

Reform and Practice of Education for Ideological and Political Lesson in Vocational Colleges under the Pattern of “Broad Ideological and Political Education”

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Abstract. As an important content improving ideological awareness, ideological and political education belongs to activities of quality-oriented education. In current higher vocational education, ideological and political education is a fundamental step for cultivating practical talents. Previous content of courses for vocational ideological and political education used to break away from the current situation of social and economic development, which affects the promotion of vocational college students’ initiative and the realization of aims of ideological and political education. Therefore, it is necessary to actively advance the reform of education for ideological and political lessons in vocational colleges under the pattern of “broad ideological and political education”.

Introduction

The generation of the concept of “broad ideological and political education” is determined by the important position of ideological and political education in vocational colleges under the new situation and is also a new requirement on teachers in charge of ideological and political lessons in vocational colleges raised by the reform of education in ideological and political lessons. Meanwhile, it is determined by characteristics of higher vocational education, increasing social pressure, and the practical need on mentality and mind of vocational college students. To implement the concept of “broad ideological and political education”, teachers in charge of ideological and political lessons in vocational colleges are supposed to carry out in-depth practice as the pioneers of course teaching reform, comprehensively execute various teaching researchs and practices, fully participate in student activities in vocational colleges and get respect and support from students through opening up “the second classroom”. Teachers in charge of ideological and political lessons should allow students to suspect and retort upon them. Social practices such as “the second classroom” and vivid and vigorous social reality should be adopted to convince the students rather than pulls rank on them. By this way, the infectivity of ideological and political education in vocational colleges is tremendously enhanced.

1. Statement of the concept of “broad ideological and political education”

1.1 Essential features of “broad ideological and political education”

The word “broad” in “broad ideological and political education” is antagonistic to the word “narrow”. At present, the department in charge of ideological and political education and teaching work is relatively independent. Regarding the special status, teachers, and functions, the department can give expression to the concept of “broad ideological and political education”.

1. Special status The department in charge of ideological and political classes in vocational colleges faces with broad objects for ideological and political education. On the surface, the department is not directly responsible for teaching students lessons, however, as a matter of fact, the department possesses the largest work system because it faces with all students and all teaching and administrative staff. According to the regulation of the Propaganda Department of the Central Committee of the CPC and Chinese Ministry of Education, teaching sector of ideological and political education keep relatively independent and is parallel to college departments as as to show

high attention paid by the central government to the ideological and political education and highlight the special status owned by teaching sector of ideological and political education in higher vocational education.

2. Special group of teachers The department in charge of ideological and political classes possesses a special talent team of excellent teachers. In the ideological and political management system, teachers of ideological and political lessons not only belong to the instructional management system, due to accomplish corresponding teaching task and scientific research task of political curriculum, but also attach to party committee in the college, being major executives for implementing ideological and political education in vocational colleges.

3. Special functions The coverage of implementing ideological and political education work by teaching sector in vocational colleges is quite large. The teaching sector of ideological and political lessons is a fundamental part of the network of ideological and political work. As a part of ideological and political education, the teaching sector should have the section of theoretical education and the content of practical education as well so as to constitute the subsystem of ideological and political education. The teaching sector should practically complete the ideological and political education. Meanwhile, the sector should also make sure that the ideological and political education run through the entire process from entering a school, attending school, graduating from school to getting a job. Teachers are supposed to help college students to set up positive views of life and value, and they have important educational function on the shoulders towards many aspects such as the ability to plan, organize and coordinate and the ability to investigate and survey.

1.2 Main content of “broad ideological and political education”

The concept of “broad ideological and political education” takes ideological and political classes as the principal channel and the second classroom as the sub-channel, combine classroom teaching with extra-class education, and extend the education scope from separate classes to students’ associations in each department.

On one hand, love for students is the centre and soul of the concept of “broad ideological and political education”. To put the concept of “broad ideological and political education” into practice, teachers of ideological and political lessons should love students and become the models for teacher's ethics especially the models for loving students. Love for students is an important moral quality for a teacher and always the central element of teachers' professional ethics. Love for students is an extremely large education power by itself, which is of great influence on the efficiency of educating. Only showing love to students can teachers have the chance to communicate with students on emotion and finally become students’ intimate friends. It is necessary for teachers to touch the students with sincerity, affect them with personality charm, arouse their feelings in a more vivid way, and change them with adequate patience. Teachers of ideological and political lesson in vocational colleges should regard love for students as spiritual belonging and show their love in every work of education and teaching. Trust and concern should be applied to inspire students’ thirst for knowledge by teachers who should implement their love into many aspects of students’ daily life and apply enthusiasm and responsibility to make friends with students, have a heart-to-heart talk or have conversations with them, carry out online communication and get involved in the activities of the second classroom. By this way, Impact possessed by political theoretical courses is well promoted to relieve the doubt in students’ mind so as to realize the effectiveness of ideological and political education.

On the other hand, transferring form of identity is the key to the concept of “broad ideological and political education”. Transferring form of identity mainly refers to the identity of teachers in charge of ideological and political lessons transferring from teacher to tutor. Teachers of ideological and political lessons in vocational colleges should complete transferring form of identity, which is not only the key to the concept of “broad ideological and political education” but also the inevitable development tendency for the concept. Only completing transferring form of identity can teachers turn into students’ tutors and give equivalent consideration to both teaching and educating. As thus, teachers are indeed equipped with the concept of “broad ideological and political

education". In order to form the concept of "broad ideological and political education", people-oriented thoughts should be insisted from beginning to end, education scope be extended from classroom to outside class and classes in the charge of each teacher be extended to students' associations, which is actually in need of teachers' completing transferring form of identity.

2. Reform strategy of education for ideological and political lesson in vocational colleges under the pattern of "broad ideological and political education"

2.1 Construct characteristic teaching system in vocational colleges and intensify the attraction of ideological and political education

According to the theory teaching system constructed on the basis of characteristics of higher vocational college student and education low of vocational colleges, insisting in facing employment is an important tendency for the educational development of vocational colleges. So main thought train of re-constructing theory teaching system of ideological and political education in vocational colleges is to regard employment as the center of important theoretical and practical problem, and to establish special subjects whose contents are with relative independentability and topic-prominence by integrating relevant contents. In the process of practical teaching, education in "the second classroom" can be strengthened and perfected by establishing practical teaching platform of ideological and political classes. Much attention should be paid to perfecting practical activities of "the second classroom" and stenghthening social practical teaching by means of higher vocational practical teaching so as to cultivate higher vocational college students' creative spirit and practical ability. Social practice concentrates on its close combination with professional practical teaching and deological and political education is integrated into relatively independent professional training so as to realize close integration of ideological and political education and professonal education. The construction of three-dimensional mode of practical teaching with classroom teaching, campus, and society included can be applied together with all staff participation to build a distinct ideological and political practice teaching system, among which ideological and political lesson is the guidance and higher vocational college students' work is the axes.

2.2 Reform existing examination and evaluation system and enhance exam's incentive function

Evaluation of higher vocational college student's performance is the most remarkable teaching activity and reform of existing examination and evaluation system is a central part of "broad ideological and political education". Ideological and political theory course is the one with prominent political and ideological level. The aim of evaluation is not merely inspecting students' condition of mastering knowledge and but even more important in assessing their ability and quality. Therefore, in the process of evaluating ideological and political education, testing targets should be determined by focusing on improving elaborative faculty of higher vocational college student upon practical problems, and assessment of thinking mode should be intensified. By paying more attention to practice examination, practice performance should be regarded as an important condition to check whether it is approved or not. And the performance of theoretical study and practical study should be both considered in evaluation. Meanwhile, testing targets should be cleared and defined by improving students' spiritual shackles and moral ideal. Teachers should quantize behavior or conduct of a students and then input the calculated figure to overall performance of ideological and political theory course. A rule should be set up that once higher vocational college students get punishment due to their violation of school disciplines and regulations, they have to retake ideological and political courses. Shaping plan of morality and behavior should be implemented upon students who retake ideological and political courses. That is to say, they are asked to participate in public benefit activities, love outreach or volunteer activities in their spare time so as to receive compensating character education to re-obtain essential credits. In this way, the separation problem of theory course grades and actual moralities and behaviors is solved institutionally and then the unification of the effects of examination and education and teaching is realized.

2.3 Guide students' social practice based on "the second classroom"

On the basis of comprehensively getting the hold of the main channel of in-class ideological and political theory teaching, teachers of ideological and political lessons should develop channels to a higher degree and try to establish "the second classroom" to guide social practice of higher vocational college students. Teachers of ideological and political education in vocational colleges should actively create the opportunities for students to go outside to carry out more social practices so as to lead them to better know and understand the society, learn how to think and analyze various kinds of social phenomena and then improve their capability to solve problems, and intensify senses of responsibility and mission of higher vocational college students. Especially in students' practical activities in summer vacation time, teachers should go deep into the social practice of each department to actively lead students to throw themselves into social practice. Meanwhile, teachers can organize higher vocational college students to carry out questionnaire survey, conduct individual interview and implement training for professional abilities so as to solve all kinds of problems in practice. Based on the above activities, teachers of ideological and political lessons gradually turn from political tutors into mentors. Teachers should actively give advice and suggestions to students and catch hold of students' associations in departments and colleges to perform real deeds, worrying about students' concerns and thinking what students think, making friends with more students and obtaining their sufficient trust with sincerity and enthusiasm. Only in this way can higher vocational college students regard teachers of ideological and political lessons as their relatives. Once higher vocational college students encounter problems in laws and tax administration in the charge of them in social practice, teachers of ideological and political lessons should inflict guidance and coordination upon them.

2.4 Build a talent team of higher vocational teachers under the pattern of "broad ideological and political education"

Construction of teaching staff for ideological and political education in vocation colleges is the key to improving the teaching effect of ideological and political theory courses. On one hand, teaching task system of teachers in charge of ideological and political theory courses should be formed. That is to say, teachers in charge of ideological and political theory courses should take the lead in teaching task in the aspect of theoretical subjects, take charge of implementing practical projects, get in touch with a training base for ideological and political education, instruct students in club activities, hold special lectures about humanistic qualities and accomplish reports on investigating the ideological and political situation of higher vocational college students. Transferring from teacher to tutor for teachers in charge of ideological and political lessons could be completed when task system is constructed. On the other hand, it is necessary to expand the talent team of teachers in charge of ideological theoretical practice courses. The problem of non-professionalization and non-specialization existing in current political instructor in vocational colleges should be feasibly solved, especially for teachers of theory courses who have additional posts of instructor and class adviser. The talent team of teachers in charge of ideological and political theory courses formed by seizing the practical teaching towards higher vocational college students should be improved so as to realize close integration of ideological and political theory teaching and daily ideological and political education.

3. Conclusion

To sum up, previous department of ideological and political education in the vocational college attaches to the affiliated college and usually take the duty of completing merely the theoretical teaching, which hardly shows the objective of ideological and political education. While "broad ideological and political education" is a reform for previous theoretical teaching in vocational colleges and is able to give equivalent consideration to classroom teaching and the second classroom and achieve the unification of teaching and educating. Therefore, the concept of "broad ideological and political education" should be practically established in the process of ideological and political classes in vocational colleges, the reform in education be adopted and the second classroom be further developed to preferably satisfy the need of contemporary higher vocational

college students on receiving the ideological and political education so as to realize the objective of improving the comprehensive quality of talents in higher vocational education.

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