

Analysis on Approaches to Improve Practical Teaching Effectiveness of Ideological and Political Course in Higher Vocational Colleges

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Abstract

Based on the cultivating mode of special talents and cultivating target of professional talents in the higher vocational colleges, through imitating major cluster construction idea, so as to promote the efficient launch of thematic practical teaching, this paper will conduct relatively deep analysis and discussion on how to improve the practical teaching effectiveness of ideological and political course in the higher vocational colleges.

Key words: Higher vocational school; Ideological and political course; Teaching effectiveness

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INTRODUCTION

In current stage, the higher vocational education performed nationwide is not only a kind of higher education, but a kind of vocational education; it is aiming at cultivating national higher-end professional skilled talents who are directly dedicated to serve in the front line of production, construction and management. In order to do better in talents cultivation, our higher vocational schools have adopted combined talents cultivation modes to perform talents cultivation, such as cooperation between school and enterprise, combination of learning with working, substituted post exercitation and so on,

which have achieved definitely excellent teaching effect. Along with diversified demands to talents for the sake of the rapid growing of our economy level, the new significant issues faced by our all higher vocational schools are how to integrate higher vocational education into talents cultivation mode more efficiently on the basis of the feature of higher vocational education, and based on this character, to launch ideological and political course practical teaching in the higher vocational schools, finally achieve a better educational effect, i.e. substantial improvements in effectiveness of practical teaching of ideological and political courses in higher vocational schools. Just in this sense, the following of the paper will start from the actual demands of developing higher vocational education, and conduct a certain analysis and discussions in how to improve the effectiveness of ideological and political course teaching in higher vocational schools (Wang, 2012).

1. PROMOTE THE EFFICIENT LAUNCH OF THEMATIC PRACTICAL TEACHING BASED ON THE IDEA OF PROFESSIONAL CLUSTER CONSTRUCTION

Launching major cluster construction in higher vocational schools shall reach the expected target to do intensive management and construction in related or similar majors in higher vocational schools. In the sense of occupational practical education, launching major cluster education will not only do better overall arrangement in some major construction factors such as course system, teaching objects, teaching team, practice and practical training conditions and teaching management and so on, but also can cut school running costs significantly, achieve better effect in school resource distribution. Higher vocational

schools who would like to launch ideological and political course thematic practical teaching efficiently shall be established in this construction idea of higher vocational school major cluster, combining with the detailed teaching content in college ideological and political courses, to do efficient design in practical teaching themes, then confirm the corresponding practical teaching tasks according to the detailed thematic contents, so as to establish teaching task group, and conducted cluster management on this basis. In order to fulfil thematic practical teaching of ideological and political courses in the higher educational schools, it can focus on the following two aspects of the practical teaching:

1.1 Confirming Practical Teaching Theme

The confirmation of teaching practical theme must be established in the teaching content of ideological and political courses, during practical operation, we could integrate the teaching content of several ideological and political courses which are relative to each other into one certain teaching practical theme. For example, in designing the teaching practical theme of new rural area surveys, we could integrate Marxist Civic moral construction theory, Marxist village self-governance and so on in the two courses of “Ideological and moral cultivation and Fundamentals of Law” and “Outline of Mao Zedong Thought and Socialist Theory with Chinese Characteristics” into one same thematic theory contents. We can achieve the following two effects when doing this: On the one hand, it can avoid the emerging of phenomenon that the teaching content of ideological and political courses is deviating from practical teaching activity, so as to intensify the ideological level and fulfilment of ideological and political course teaching significantly. At present, the ideological and political course teaching performed in some higher vocational schools is still in the same level with social practical activity launched in middle school stage, which is deriving from the shortage of fusion of theoretic contents of ideological and political courses in higher vocational education with teaching practice. On the other hand, it can promote the students digest and carry out the teaching content which they learned in class based on the teaching practices efficiently, so as to master the capability of concerning a variety of social issues in multiple views and conduct systematic analysis to them gradually. During performing the teaching practical activity of new rural area survey, because of the distribution of five survey tasks such as economic construction, political construction, cultural construction, social construction and ecological construction, the students can put the theoretic knowledge involved in material civilization, political civilization, spiritual civilization, ecological civilization learned in ideological and political courses into the practice of new rural construction of corresponding survey points actively, make a fulfilment for the students to study in order to apply them (Gao, 2013).

1.2 Cluster Management Teaching Practical Task

Cluster management higher vocational college ideological and political teaching practical task means confirm the corresponding several teaching practical task based on the same teaching practical theme, combining with practical social, school and the practical conditions of the students, so as to form a teaching practical task cluster; As to teaching practical task cluster, both its class hour schedule, resource input and its planning setting or curricular-selection arrangement are all the responsibility of the school; As the party of a teacher or student, it shall do better arrangements in the compulsory courses and selective courses in detailed teaching practical tasks. For example, based on the theme of “the relied strengths and leading cores in Socialism Cause with Chinese Characteristics”, we could design a teaching practical theme of “the distance between Contemporary College Students and Red Realm” (Sun, 2013). The detailed practical teaching tasks shall include the following aspects: a) Survey and research the belief issues of contemporary college students; b) advocate contemporary students to experience the revolution and living experience of the Red Army actively; c) organize and launch activities aiming at memorize the Red Army Revolution Martyr; d) co-establishing and sharing off-campus Red practical teaching base; e) launch the Red works creation activities. During practical operation, we could choose two and three aspects among them as the compulsorily selected practical teaching activities during their learning periods in the college, and on this basis, we could confirm one practical teaching activity co-launched between teachers and students. It can realize better effect in two aspects when conducting cluster management in practical teaching tasks through this way: on the one hand, it can promote the form diversification of practical teaching activities, which will not only be good for the highlight of practical teaching activity theme, but also can improve the attraction of practical teaching activities to the students significantly, so as to urge the improvements of practical teaching activity effectiveness. On the other hand, because these practical teaching themes have been systematically arranged by the college in advance, as well as each theme has designed the corresponding teaching practical tasks making pointed references, some of these practical teaching tasks require students select compulsorily, but others are selectable for students' option, in this way, it can avoid the occurrence of the following issues in performing teaching process: a) overlap among arrangements of teaching practical courses; b) any conflicts among practical teaching course hours arrangements; c) shortage of teaching site; d) repeated infrastructure construction. So that it can achieve a better effect in cutting teaching cost and improving teaching efficiency.

2. CONSTRUCT OCCUPATIONAL INTERNSHIP AND PRACTICE BASE AND EXPAND ITS FUNCTIONS VIGOROUSLY, LAUNCHING COMPREHENSIVELY PRACTICAL TEACHING EFFICIENTLY

Higher vocational college launching comprehensive practical teaching, means based on the special talents cultivation mode in higher vocational college such as “combination between schools and enterprises, combination of learning with working and so on, it will make full effective use of the resource advantages such as their faculty resources and major practical teaching base and so on in higher vocational college, and perform a kind of practical teaching mode integrated major internship and ideological and political course practical teaching on this basis. Carrying out practical teaching in this mode can achieve the following effect: firstly, it can promote the significant expansion of ideological and political practical teaching channels, so as to increase practical teaching resources significantly, as well as to solve the problem of shortage in practical teaching sites. Secondly, in terms of the running of ideological and political practical teaching, it can solve this issue efficiently too, after completing performing comprehensively practical teaching schemes, it will obtain effective guarantee in the guiding strength of ideological and political practical teaching, course hour arrangement and the required expenses during running. Thirdly, not only the content, but also the forms of ideological and political course practical teaching can be enriched and supplemented enormously, so as to enhance the attraction of ideological and political practical teaching to students efficiently. Launching comprehensively practical teaching mode can break through the options taking revolution history and traditional cultural as the main theme, so as to expand the practical teaching themes which are involved in the professional practical training of the students infinitely. During the launch of comprehensively practical teaching process, it will adopt the following ways to improve the effectiveness of ideological and political practical teaching (Huo, 2011).

2.1 The Construction of Comprehensively Practical Teaching Scheme

During the process of carrying out comprehensively practical teaching scheme handling, we must pay attention to the traditional advantage of occupational practical teaching, and we shouldn't add ideological and political course practical teaching in occupational practical teaching scheme only for its formal requirements, but shall be established in the talents cultivation targets of higher vocational schools, so as to make it coordinate with each other and achieve the better effect of mutual supports.

2.2 Give Full Play of the Function of Comprehensively Practical Teaching Base

In terms of teaching base, higher vocational college can make transition the function of traditional individual occupational internship practical training to a practical teaching base with multiple functions and can be comprehensively used. In terms of those practical teaching bases established outside of the campus, when carrying out signing of cooperation agreements between schools and enterprises, it must blend in ideological and political course practical teaching tasks in it, as well as make a planning for responsibilities and rights undertaken by the cooperating two parties of the school and the enterprises, or the school, enterprises and students; during the using of practical teaching bases, it shall let the academic advisor of the schools and enterprises give a full play to the convenient conditions equipped by occupational practical teaching (Feng & Tan, 2015).

2.3 Complete and Perfect the Assessment and Evaluation System of Comprehensively Practical Teaching

Teaching assessment is very important, during the performance of practical teaching process, it must put the teaching assessment into practice, so as to avoid to become a mere formality in teaching, and finally achieve an effect of assessment. Therefore, assessing the practical teaching achievement of the students in ideological and political course, it will not only assess the performance situation of works in practical teaching of ideological and political course, but also assess the occupationally practical teaching performance and the living performance during the practical teaching. The detailed assessment forms will not only employ self-assessment of students, mutual assessment among students, but also employ multiple assessment measures such as asking the enterprises to assess the students and asking the teachers to assess the students and so on. The method used can feature the diversification and openness of the assessment works, so as to promote the integration and completeness of assessment system to comprehensively practical teaching.

3. PROMOTING THE EFFICIENT LAUNCHING OF CHARACTERISTIC PRACTICAL TEACHING BASED ON RUNNING OF HIGHER VOCATIONAL COLLEGE AND OCCUPATIONAL LEARNING OF STUDENTS

a) Launching Characteristic Practical Teaching Based on Running of Schools, and Confirm Practical Teaching Content based on the Talent Cultivation Target of the School Firstly, the higher vocational school shall carry out

the launch of practical teaching according to their own practical running conditions and running target; secondly, cultivating high-end skilled professional talents is the key task for the higher vocational schools, on this basis, during the launching of practical teaching process of ideological and political courses in higher vocational schools, it must pay attention to the cultivation of practical and operational abilities of the students. In practice, we could start with the following two aspects: Firstly, the practical teaching based on ideological and political courses shall promote the basic theoretical knowledge such as Marxism-Leninism, Mao Zedong Thought and Chinese Socialism with Characteristics and so on, so as to help the students in the higher vocational schools to establish correct value, view of life and world view; secondly, launching practical teaching activities in ideological and political courses can improve the practical and operational capacity of the students in the higher vocational schools, which will play an extremely important role for the students to integrate in the economic construction of our country after they are graduated (Shi, 2012).

b) Carrying Forward the launch of Characteristic Practical Teaching based on the Professional Learning Situation of the Students at present, there are many forms in the social practice of ideological and political courses in the higher vocational schools, such as social public welfare activity, organizing college students to do social investigation, organizing college students to take part in production and working and related voluntary service. The college can select the certain form among them according to the features of different social practice theme, also can do comprehensive combination among these activities. Selecting social practice content and forms of ideological and political courses must be established in the major learning and major practice of the higher vocational school students. During detailed running, we could choose the following mode: Making the ideological and political teachers to support the specialized course teachers, so as to using one teaching activity to realize the fulfilment of practical teaching tasks in ideological and political course, but also can complete the teaching tasks of specialized courses at the same time, which is the talent cultivation mode of “two tasks fulfilled with one activity” performed in the higher vocational colleges. For example, during the activity of creating regional architectural decoration model works, we could combine the ideological and political course teachers with the specialized course teachers, through the same one creation activity of the students, to reach the targets of making the students think and understand the cultural spirit of the located region actively, meanwhile promote the students to complete their own professional works excellently. When conducting assessment to this practical teaching activity, it can ask the ideological and political course teachers to do assessment to the spirit and content of the works, and ask the specialized course

teachers to do assessment to the creation level of the students.

CONCLUSION

In conclusion, if we would like to improve the effectiveness of the practical teaching of ideological and political courses in the higher vocational schools, we must keep pace with the times, and conduct innovations boldly in the forms of teachings, explore the new ways and new approaches in practical teaching of ideological and political courses; furthermore, when we launching practical teaching activities for comprehensively ideological and political courses, we can use major cluster construction idea for reference, based on taking the running conditions of the schools into consideration, as well as the major learning of the students and the practical demands of the majors, and using these ideas to guide and promote the construction of occupational practical base of the schools, which will not only promote the practical teaching effectiveness of ideological and political courses in the higher vocational schools efficiently, but also can guarantee the synchronization between the launched higher vocational education and the development of the times, as well as the social progress.

From our analysis and study, we could conclude that, the students, schools, colleges, teachers and the enterprises are all key roles during the performance of practical teaching of ideological and political courses in the higher vocational colleges, in this sense, we must give full play the activity and subjective initiatives of the students and the teachers during the process of practical teaching, on this basis, we must focus on the three important aspects: First, guiding and promoting the cooperation between the schools, colleges and the enterprises, to establish a platform for the students to participate in social activities and enterprise internship. The colleges shall pay more attention to the social practice and enterprise internship of the students in the enterprises; meanwhile, they must give a reasonable assessment to their performance in their social activities and enterprise internship second, the school and the college shall also emphasize the promotion and avocation of enterprises in the campus, so as to attract more and more students to attend these activities positively. Third, during these activities, we must have the students to make use of the knowledge and the correct views they have learned in ideological and political courses to fulfil their performance, achieve their own career targets, so as to cultivate the talents who can not only learn things correctly, efficiently, but also can solve problems, issues effectively, to make them be diversified and comprehensive talents. Among these activities, we could establish a benign circle among students, schools and enterprises, which can not only help the students to be used to their future jobs and careers, but also can clarify the running purpose of the colleges and

universities, to make a reform in the educational industry and promote elite education, professional skill education and individualized quality education, finally promote the education fairness and improve educational functions.

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