

Research on Curriculum Teaching Design under the Concept of "Curriculum Ideological and Political" in Vocational Education

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Abstract: In order to fully implement the spirit of the National Education Conference and enable ideological and political education to run through the whole learning process of students, this paper explores the principles of curriculum ideological and political teaching design, studies the analysis of curriculum teaching design and teaching process under the concept of "curriculum ideological and political", and discusses how to integrate ideological and political education into curriculum teaching.

1. Introduction

Ideological and political theory education is an important part of vocational education curriculum and plays a very important role in vocational education. In order to realize the great rejuvenation of the Chinese nation and realize the two centenary Chinese dreams, the role of ideological and political theory courses in vocational colleges will be increasingly highlighted. Therefore, it is very urgent to strengthen the construction of vocational education curriculum system and build a post-oriented ideological and political curriculum system for cultivating a large number of vocational skilled talents with innovative spirit, practical ability and sense of social responsibility and building an innovative country[1]. One of the effective ways to solve the problem of educating people is to integrate the concept of "curriculum ideological and political" into the curriculum teaching and assume the responsibility of educating people in the curriculum.

2. Curriculum teaching design principles under the concept of "curriculum ideological and political"

2.1. The principle of teaching by learning

"Learning based teaching" is student-centered, and curriculum design and teaching implementation are carried out according to the actual situation of students in teaching. "Classroom teaching based on learning" has gradually become the principle to be followed in classroom teaching. "student-centered" is not an empty talk. The real embodiment of student-centered teaching should be "the classroom is student's, the teaching content should 'ask' students, what students lack, the teacher should teach and supplement"[2]. Therefore, when designing teaching activities and teaching contents, we should follow the principle of "learning determines teaching", comprehensively consider the actual situation of students, and promote the comprehensive development of students.

2.2. Professional principle

The principle of professionalism mainly includes two aspects: one is that the teaching content, teaching methods, and teaching organization should be employment-oriented; the other is that in classroom teaching, students' ideological and moral character should be cultivated and students' professional quality and sense of responsibility should be fostered, that is, teaching should be

combined with educating people, and should not simply focus on the teaching of knowledge and skill training, and should not pay attention to the ideological elements in the teaching process, Thus, ideological and political education and vocational quality education are ignored, which coincides with the essence of "curriculum ideological and political"[3]. Professionalism is the characteristic of the curriculum of vocational education. Therefore, when designing the curriculum ideological and political teaching, we can follow the professional principles of the curriculum, excavate the professional ideological factors in the curriculum, and achieve teaching and educating people in the same direction in the classroom.

2.3. The principle of "moistening and silence"

In education, "moistening things without sound" means having a subtle and imperceptible influence on students. The requirement of "curriculum ideological and political" is to achieve the educational effect of "moistening and silencing". In teaching, teaching design and implementation should follow the "five principles", that is, appropriate, timely, appropriate, appropriate and appropriate. Not all curriculum contents are suitable for integrating ideological and political elements, and not all ideological and political elements are suitable for curriculum contents. In general, it is necessary to combine the actual situation of students, find the entry point and opportunity of ideological and political elements, naturally infiltrate ideological elements into the teaching of courses, help students shape correct ideological values, and achieve the purpose of educating people.

3. Analysis of curriculum teaching design under the concept of "curriculum ideological and political"

3.1. Analysis of teaching objects

The source of students in vocational and technical education is uneven. As we all know, these students are not very excellent students, but they are also not "non" excellent students. They have strong hands-on ability, like to take practical training courses, but can't learn. They are more curious, but lack the ability to think independently and learn, and lack the professional quality they should have, which is easy to cause various problems in their posts in the future and affect their personal development[4]. Therefore, in teaching, it is particularly important to cultivate students' good ideological and moral character in combination with students' characteristics.

3.2. Analysis of teaching objectives

According to the requirements of the syllabus of the course, after learning the relevant contents of the course, students should gain and improve their professional knowledge, operational skills, method ability, and ideological and political attitude. Therefore, under the guidance of the concept of "curriculum ideological and political", teachers should not forget their responsibilities of teaching and educating people, and reasonably set teaching objectives to improve students' knowledge, skills, abilities and values.

3.3. Process and method analysis

The vocational and technical education curriculum has strong practical operability. In the process of classroom teaching, the mode of combining theoretical knowledge with practical activities, combined with multimedia technology, and through task-driven, classroom teaching, student cooperation and other ways, enables students to actively participate in classroom exploration, observation, and communication activities. Through participation in classroom practice and classroom cooperation and communication, students can improve their self-learning, cooperative communication, analysis and problem-solving abilities[5].

4. Teaching process design under the concept of "curriculum ideological and political"

4.1. Introduction before class and situation creation

Pre-class introduction is the first step in course teaching and plays an important role in classroom teaching. Course learning is very boring for students, especially for theoretical teaching. In order to make it easier for students to integrate into the classroom and stimulate students' interest in learning, when the new course is introduced, the course knowledge is linked with a variety of life situations, and under the guidance of the concept of "curriculum ideological and political", a situation based on students' life experience is created that can arouse students' attention and thinking. With the situation as the key to open the door of learning new courses, students can experience life through the situation atmosphere, feel the connection between knowledge and life, stimulate students' thirst for knowledge, and promote the deepening of students' thinking and feelings.

4.2. Practice and experience in class

The class is also an important stage of cultivating students' political thoughts. In the classroom, around the teaching concept of "curriculum ideological and political", teachers and students jointly start learning activities to complete the task, and let students truly participate in the learning classroom through effective teaching activities such as teaching, guiding students to think, classroom experiments, and student cooperation. In practice, in order to complete the task, students can think and feel independently. When encountering problems and difficulties, they can cooperate, exchange and share in groups. Through the guidance of teachers, students cooperate and explore to form a rigorous, meticulous and refined atmosphere that is not afraid of difficulties, so that students can not only gain knowledge and skills in the atmosphere of learning and practice, but also promote the formation of students' emotions, qualities and concepts. In addition, through group cooperation and competition, students' awareness of cooperation and competition will be cultivated, and students' awareness of team cooperation and cooperation will be improved.

4.3. End of class summary, emotional sublimation

The end of class summary and reflection is an important stage to understand, test and improve the teaching effect, which can help students self-inspection and self-improvement. At the end of the course, the teacher will make a summary in combination with the teaching objectives of the course. At the same time, the teacher will use the methods of students' self-summary and group summary to exchange the harvest and experience in learning, deepen the students' grasp of knowledge, and promote the students' ability to communicate with each other and analyze problems.

4.4. Design of teaching evaluation

Teaching evaluation is a process of making value judgments on the process and results of teaching activities by systematically collecting relevant teaching information based on teaching objectives. Summative evaluation is the most commonly used evaluation method. Teachers are the main body of evaluation of students. At the end of the course, students will be finally evaluated. However, this evaluation is too simple and absolute to find problems in students' learning process, which can not effectively promote the comprehensive development of students' knowledge, feelings, intentions and actions. "Curriculum ideological and political" requires the coordinated development of professional knowledge, skills and emotional values, so the subject of teaching evaluation under the concept of "curriculum ideological and political" should be diversified, and the types should be diversified, and the evaluation factors should also include the evaluation of students' ideological attitudes.

5. Conclusion

Compared with other disciplines, the ideological and political theory course has its particularity. Its role is not only to impart knowledge to students, but also to help students correct their right and wrong views and establish scientific world outlook, outlook on life and values through the teaching

of theoretical knowledge and the verification of practical teaching. Therefore, in the current social environment of modern mass production, it is urgent to build up the ideological and political curriculum system oriented by professional post groups to look forward to the establishment and improvement of the modern vocational education system and the establishment of the corresponding curriculum system. "Ten years of trees, a hundred years of people", the education work needs every educator to truly assume the responsibility of teaching and educating people. At present, ideological and political education has always been the focus and difficulty of schools and society. Therefore, integrating the concept of "curriculum ideological and political" into classroom teaching and doing a good job in the education and teaching of "curriculum ideological and political" in the curriculum are topics worthy of further research and exploration.

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