

# The Design and Practice Research of Integrating Socialist Core Values Into Higher Vocational English Teaching Based on the Background of Strengthening Moral Education

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## **ABSTRACT**

In today's age of talent shortage and talent competition, long-term cooperation from all sectors of society is needed. The school is the key carrier of talent transportation. It is the mission of the school to focus on training talents. Under the educational background of strengthening moral education, integrating the core socialist values into English teaching in higher vocational education can innovate teaching methods and enhance students' patriotism. Therefore, this article focuses on the problems and ways of integrating socialist core values into English teaching in higher vocational schools and provides reference for relevant personnel.

**Keywords:** *socialism, core values, vocational English, teaching design*

## **1. INTRODUCTION**

In order to cultivate talents with equal emphasis on virtue and technology in the new era, and finally realize the goal of "relying on ethics and skills", vocational English courses are integrated into the core socialist values; knowledge transfer, technical training and moral education are integrated into vocational English courses to make it a formal way for students to get in touch with Western culture. English teachers are responsible for integrating the core socialist values into English education. While teaching the basic knowledge of English and improving students' English proficiency, teachers shall pay attention to the culture, psychology, values and moral feelings behind the language symbols to ensure students' mental health. Teachers shall cultivate a new generation of college students with values and patriotism, and treat multiple values and cultures reasonably, so as to cultivate students' social responsibility and a positive, honest and trustworthy attitude.

## **2. ANALYSIS OF THE CURRENT SITUATION OF VALUES OF VOCATIONAL COLLEGE STUDENTS**

### **UNDER THE BACKGROUND OF STRENGTHENING MORAL EDUCATION**

The accelerated development of economic globalization, the rapid development of information technology, the increasing frequency of international cultural exchanges and the diversification of values have directly affected all aspects of people's lives and the current status of life. The higher the level of vocational education, the more attention will be paid to occupation and vocational skills training. Vocational English is a public basic course. Compared with ideological and political education, higher vocational education is the key to cultivating students' English vocational skills and the core of student socialism. From the perspective of the educational performance of vocational colleges, and compared with ordinary college students, vocational college students have relatively weak professional knowledge and abilities, and they believe that employment and survival skills are more important<sup>[1]</sup>. A small number of students have a negative attitude towards learning and life at the basic education stage and are tired of attending classes, and their sense of inferiority and complexity has gradually increased. The goal of "strengthening moral education" is to incorporate virtue spirit into all aspects of

teaching. In addition, some advanced vocational colleges offer humanistic literacy courses, but the content of the courses is not rich enough. Compared with specialized courses, teachers' professional literacy should be further strengthened to benefit students. Taking professional English teaching as an example, it introduces the core values of socialism into the teaching of higher vocational English classes, focusing not only on cultivating students' professional skills but also on ideological and moral qualities. The purpose of both is to cultivate talents with outstanding comprehensive qualities and professional knowledge.

### **3. PROBLEMS EXISTING IN THE INTEGRATION OF SOCIALIST CORE VALUES INTO HIGHER VOCATIONAL ENGLISH TEACHING**

Higher vocational English education is affected by the needs of corporate positions and the traditional English education model that focuses on knowledge transfer and skills training. From setting training goals, processing training content, carrying out educational activities to training evaluation, almost all links are closely related to the language itself, and ignore the guidance on students' life values and fail to help students establish healthy and accurate life values. ***The teaching goal is too focused on "dual basic" education.***

Confucius is a well-known educator and thinker, whose goal of ideological education is to cultivate a complete "gentleman" with morality, ability and political thought through advocating moral education and intellectual education. And morality education should be the foundation. Xu Wen believes that holistic education is first of all the education of solidarity morality. English courses are instrumental and humanistic. Traditional foreign language education focuses on "dual basic" education, that is, the quality of thinking, ability training, and the establishment of correct values for students in English. At the same time, it pays too much attention to knowledge transfer and basic skills training, such as listening, speaking, reading, and writing, thus ignores the role of education. In a modern society with diverse values, cultural conflicts and accelerated globalization, English is not only a tool for people to communicate, but also a "weapon" for effectively participating in international competition. Well-trained qualified personnel are the cornerstone of the country's development and can contribute to the development and construction of socialism<sup>[2]</sup>. Therefore, it is very important to improve students' patriotism, cultural self-confidence, sense of responsibility, humanism and moral quality.

#### ***1.2. The teaching content rarely involves moral education.***

The English curriculum contains profound moral and cultural traditions. Under the guidance of the "dual basic" education goal, the most advanced English education still stays at the level of language symbols with basic knowledge of listening, speaking, reading and translation, such as pronunciation, vocabulary, sentences, texts and other teaching content. It guides students to analyze the structure, summarize the content, and then analyze key words and difficult sentences of the article, without fully exploring the cultural traditions, moral concepts and value orientation of the language.

#### ***1.3. The teaching methods fail to give full play to students' initiative.***

Most English teachers are aware of the use of various teaching methods and methods, such as brainstorming, group discussions, case analysis, heuristic teaching, and "student-centered" English teaching. However, most of them focus on vocabulary, sentence pattern exercises, grammar interpretation and exercises, and text comprehension. Students passively perform mechanical exercises, are not interested in language, have little contact with daily life, and do not fully demonstrate their initiative. Teachers fail to guide students to experience thinking about personal moral concepts and value orientations.

#### ***1.4. Monotonous teaching evaluation methods.***

Teaching evaluation is an important part of English education reform, and reasonable education evaluation can test the effectiveness of teaching and learning. Domestic English teachers combine two assessment methods of process assessment and summary assessment, and stimulate students' enthusiasm by enriching the dimensions of assessment, including student attitudes, classroom participation and homework completion. However, under the guidance of solid basic English education and excellent comprehensive English skills, these two assessment methods mainly focus on improving students' knowledge and skills, but do not include students' moral qualities, such as fairness, integrity and friendliness. Teachers are still the creators of standards, themes, and authority of evaluation, which do not reflect the initiative of students in evaluation education, and lack of student self-evaluation.

#### **4. WAYS TO INTEGRATE THE CORE SOCIALIST VALUES INTO ENGLISH TEACHING IN HIGHER VOCATIONAL COLLEGES UNDER THE BACKGROUND OF STRENGTHENING MORAL EDUCATION**

##### ***1.5. Use the teaching format of discussion and comparison***

It is true that in the actual teaching process, there are many differences between Chinese and Western cultures, and students cannot fully understand them. Therefore, teachers shall fully consider these factors, analyze and compare the different teaching models between China and the West, compare the differences and similarities between the core socialist values and western values, and allow students fully express their opinions and put forward their own understanding of outlook on life and values. For example, when teaching "Trends and Fads", the main content is the relationship between trend and fad<sup>[3]</sup>. When teaching, teachers can ask students communicate and express their understanding of the relationship and characteristics between the two, and then collect various materials to compare the differences between China and the West, and then make a summary.

##### ***1.6. Use Internet buzzwords to penetrate the core values of socialism***

A very important part of indoor teaching is the introduction of pre-teaching content, which directly affects whether students can integrate into the classroom teaching environment. In higher vocational English education classrooms, teachers need to attract the attention of students through the things they are interested in, so as to convey the content of the core socialist values to the students. As students increasingly use social platforms for communication, teachers can use Internet terminology to increase students' interest in the classroom and choose online languages that match the teaching content. The content that promotes the core values of socialism is reflected in students' words and deeds<sup>[4]</sup>. For example, "Cuanrenpin" can be translated as "wait a minute".

##### ***1.7. Use task-teaching method to strengthen classroom interaction***

Student interaction in the English classroom not only helps students better understand English knowledge, but also integrates the core socialist values into knowledge. In higher vocational English teaching, the teacher masters the interactive way to enable students

to conduct independent discussions, emphasizing family education, caring and mutual support education, collectivism education, etiquette education and other traditional values, so that students become developers of core values of English. For example, when explaining the process of "depression", teachers can convey positive spiritual concepts to students so that they can discuss and debate, so that students can be tolerant and optimistic, and reflect the core of socialism.

##### ***1.8. Incorporate patriotism education into English application***

With continuous reform and development, higher vocational schools pay more and more attention to students' self-study. With the current application of information technology in teaching courses, many students can learn independently through the Internet<sup>[5]</sup>. Teachers can help students improve their English by establishing relevant online learning platforms. The professional level of online English teachers and teaching content become very important. At the same time, facing the unevenness and complexity of content on the Internet, English teachers shall choose more strictly when choosing English learning materials. Schools shall place traditional Chinese culture on the English self-study platform to promote students' exploration. In addition, the desire and passion to learn Chinese and Western cultures must also be included. English teachers must guide students to consciously study on the Internet, study the materials actively, and use Internet technology for self-study in their spare time. The teaching content is important because it directly affects the display of socialist core values.

#### **5. CONCLUSION**

The above discussion shows that it is very necessary to incorporate the content of socialist core values into higher vocational English education. The development of various civilizations is inseparable from communication and mutual learning, especially in language education as the carrier of civilization. The article reaffirms that language originates from culture, develops in culture, and focuses on students' national concepts and collective views. At the same time, this article believes that while learning from the advantages of others, the basic knowledge must not be forgotten. In terms of curriculum education, the article believes that classroom teaching should be used as the backing, relying on teaching design to infiltrate the subject design theme into classroom teaching practice. Students should pay attention to the intrinsic value and intrinsic cultivation when completing the study of scientific and cultural knowledge and enhancing the spirit of patriotism. It is necessary to inspire and cultivate students' sense of family responsibility, sense

of work and sense of mission to the country, and establish the correct view of life and values. English education distinguishes education from other disciplines and reflects the concept of cultivating professional personnel in higher vocational English education, such as moral education, skill training, and the cultivation of morality and skills.

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