

Industrial English Course Teaching in Vocational Colleges from the Perspective of Ideological and Political Education

Danlu Liao*

Foreign Languages and International Tourism Department, Chongqing Vocational Institute of Tourism, Chongqing, China 409000
Corresponding author: Danlu Liao

Abstract: This paper takes the industry English course teaching in "ideologic and politics education" of vocational colleges as research object. Through designing questionnaires and interview questions, it gets the vocational students' needs for industry English course in terms of "ideological and political education" and current situation of teaching. Through analysis of the survey data, it put forward effective strategies and methods as follows: Adhere to the principles of integration of education, culture and evolution; reform from teachers, teaching materials and teaching methods; expand the second classroom.

Key words: ideological and political education; vocational colleges; industry English course

1. Introduction

In 2017, Chinese government issued *Strengthening and Improving Ideological and Political Work in Colleges and Universities in China under New Situation*, which proposed a new concept of education and emphasized the importance of ideological and political education [1]. Higher education should focus on moral education, in this way college students could foster a common ideal for socialism with Chinese characteristics and shape a perfect personality. Therefore, ideological and political education is of great significance in *Three Aspects Education* in China's colleges and universities, and should be carried out in every teaching process. Similarly, it is clear that the vocational higher education system is not only for teachers to educate students but also for the campus to provide an environment for students to study and live in, so the effective usage and rational allocation of teaching resources appears very important.

At present, most professional course teachers in vocational colleges believe that ideological and moral education is the main task for ideological and political course teachers and for the counselors, so it is no need to integrate professional course with ideological and political education. English teaching is a language teaching, which is closely related to the development of the times. So, if we only using English as a tool to understand the frontiers and developments of foreign

industry, the guidance we lead to Chinese industry culture and professional ethics will not be in-depth and prone to deviate China's education goal.

Therefore, it is necessary to take the measures of ideological and political education in vocational English teaching, to comprehensively improve the ideological and moral level of vocational students and enrich the content and methods of industrial English teaching.

2. Ideological and Political Education

There is no ideological and political education in foreign countries but a product of Chinese characteristics. Essentially it is the same as moral and ethics education in other countries. John Dewey mentioned that moral education does not exist in isolation, but needs to act together with other education on students, and ideological and political education that existed in isolation is difficult to play a real role [2]. Bloom put forward the concept of "explicit curriculum and implicit curriculum". Kona clarified that the teaching process contains the path of ideological and moral dissemination, and through the creation of environment and atmosphere, the core of ideological education can also be grasped. Brown explained that English teachers should integrate cultures with language teaching and put students' emotional experience into consideration, guiding students into the cultural field deeply as well as exploring cultural differences and applying theory to the reality. On the premise of stimulating thinking ability, it can improve students' learning interest and achieve learning effect [3].

China's research on ideological and political education is an emerging topic, and there have been some related research results. An Xiumei (2018) believed that ideological and political education should be viewed from an overall perspective, and be regarded as a comprehensive quality education [4]. Zhang Xiaofei (2018) gave an in-depth explanation of the connection between professional courses and ideological and political education, and discussed the close relationship between them [5]. Shen Yi (2018) believed that quality and highly-educated students can be cultivated through ideological and political education, who have extremely highly thinking ability, cutting-edge vision and open horizons [6]. Liu Xiaoyang (2018) explored the ideological and

political elements in college English, and clarified English course should be closely related to ideology and politics, in that influencing the concepts of contemporary students [7]. Bi Wenli emphasized the importance of moral values for students, meanwhile she proposed that cultivating students with sound minds who can not only contribute to social development, but also become the backbone of the country. If not, it will cause endless harm [8].

To sum up, the current research focused vocational students, where there are only few research results on ideological and political of industrial English teaching. Therefore, it is necessary to carry out relevant research and discussion.

3. Investigation on the Status Quo of Ideological and Political Education in Industry English Course

3.1. Research Design

Different from undergraduate education, vocational higher education is mainly to cultivate high-tech skilled talents demanded by society and country. However, partial understanding of vocational higher education has resulted in the teaching still only focused on technology and skills with no further breakthroughs. In order to innovate teaching, we need create a suitable learning style and a good environment for students' development from the ideological level.

Through questionnaires and interviews, collecting data from students and teachers, it aimed to understand current

Table 2. The Situation of Industry English Ideological and political Education

No.	Content
1	Do you understand the meaning of ideological and political education? know very well (2) know (3) heard of it (4) never heard of it
2	What do you think the meaning of ideological and political education? (1) Patriotism (2) Reading (3) Integrity (4) Culture (5) Innovation (6) Dedication (7) Innovation (8) Knowledge
3	What do you think has the greatest impact on your professionalism? (1) Subtle influence of thinking (2) Theoretical knowledge of textbooks (3) Internet information (4) Conversation with counselors (5) Others
4	What impact do you think the introduction of industry English courses has on overall learning? (1) Very important (2) Relatively important (3) Not clear (4) Less important (5) Not at all important
5	What are the ideological and political things that can be learned in industry English learning? (1) Knowledge about industry culture (2) Current affairs and politics (3) Career and planning (4) Moral ethics (5) Attitude to life
6	Can you feel the existence of ideological and political elements in industrial English learning? (1) Very good (2) Good (3) Relatively good (4) Not good (5) Very bad
7	In addition to professional knowledge, what kind of guidance do you expect the course to give you? (1) Principles of life (2) Ideals and beliefs (3) Family and country feelings (4) Self-confidence awareness (5) Vocational training (6) Dialectical methods
8	If industry English and ideological and political education are interpenetrated, which "ideological and political" element do you pay more attention to? (1) Current affairs and politics (2) Industry cultural knowledge (3) Moral cultivation (4) Professional ability (5) Moral value education (6) Principles of life
9	What do you think are the shortcomings of the integration of ideological and political education and industry English? (1) Textbook selection (2) Teacher teaching (3) Teaching mode (4) Social practice
10	How do you think the integration of industry English and ideological and political education should develop? (1) Diversified forms (2) Multi-dimensional communication (3) connect theory with reality (4) relate ideas to current affairs
11	How do you think the integration of industry English and ideological and political education should be improved? (1) Add traditional elements (2) Add real-time hot reviews (3) Add emotional communication (4) Add theoretical explanations (5) Add Chinese and Western connections (6) Others

Table 3. Survey of Vocational College Teachers

No.	Content
-----	---------

situation of ideological and political education in vocational English teaching in vocational colleges, and to provide a realistic basis for promoting vocational English teaching and vocational higher education reform.

3.2. Subjects of Investigation

The subject of the survey is sophomore students of non-English majors, who have completed one year study of industrial English courses. In the data collection, random sampling principle is applied, we use questionnaire star as the research platform and interviews as supplementary means. A total of 300 questionnaires were distributed of which 283 were with recovery rate 94.33%. In addition, some students and 9 professional English teachers were interviewed. After sorting, summarizing, analyzing, and summarizing the collected data, the results are as follows. See Table 1, 2 and 3.

Table 1. Survey of Vocational College Students

Content	Gender	
	Male	Female
Number of people	97	186
Percentage	34.28%	65.72%

The questionnaire is based on two points. The first one is the basic situation of students, and the second part is the situation of ideological and political education in industry English, which mainly involves three aspects as students' attitude, cognition and teaching feedback.

1	What is your understanding of ideological and political education?
2	Do you think "curriculum ideology" is closely related to students' values?
3	What method do you use to integrate ideological and political education in your teaching?
4	What preparations have you made in terms of ideological and political capabilities?
5	Have you made any changes in the teaching method of ideological and political education in industry English?
6	When you talk about ideological and political content, how do students perform?
7	Do you have any ideas or suggestions for the future development of industry English ideological and political education?

3.3. Investigation Results and Analysis

3.3.1 Student questionnaire data research

Aiming at students' understanding of ideological and political curriculum, the survey data shows that 81.32% of students believe that they have a high understanding of ideological and political curriculum, but from the follow-up questions, it can be found that actually 61.27% of students were highly self-evaluated and not conform to the actual situation.

From the analysis of the impact of ideological and political elements, 75.62% of the students tended to accept proceeding way of teaching, and more recognized the impact of this method on personal professional quality. 44.17% of the students believed that the effect of ideological and political elements was not obviously impact professional quality, and 7.4% of the students were vague about the concepts of ideological and political elements and personal professional quality. 12.01% of the students highly recognized the integration of ideological and political elements and industrial English courses, and 28.62% of the students believed that the integration of industrial English learning and ideological and political elements would improve their comprehensive literacy. 47.7% of students believed that ideological and political education in industrial English is helpful for professional learning. 72.08% of the students hoped to improve their qualities instead of professional knowledge, in which the former is thought to be the key factors for their future success.

In terms of ideological and political content of the course, 87% of students hoped that teachers can integrate ideological and political elements in teaching to enhance their interest in learning. 80.92% of the students hoped to improve the teaching content and methods of industrial English to help them plan their careers. 54.42% of the students wanted to clarify professional norms and principles in the course to improve their professional quality.

3.3.2. Teacher interviews

9 English teachers were interviewed and they all expressed their understanding of the criticality of ideological and political curriculum. At the same time, under the requirement of "cultivating people with morality", they all affirmed the importance, necessity and urgency of ideological and political curriculum. Meanwhile, it also needs a long time to integrate ideological and political elements into the curriculum, especially for the new elements. Teachers held the view that industry English lacks Chinese ideological and

political elements, and even how to spread it still difficult for them. In the course assessment, there is no reflection of quality education achieved.

4. Analysis of the problems and reasons in the connection between English courses in higher vocational education and "ideological and political" education

4.1. Insufficient "Ideological and Political" Education and Management Capabilities of Teachers

In the new era, in addition to professional knowledge, professional English teachers should also have political literacy, legal views and moral theories. However, due to the lack of in-depth training and time to study ideological and political education, it is difficult for industry English teachers to maintain a balanced between of professional development and ideological and political ability. Most professional English teachers adopted experiential teaching, short of understanding of current affairs, politics and hots issues. They still had no basis for learning ideological and political theory. Education and teaching are derailed from the new methods of the times, so it is difficult for them to manage classrooms with high quality.

4.2. Teachers Lack Ideological and Political Education Concepts and Less Emotional Integration

"Teacher, Teaching text and Methodology" reform clearly pointed out that teachers play the main role in vocational higher education practice , but still some teachers lack the awareness of ideological and political education, reducing their education responsibility and emotion involvement. At the same time, under long-term influence of test-oriented education, the connection between industry English education and ideological and political education has been ignored. In the classroom, it still implemented a rigid and single teaching model, with only attention to the memory of theoretical knowledge but ignores to the integration of ideological and political elements. In addition, accepting Western culture and ignoring traditional Chinese culture also affected students' ideological principles establishment of serving the country, the society, and the people.

4.3. Insufficient Introduction of Chinese Industry Culture in Industry English Textbooks

At present, the content of industry English textbooks mainly expounds the application of English language, ignoring the ideological education of English discourse. For example, the content mainly introduce foreign industry culture, new concepts and new ideas, but less about China's industry development and professional

quality. The main source of students' learning knowledge lies in textbooks. Therefore, industry English textbooks cannot be limited to the superficial reading and learning functions, but also become a way to broaden students' horizon and cultivate them "craftsman spirit". It is inseparable for the penetration of ideological and political education in the content of industry English textbooks.

4.4. Industry English Teachers Lack the Teaching Concept of Ideological and Political Education

Because of no systematic study of ideological and political education knowledge, English teachers are more likely to be influenced by Western culture and unable to deal well with teaching content concerning ideological and political issues. Ignoring the inclusiveness and merger contained in ideological and political curriculum, it also weakens the guiding significance on students' personality. From the current stage of ideological and political integration, the ideological and political elements in industry English should include: socialist core values, differences in industry culture, four self-confidences, morality and codes, red spirit, and model worker thought, etc. [9].

4.5. The Role of the Teaching Team is not Prominent

The ideological and political work of colleges and universities has only just started. Therefore, there is no unified teaching goal, no collective exploration of the ideological and political elements in the textbook, no teaching plan designed, but only characterized by vague assessment, unclear rules and lack of ideological and political indicators. Therefore, a professional team is a key factor to improve the ideological and political ability of the entire teaching team. However, because of the long-term influence of exam-oriented education, English teachers in vocational colleges ignored the task of educating people, only focused on achieving superficial knowledge.

5. Suggestions for Vocational Colleges to Strengthen Ideological and Political Education in Industry English

5.1 Adhere to the Principles of Educating People, Integrating Cultures and Gradually Approaching Way

Industry English teaching should adhere to the principle of educating people, deeply understand the meaning of morality integrity, and make it clear that knowledge is only a part of education, and should infiltrate ideological and political elements into vocational colleges' student life. It is the real long way to go, such as Chinese industry history, professional ethics, craftsman spirit, etc.

In addition to introducing foreign advanced industry knowledge, services and technology, students should also take the initiative to understand Chinese industry culture, to actively understand the cultural essence of domestic companies, to compare and analyze the differences between China and foreign industry cultures, and learn to a dialectically think and comprehensively aware to stimulate patriotism.

Due to the lack of learning methods, ability, and theoretical knowledge, quality ideological education in vocational college need to be improved. Therefore, English teachers need to study the internal laws of ideological and political education in industrial English. Based on the practical problems of students, English teachers need select appropriate ideological and political education resources, carry out and develop them progressively.

5.2 Reform from Teachers, Teaching Text and Teaching Methods

English teachers are the key to industry English of ideological and political education. It is clear that the teaching model of "ideology and politics plus curriculum" needs to reflect the core values of society, to connect vocational colleges with all social strata more closely, and to retain application-oriented foundation of vocational colleges. It is necessary to introduce viewpoints, methods and materials of technical values into its teaching, linked industry development with the current education situation. In order to improve students' engagement, it should strengthen moral and legal concepts from the ideological level, to shape students' thinking patterns and behaviors. Therefore, firm ideals and beliefs, correct political awareness, high-level teaching, and high-standard requirements are the directions that teachers should strive to reform. In addition, teachers should also implement the improvement of Chinese industry cultural literacy and tell more valuable ideological and political stories for students.

Industry English textbooks are the source of content. We should seek the ideological and political elements in the textbooks, adopting teaching concepts of "hidden curriculum" and "subtle influence". We should find the connection of teaching content and ideological and political education, in that students can improve their moral, to practice correct concepts, and finally to realize ideological and political education. For example, when English teachers explain vocabulary, they can use cases such as outstanding national labor models, which highlighted the characteristics of Chinese industry culture, and attached importance to national pride and self-confidence. When lecturing on hot issues of current affairs, the selected content can include the spirit of ethics, honesty and trustworthiness, professional perseverance, etc., in this way we can improve students' personality and leave space for them for self-development.

Teaching method is the means of relying on the ideology and politics of industry English. In the design of classroom teaching, we should change the traditional concept of teacher-authority to students-oriented practice. In the new era, we should consider students' interests and take the methods accepted by them, so that they can learn knowledge and grasp ideological and political elements. Firstly, content with ideological and political elements related to the class topic is given to students before class; Secondly, students' enthusiasm for learning is stimulated in class. They play professional roles and carry out cooperative learning, and discuss classroom learning methods. Thirdly, after class students review and share

learning experience, guide and sort out ideological and political elements. Through three aspects, students can form a more systematic value system, and finally comprehensively improve their ideological and political literacy.

5.3. Expand the Second Classroom to Improve Ideological and Political Effects

It is necessary to introduce ideological and political education invisibly into the second classroom, and improve students' ideological awareness through practical and social activities. Let students have a truth-seeking and pragmatic thinking mode, reflected and applied it daily after class, that will make ideological and political education more effective. By organizing various English activities, such as industry English in English corner, industry English news report, industry English article translation competition, Chinese company culture English speech competition, industry model deeds English story competition, etc.. Students can enhance their interest, understand Chinese industry culture, improve professional quality, and achieve ideological and political education.

To utilize the network platform is also an effective way for ideological and political education. In the era of information technology, students' learning methods have changed a lot. Teachers can use the "Internet Plus" model to achieve the integration of online and offline, and to improve the industry English teaching. The ideological and political education database could be established through the network platform to improve moral level of vocational students.

6. Conclusion

According to the instructions of Chinese government, the ideological and political education of industry English has begun to try and have a certain foundation. Although there are still some problems in the specific implementation process, the methods and ways of integrating industry English with ideological and political education is required to expand further. As a core professional course in vocational colleges, the industry

English ideological and political education will inevitably add new vitality to the vocational higher education.

Acknowledgment

This work was supported by Chongqing Education Committee under Grant No. KJQN2020004605, Chongqing Education Committee Technology Project under Grant No. Z212053, National Foreign Languages Guidance Committee of Ministry of Education under Grant WYJZ-2021-105, Chongqing Vocational Institute of Tourism under Grant No. YJJG2019019 and College-level Quality Course College English.

References

- [1] Zeng Mingxing. Research on "Deep Learning" Educational Field Construction in the MOOC Period. Central South University Press, Hunan, 2016, Volume 3.
- [2] Lorin W. Anderson. Bloom's Taxonomy of Educational Goals: Learning and Teaching and Its Evaluation from the Perspective of Taxonomy (Revised Edition). Foreign Language Teaching and Research Press, Beijing, 2009, pp. 47.
- [3] Lorin W. Anderson. Bloom's Taxonomy of Educational Goals: Learning and Teaching and Its Assessment from the Perspective of Taxonomy (Revised Edition). Foreign Language Teaching and Research Press, Beijing, 2009, pp. 23.
- [4] He Ling, Li Jiahou. Promoting students' deep learning, Computer Pedagogy, 2005, Volume 5, pp 29-30.
- [5] Wu Xiujuan, Zhang Hao, Ni Changqing. Deep Learning Based on Reflection: Connotation and Process. Theoretical Discussion, 2014, Volume 260, pp 23-24.
- [6] Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. School engagement: Potential of the concept, state of the evidence, Review of Educational Research, 2004, Volume 74, pp 59-109.
- [7] Ye Di. Reconstruction of science classroom teaching in junior high school based on deep learning, Teaching and Management, 2019, Volume 22, pp 53-55.
- [8] Zhang Liguang, Xie Jiarui, Wang Guohua. Deep Learning Model Based on Problem Solving. China Distance Education (Comprehensive Edition), 2017, Volume 8, pp 27-33.
- [9] Sun Xiaokun. "Three Learnings" Linkage: A Teaching Model to Promote Students' Deep Learning China Education Science, 2019, Volume 11, pp 15-18.