Research on the Path of Classroom Teaching Reform of Ideological and Political Courses in Higher Vocational Colleges Under the Digital Background

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Abstract: With the rapid development of information technology, digitization has become an important trend in the field of education. The ideological and political courses in higher vocational colleges, as the key courses of moral education, are facing new opportunities and challenges. This paper analyzes the current situation of ideological and political courses taught in higher vocational colleges under the digital background, including advantages and existing problems. Then, discusses the path of classroom teaching reform in the higher vocational ideological and political courses under this background, covering the renewal of teaching concepts, optimization of teaching content, innovation of teaching methods, improvement of teaching evaluation, and improvement of teachers' quality, to improve the effectiveness and certainty of teaching in higher vocational ideological and political courses, enhance students' participation and learning effect, and train high-quality technical and skilled talents to meet the needs of the digital age.

Keywords: Ideological and political courses in higher vocational colleges; Digitization; Teaching reform; Path research

1. Introduction

With the rapid development of information technology, digitization has become an important trend in the education field. Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era proposed by The General Office of the State Council to "promote the application of modern information technology such as artificial intelligence in the teaching of ideological and political courses," provides a new direction for the teaching reform of ideological and political courses in higher vocational colleges. As an important part of higher vocational education, the higher vocational courses play a key role in cultivating students' ideological and political quality, professional ethics, and

social responsibility [1]. Under the background of digitalization, the way of information dissemination and students' learning habits have undergone profound changes, and the traditional teaching mode of ideological and political courses has not been able to meet the needs of students and the requirements of modern times. Therefore, exploring the path of classroom teaching reform of ideological and political courses in higher vocational colleges under the digital background is of great significance for improving the teaching effect and cultivating high-quality technical and skilled personnel.

2. Significance of the teaching reform of ideological and political courses

2.1. Development of modern times in education

Nowadays, with the rapid development of digitalization, society has put forward higher requirements for the ideological and moral quality and digital literacy of talents. The ideological and political courses in higher vocational colleges should not only cultivate students' correct worldview, outlook on life, and values but also cultivate their value judgment ability and moral self-discipline ability in the digital environment [2]. Through the reform of classroom teaching and the integration of digital elements into the courses of thinking and politics, we can better train high-quality and skilled talents to adapt to the development of modern times.

2.2. Opportunities brought by digitization for higher vocational ideological and political courses

The ideological and political courses in higher vocational colleges, as the key courses of moral education, the classroom teaching reform is particularly important under the background of digitalization. Digitization not only provides rich teaching resources and convenient teaching tools for the courses but also brings a new teaching model and evaluation method. Through digital means, teachers can grasp the learning situation more accurately, optimize the teaching design, and improve the teaching effect [3]. Accordingly, students can also obtain more learning resources through the digital platform and conduct independent learning and collaborative learning, to improve their ideological and political literacy and comprehensive ability.

2.3. Demand for classroom teaching reform of ideological and political courses in higher vocational colleges

In the context of the rapid development of the current society, the ideological and political courses in higher vocational colleges are facing many challenges and opportunities. On the one hand, with the popularization and application of information technology, students' ideological concepts and value orientations are increasingly diversified, and the requirements for ideological and political courses are getting higher [4]. On the other hand, there are still some deficiencies in teaching content, teaching methods, and teaching evaluations, which need to be reformed and innovated. Therefore, it is of great significance to explore the path of classroom teaching reform of ideological and political courses in higher vocational colleges under the background of digitalization to improve teaching and train talented individuals [5].

2.4. Adapt to the needs of students' characteristics

Vocational college students grow up in the digital age, and they have a natural affinity for digital technology. The use of digital means in teaching can better attract their attention and fit their learning habits [5]. For example, they are more inclined to acquire knowledge through multimedia resources and online platforms

than traditional paper textbooks and blackboard books. Digital reform can make ideological and political courses more suitable to their tastes and increase their participation.

3. Teaching status of ideological and political courses in higher vocational colleges

3.1. Advantages brought by digitization to ideological and political classes

3.1.1. Enrich teaching resources

There are a large number of high-quality videos, audio, pictures, literature, and other materials related to ideological and political courses on the Internet. These resources can provide rich materials for the teaching of ideological and political courses in higher vocational colleges, and expand the breadth and depth of the teaching content.

3.1.2. Diversified teaching methods

Digital technology enables teachers to adopt a variety of teaching methods, such as multimedia teaching, virtual simulation teaching, online teaching platforms, and so on.

3.1.3. Enhance learning autonomy

Students can independently search for learning materials, participate in online discussions, and complete online assignments through the Internet. Online learning platforms, such as Superstar Learning Pass, provide students with independent learning space so that they can learn according to their learning progress and needs, and improve their learning initiative [6].

3.2. Existing problems

3.2.1. The teaching concept lagging behind

Some teachers of ideological and political courses in higher vocational colleges still adhere to the traditional teaching concept, taking the teacher as the center and paying attention to the one-way indoctrination of knowledge, ignoring the principal position of students and the learning characteristics of students in the digital environment.

3.2.2. Insufficient integration of teaching content

Although the network resources are rich, there are problems in the integration of teaching content. Some teachers just pile up the network materials mechanically and do not integrate them with the content of textbooks and the actual needs of vocational students [7].

3.2.3. Improper use of teaching methods

Some teachers tend to be formalistic when using digital teaching methods. For example, in multimedia teaching, the content of the textbook is simply transferred to PowerPoint (PPT) presentations, and the interactive advantage of multimedia is not brought into play.

3.2.4. Teaching evaluation is not scientific

The traditional teaching evaluation based on test results is still dominant. Under the digital background, this kind of evaluation cannot fully and accurately reflect the learning process and its effect on students [7].

3.2.5. Teachers lack digital ability

Some teachers of ideological and political courses in higher vocational colleges lack the ability to apply digital technology, such as the operation of multimedia production software and online teaching platforms, and little understanding of the application of new technologies such as virtual reality and artificial intelligence in ideological and political teaching, which affects the promotion of teaching reform.

3.3. The challenges faced

There is a realistic contradiction between teachers' information literacy and the development requirements of modern times. Currently, some teachers of ideological and political courses have certain shortcomings in how to use new information technology to integrate into all aspects of teaching, how to use data to effectively analyze learning situations, and how to use technology to carry out multidimensional teaching evaluation. This leads to the dilemma of insufficient reform of teaching conditions and inadequate application of teaching carriers in ideological and political teaching.

There is a contradiction between students' demand for high-quality digital resources and the shortage of real supply [8]. At the moment, there are still some deficiencies in the construction of digital resources in the ideological and political courses of higher vocational colleges, such as insufficient quantity, low quality, and not timely updating of resources. As a result, students' demand for high-quality digital resources cannot be fully satisfied, which affects the teaching effect of ideological and political courses.

4. The path of classroom teaching reform of ideological and political courses

4.1. Update the teaching concept

Firstly, establish a student-centered concept. Teachers should fully recognize students' learning abilities and needs in the digital age, and shift the focus of teaching from knowledge transfer to ability cultivation and value guidance.

Secondly, cultivate the consciousness of digital teaching. Teachers should actively embrace digital technology and integrate it into their teaching concepts. They should realize that digitalization is not only a teaching tool but also an important means to change the teaching mode and promote the development of students.

4.2. Strengthen infrastructure construction

Infrastructure construction is an important prerequisite for the classroom teaching reform of ideological and political courses in higher vocational colleges under the background of digitalization. Colleges and universities should, based on the main goal of their digital transformation and the basic needs of students' digital learning, determine the direction and focus of infrastructure construction, rationally invest construction funds, and steadily promote the construction process [9]. To be specific, we can start from the following aspects.

Firstly, strengthen the construction of network facilities. Ensure the stability and high speed of the campus network, and provide network guarantee for the download of online digital resources and the development of online learning courses. Simultaneously, a sound and perfect facility management system should be established, and professionals should be hired to overhaul and maintain the facilities regularly to improve the service life of the facilities.

Secondly, build a digital ideological and political classroom. The classroom is equipped with an electronic whiteboard, virtual reality (VR) technology glasses, interactive tablets, computers, and other technical equipment. Using these devices to bring immersive and interactive ideological and political learning experiences to students. The construction of digital ideological and political classrooms can not only improve students' learning interest and participation but also enrich teaching methods and forms and improve teaching effects [10].

Thirdly, build a high-quality digital ideological and political resource library. Integrate and build a high-quality ideological and political digital resource library to realize the extension and enrichment of teaching content. By integrating the ideological and political education elements contained in local high-quality resources, multi-dimensional education resources are integrated and reconstructed, and resources such as Red Revolution sites, former sites of third-line construction factories, and rural revitalization demonstration villages are digitally transformed, to realize the direct "transfer" of fresh education resources to the campus.

Finally, build a digital platform. The following columns show the content of various disciplines and integrate the ideological and political learning resources in different disciplines. Professional teachers are encouraged to make use of these resources to innovate and engender ideological and political characteristics in discipline teaching, to realize the education of all disciplines, and to promote the all-round development of students [11]. Concurrently, live network broadcast can also be used to broadcast the ideological and political practice activities carried out by the school in the whole process, providing opportunities for online interaction for students who cannot participate in offline activities due to time, place, and other factors.

4.3. Optimize the teaching content

Firstly, combine network resources to select teaching content. Teachers should select content that is consistent with the teaching goal and students' reality from the massive network resources.

Secondly, the ideological and political courses should be integrated with professional education. According to the professional characteristics of higher vocational students, the content of ideological and political courses should be organically combined with the content of professional courses.

Thirdly, update the teaching content in time. Pay attention to current hot issues and social developments, and incorporate new content into teaching on time.

4.4. Innovate teaching methods

Firstly, we will build an ideological and political education model that combines online and offline education. In offline teaching, digital resources are used to enrich the teaching content of ideological and political courses, and digital equipment is used to innovate teaching methods. Accordingly, ideological and political teachers are required to use the university's digital classroom to record online courses, the content of which is mainly to reproduce, expand, and extend the knowledge of offline courses [12]. Through the combination of online and offline forms to build a systematic and comprehensive curriculum system, break the time and space limitations of students' course learning, and help students form a complete ideological and political knowledge structure.

Secondly, integration of multimedia resources. Make use of video, audio, animation, and other multimedia resources to concretize the abstract theoretical knowledge in ideological and political lessons.

Thirdly, the use of multimedia interactive teaching. Make full use of the interactive function of

multimedia, and design interactive teaching courseware.

Fourthly, carry out virtual simulation teaching. Using virtual simulation technology to create ideological and political courses teaching situations.

Lastly, the use of artificial intelligence to assist teaching. Provide personalized learning services for students with the help of artificial intelligence (AI) technology.

4.5. Improving teaching evaluation

Firstly, establish a diversified teaching evaluation system. Students' classroom performance, online learning participation, homework completion, test scores, and other factors should be taken into account. For example, on the online learning platform, it is possible to count the number of logins of students, the quality of speeches that participate in discussions, and the completion of online assignments, among others, and combine these data with class performance and final exam scores to comprehensively evaluate the learning effect of students.

Secondly, pay attention to the process evaluation. Strengthen the evaluation of student's learning process and pay attention to their ability development in the digital learning process. For example, by recording the operation process and performance of students in virtual simulation teaching, evaluating students' practical ability and ability to use knowledge, timely finding the problems in the learning process of students, and giving guidance.

Thirdly, students' mutual evaluation and self-evaluation should be introduced. Let students participate in teaching evaluation to promote mutual learning and self-reflection among students. For example, after a group project is completed, have the group members evaluate each other on aspects such as teamwork ability, contribution to the project, and other ways to evaluate their peers [13]. In parallel, students are asked to self-evaluate their performance in the whole process of learning ideological and political courses, to cultivate students' awareness of independent learning and evaluation ability.

4.6. Improving the quality of teachers

Firstly, we will strengthen training in digital technologies. Schools should provide systematic digital technology training for higher vocational ideological and political teachers, including multimedia production software, the use of online teaching platforms, virtual simulation technology, artificial intelligence applications, and other aspects of training. For example, regularly organize teachers to participate in online and offline training courses, invite experts to give technical guidance, and improve teachers' digital operation ability. Regularly organize higher vocational ideological and political teachers to participate in digital teaching technology training, including multimedia production software, online teaching platform use, and VR/AR technology operation training, so that teachers can skillfully use digital technology to carry out teaching activities [15].

Secondly, update the teaching concept. Carry out teaching concept training and guide teachers to establish digital teaching concepts. Let teachers realize that in the digital background, teaching is no longer a one-way knowledge transfer, but to use digital means to stimulate students' initiative and creativity. Encourage teachers to explore new teaching methods, such as project-based learning, flipped classrooms, and many others, in ideological and political lessons.

5. Conclusion

The teaching reform of ideological and political courses in higher vocational colleges under the digital background is a multi-dimensional and multi-level systematic project. Through strengthening the construction of infrastructure, innovating teaching modes, integrating teaching resources, and strengthening the construction of teachers, we can promote the in-depth development of the reform of ideological and political class teaching in higher vocational colleges [14]. Simultaneously, it is also necessary to pay attention to the challenges and countermeasures faced by the reform of the classroom teaching of ideological and political courses in higher vocational colleges under the background of digitalization, actively respond to various challenges and problems, and constantly improve the education effect of ideological and political courses and the ability to train high-quality technical talents. In the future, with the continuous development and application of information technology, the classroom teaching reform of ideological and political courses in higher vocational colleges will continue to be further promoted and achieve more remarkable results.

Disclosure statement

The author declares no conflict of interest.

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