

Design and Implementation of Vocational English Teaching from the Perspective of Curriculum Ideology and Politics: Taking “English for Careers” as an Example

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Abstract: Based on the ideological and political perspective of the curriculum, this paper explores the design and implementation of English teaching in higher vocational colleges. Through the effective integration of ideological and political elements, this paper aims to cultivate students' English application ability and professional quality, improve students' comprehensive quality and social responsibility, and at the same time, innovate teaching methods and means, adapt to the needs of different industries and professions, and stimulate students' learning interest and participation. This study provides some useful guidelines for enhancing the quality of vocational English teaching.

Keywords: Curriculum ideology and politics; Vocational English; Teaching design and implementation

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1. Introduction

Traditional vocational English teaching often focuses only on the teaching of language skills but ignores the integration of ideological and political education. The implementation of ideological and political education in vocational education and the improvement of students' social responsibility and professional ethics has become an urgent problem requiring resolution. As a novel and advanced educational idea and teaching model, curriculum ideology and politics emphasizes that in addition to imparting professional knowledge and skills, it is essential to cultivate students' socialist core values and professional ethics and improve students' comprehensive quality and social responsibility. In order to improve the quality of vocational English teaching and cultivate outstanding talents with a sense of social responsibility and professional ethics, it is critical for teachers to carry out proper teaching design and implementation of “English for Careers” under the philosophy of moral cultivation and curriculum ideology and politics.

2. Current situation of English teaching in higher vocational colleges from the perspective of curriculum ideology and politics

2.1. Insufficient integration of English teaching and ideological and political education

Current English teaching in higher vocational colleges tends to focus only on the teaching of English language knowledge and skills, neglecting the organic integration with ideological and political education. In the classroom teaching process, while teaching basic language knowledge and training language skills, it fails to integrate values building and character cultivation through case explanation and cultural background introduction to realize the combination of value guidance ^[1]. As a result, it is difficult for students to understand the internal connection between English learning and ideological and political education, which affects the cultivation of students' overall quality and comprehensive skills, and makes it difficult to achieve the fundamental goal of cultivating talents for the country.

2.2. Lack of ideological and political content in textbooks

Most of the English teaching materials for higher vocational colleges only emphasize the explanation of English language knowledge and skills but lack in-depth exploration and integration of ideological and political elements. Some English teaching materials may be imported from abroad or some articles are excerpted from abroad. Although the contents of the teaching materials and articles are not illegal, they may intentionally or unintentionally promote Western culture and system. Teachers need to deeply explore the ideological and political elements in the textbooks, integrate them into the teaching process, and provide students with a richer and more diverse learning experience. However, even when teachers explore online teaching resources, they still maintain a single, narrow channel, low application degree, a single form of ideological and political elements, and low enthusiasm for the research and learning of some advanced information technologies such as VR (virtual reality) and AR (augmented reality) ^[2].

2.3. Poor ideological and political awareness of teachers

Most teachers do not understand the significance of curriculum ideological and political construction and do not stand on the height of teaching and cultivating people. Teachers remain focused only on teaching and imparting knowledge points of the course and do not prioritize the significance of ideological and political education contained in the course, theme, and knowledge points. They lack the awareness of exploring and integrating ideological and political elements in teaching, and lack sufficient efforts to guide students to establish correct values and ideological concepts. The relationship between knowledge imparting and the coexistence of moral education and human beings is cut off from the ideological and cognitive aspects.

2.4. Stiff integration of ideological and political elements

Although teachers have tried to integrate ideological and political elements into English classes, they simply superimpose ideological and political content with English knowledge, and some even think that "curriculum ideological and political" is to turn the taught courses into ideological and political courses. Even if the ideological and political elements are reluctantly integrated, it is stiff and abrupt, rather than subtle, silent, and free. As the integration method is too blunt, students' acceptance of these elements is low, thus it is challenging to achieve the ideal effect of curriculum education, and may even cause aversion and resistance in students.

3. Teaching design and implementation

From the perspective of curriculum ideology and politics, the design and implementation of English classroom

teaching in higher vocational colleges should not only strengthen the cultivation of students' language knowledge, skills, and application ability but also cultivate their professional ethics and social responsibility. Through the exploration of ideological and political elements in teaching materials, teaching content, and innovation in teaching methods, it can achieve the final effect and goal of curriculum education.

3.1. Exploring the ideological and political elements of the curriculum to shape students' career concepts

The ideological and political core of English courses in higher vocational colleges is to cultivate students' comprehensive quality, which not only includes English application ability but also covers many aspects such as professional ethics and professional quality, etc. Although current textbooks contain many contents such as economy and culture, they often focus on grammar, vocabulary, and other knowledge, and lack content such as values, ideological ethics, and professional quality^[3]. In order to achieve the goal of educating students, teachers need to deeply explore the ideological and political elements in textbooks and courses, and skillfully integrate them into the teaching content to guide students to establish correct professional concepts and behavioral norms. When explaining workplace English, teachers can introduce professional ethics and professional quality into the classroom naturally through in-depth analysis of the content of the textbook. For example, teachers can introduce the rigorous, serious work attitude, and sense of responsibility required by engineers, the compassion, patience, and accountability required by nurses, and the enthusiasm for education, rigorous learning, and wisdom required by teachers. Students are guided to understand the ethical requirements of different professions and the concrete embodiment of professional qualities, such as manners, self-confidence, clear thinking, and accurate expression.

3.2. Innovating teaching methods and cultivating professional quality

Traditional teaching methods, such as simple lecture-based teaching, can no longer meet the ideological and political needs of higher vocational English courses. Teachers need to innovate teaching methods and approaches, and adopt a variety of teaching methods and means, such as scenario simulation, case analysis, and interactive teaching. It is necessary to make full use of modern information technology, such as digital courseware, and teaching video, so that students understand the course content more intuitively and vividly and the teaching efficiency is improved. Taking the topic of "Tourism English" as an example, the teacher utilizes digital courseware and teaching videos and adopts the teaching methods of scenario simulation and case analysis for students to understand the basic knowledge and skills of tourism English. In the teaching process, students can be grouped to carry out situational simulation, such as simulating the process of tour guides leading groups, allowing students to play the roles of tour guides and tourists, so that students can master the skills and application of tourism English in practice. At the same time, case studies are conducted to guide students to analyze possible practical problems and solutions in tourism English, so as to cultivate their professional quality and improve their ability to analyze and solve problems in the future work process.

3.3. Strengthening practical teaching to improve students' practical application ability

Practical teaching is one of the important elements of ideological and political education in higher vocational English courses. Its purpose is to improve students' practical application ability and professional quality. Therefore, in the teaching design, teachers should strengthen practical teaching elements and design appropriate practical projects and tasks, such as organizing English speech sessions, role play, workplace simulation, and other activities. Taking the theme of "Hotel English" as an example, students engage in teaching activities of simulated hotel practices. Through class explanation and demonstration, students gain a basic understanding of

English used in the hotel industry. According to the teaching content and the use of relevant scenes and props, the students share the responsibilities of different positions, such as the hotel front desk, room attendants, guests, etc. Students can simulate dialogue, communication, and operation according to the actual situation of the group. If the school has a hotel or teaching practice base under its jurisdiction, students can be involved in the relevant hotel operations. Teachers summarize and evaluate the performance of each group and individual, and guide students to analyze their performance and shortcomings in practice. Through teachers' feedback and guidance, students can better understand their performance in practice, and discover and improve their shortcomings.

3.4. Establishing a scientific and appropriate evaluation system to provide conditions for the implementation of curriculum ideology and politics

The traditional teaching evaluation often only focuses on students' learning and mastering of language knowledge and skills, and takes the final examination result as the sole standard for the qualification of the course. This single evaluation method cannot fully understand the formation and development process of students' ideological morality, professional quality, and comprehensive quality. Therefore, teachers not only need to emphasize the mastery of students' knowledge and skills in the teaching process but also need to evaluate the "virtue" and "action" in ideological and political aspects of the learning process^[4], so as to ensure that the ideological and political elements of the curriculum can be implemented. In the actual teaching process, teachers observe and evaluate students' daily performance and learning process, such as students' participation, cooperation, innovation ability, and practical skills, discover the problems in students' learning, and provide guidance and recommendations. In the final assessment, teachers can organize English speech, role play, career simulation, and other activities to examine students' practical application ability and professional quality.

4. Teaching effect evaluation

4.1. Evaluation of the effect of integrating ideological and political elements into teaching

When evaluating the teaching effect of "New Vocational English" from the perspective of curriculum ideology and politics, the first thing to focus on is the integration effect of ideological and political elements into the curriculum. In the process of integration of curriculum ideology and politics, teachers need to be good at exploring the ideological and political elements in English knowledge, and ensure that curriculum ideology and politics are not merely formal or useless in a novel way^[5]. Teachers design some discussion topics, situational simulations, or group activities related to ideological and political elements, observe students' participation and performance in these activities, and evaluate students' understanding and acceptance of ideological and political elements. It is also possible to understand students' acceptance of ideological and political elements in the curriculum and their feedback through after-class questionnaire survey, so as to further improve teaching strategies and methods.

4.2. Evaluation of the effect of the combination of language skills and ideological and political literacy

In addition to assessing the integration effect of ideological and political elements, it is also necessary to evaluate the combination effect of language skills and ideological and political literacy, which can be done through examination results, oral expression, and written expression skills. For example, students can be asked to write an English article or a relevant oral expression on professional ethics, and the combination of language skills and ideological and political literacy of students can be evaluated by analyzing the clarity of language use

and viewpoint elaboration. At the same time, students can carry out group discussions or individual reflection to evaluate and provide feedback to each other, so as to cultivate students' critical thinking and expression skills.

4.3. Evaluation of the effect of professional literacy training

Good professional quality is one of the essential qualities that students must have in their future work, and it is also the natural result of the course's ideological and political output. The evaluation of its effect can be achieved by observing the performance of students in the career scene and collecting feedback from employers. Through the development of an evaluation scale or questionnaire survey, students' cognition degree and application ability of professional quality can be understood. Moreover, employers can be invited to evaluate student performance and collect relevant feedback. The information or feedback can guide further optimization of course design and improvement of teaching quality.

5. Conclusion

In teaching procedure, vocational English teachers need to emphasize ideological and political education, clarify their responsibilities and missions in the work of "cultivating morality and cultivating people," "casting souls and educating people," and reflect on teaching design and education goals around professional quality training and craftsman spirit training. By constantly optimizing English classes in higher vocational colleges, teachers can effectively cultivate students' thoughts and values in teaching^[5]. Therefore, the teaching design and implementation process of New Vocational English from the perspective of curriculum ideology and politics is a systematic and complex task. Teachers need to further study and improve the teaching design and implementation process, strengthen the cross-integration with other disciplines, and integrate ideological and political elements into the entire vocational education system. These can cultivate more compound talents with international vision, cross-cultural communication skills, and good professional ethics.

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