pursue the effect of educating people but can moisten things silently.

3. Conclusion

Teachers in higher vocational colleges, whether they are professional teachers or full-time ideological and political teachers, are "thinking volunteers." Every teacher should start from the spirit of the new era and tailor the content and methods of teaching. Appropriate use of evaluation tools to solve the hidden problems in the ideological and political construction of the curriculum, improve the teaching by teacher evaluation, and improve the ability of the whole sports person. Student evaluation encourages learning and drives students to spiritual adults.

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