

Investigation of the Current Situation of Innovation Ability Education of Vocational College Students Under the Guidance of Ideological and Political Education

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Abstract: Innovation ability is the ability to continuously provide new ideas, theories, methods, and inventions with economic, social, and ecological values in the fields of technology and various practical activities. The ideological and political education of vocational school students should be student-oriented and close to reality and life. It is necessary to improve the pertinence, effectiveness, attractiveness, and infectiousness of ideological and political education, and cultivate socialist builders and successors with all-round development of morality, intelligence, physique, and beauty. In this paper, we investigate and understand the practice of innovation ability education in colleges and universities at home and abroad, especially the current situation of professional practice teaching in Xinjiang Vocational Colleges. The construction of a professional practice base in vocational colleges is systematically studied.

Keywords: Ideological and political education; Innovation ability education; Vocational college students

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1. Introduction

In this paper, the survey subjects included the second and third-grade students in our school. The survey content was mainly based on students' cognitive level of ideological and political education and innovation ability education, the content of innovation ability education and teaching methods, etc. The questionnaire included single-choice questions and multiple-choice questions, which were distributed to the students. A total of 426 valid questionnaires were collected. The survey results and analysis are as follows.

2. Discussion

Almost all students understand the purpose of ideological and political education and clearly indicate that professional teachers are actually carrying out ideological and political work in the curriculum. "Ideological

and political classroom” is still the main position of ideological and political education, accounting for 19.9%, followed by “professional theory classroom” (17.2%), indicating that ideological and political teachers and professional teachers are the main force of ideological and political education, and jointly shoulder the burden of ideological and political education. The ideological and political front that cannot be ignored is the “practice link” and the “second classroom,” which account for 31.0% of the total, indicating that ideological and political education is never a matter of theoretical classroom. “Network learning” has become a new front of ideological and political education in the new area, accounting for 15.3%. Therefore, it is particularly important to make good use of the network platform, select network learning resources, and give full play to the role of the Internet in ideological and political education. The traditional “teacher in charge exchange” accounted for 13.2%, indicating that face-to-face interview is still an essential part of ideological and political education (**Figure 1**). It can be seen that if we introduce innovative education into ideological and political education and carry out large-scale publicity and education activities in close connection with vocational school students’ professional learning and daily life, it is not only the embodiment of the permeability function of ideological and political education but also conducive to the smooth development of innovative education.

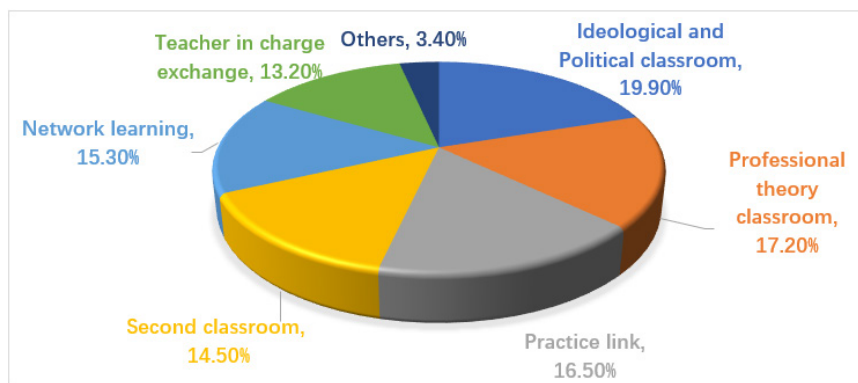


Figure 1. Survey and statistical results of ideological and political education

Innovation ability is the ability to continuously provide new ideas, theories, methods, and inventions with economic, social, and ecological values in the fields of technology and various practical activities ^[1]. More than 96% of students thought that teachers attached importance to and actively carried out the innovation ability education in the classroom, while some students thought that the innovation ability education was not in place, probably because the innovation ability education lacked a complete teaching system. The survey results of the content, methods, and teachers of innovation ability education showed that the basic knowledge of disciplines, innovation consciousness, and innovation methods are all the contents of innovation ability education. Improving teaching methods, carrying out rich and colorful second-class innovation activities, and combining theory with practice are the most popular methods in innovation ability education, which shows that students pay more attention to the effectiveness of innovation ability education and hope to feel the constraints of ethics on engineering in the practice link, rather than worrying about whether to set up innovation ability courses alone; 78.9% of the students believed that the work of innovation ability education should be undertaken by “ideological and political teachers and teachers of professional courses,” which means that ideological and political teachers and professional courses teachers must reasonably divide their work, cooperate, and integrate innovation ability education with ideological and political education.

The past teaching method of “teachers’ unilateral teaching” should be changed to “inspiring students’ active pursuit of knowledge” ^[2]. It is necessary to actively practice heuristic and discussion teaching, stimulate students’ awareness of independent thinking and innovation, cultivate their innovation ability on the basis of

autonomy, and effectively improve the quality of teaching. Through these, students can understand the process of knowledge generation and development, and develop a scientific spirit and innovative thinking habits. Actively creating opportunities for students to actively participate in the teaching process helps students change from passive learning to active learning^[3]. We should fully mobilize students' consciousness and enthusiasm for learning, and encourage them to think actively and solve various problems. In terms of teaching methods, according to the "acceptable principle," teaching materials that are suitable for college students should be chosen, focusing on cultivating students' awareness and ability to acquire, apply, and create knowledge. Teachers should strive to tap into the potential of each student, cultivate students' innovative consciousness, and stimulate students' creative enthusiasm.

2.1. Exploration of the innovation ability education of vocational college students under the guidance of ideological and political education

Firstly, it is important to construct the practice and innovation link of college students. According to the characteristics of the major, the links of cultivating practical skills are constructed, including course internship and training, professional practice, teaching practice, and graduation design, in which the main line of each link is professional activities.

Secondly, we need to strengthen the scientific and technological innovation activities of college students. Schools, colleges, and teachers should respectively formulate the goals and specifications for guiding students' scientific and technological innovation activities so that all teachers and students are involved^[4]. Schools and colleges are required to provide experimental platforms for students' scientific and technological innovation activities, and teachers should guide students' scientific and technological innovation and provide students with scientific research topics. Teachers should encourage students to actively participate in scientific and technological innovation and competitions at all levels including provincial and school levels, take skill competitions as the starting point, drive vocational training, and highlight the cultivation of innovation ability.

2.2. Construction of training system for students' innovative ability in vocational colleges

The specific implementation route is shown in Figure 2.

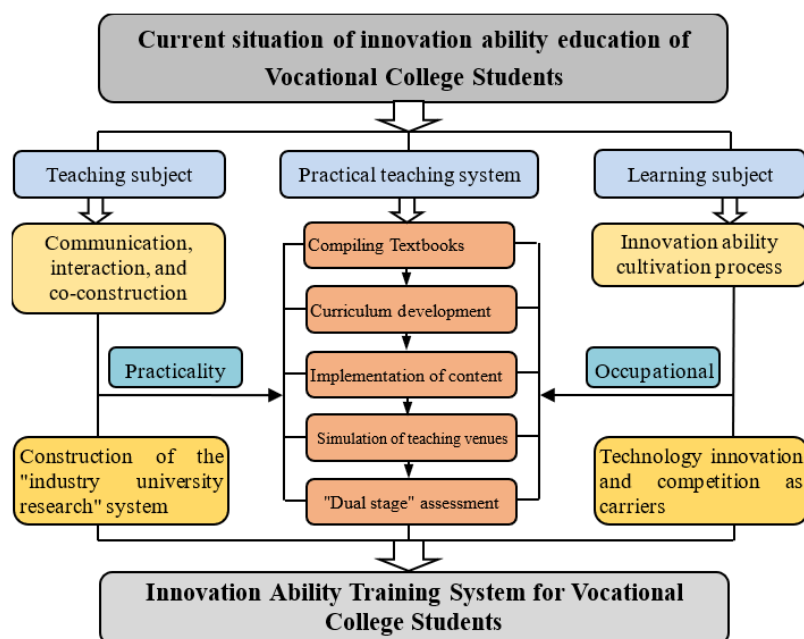


Figure 2. Specific implementation route diagram

- (1) **Compilation of professional textbooks based on innovation ability**
According to the innovation ability of students in vocational colleges, relevant professional teaching materials are compiled, so that teachers can guide students with pertinence, and students can complete the learning content with quality and quantity.
- (2) **Making teaching syllabus with innovation ability as the core**
The professional needs are carefully analyzed and compared with the corresponding professional standards, and the syllabus of relevant professional courses is revised, so that the syllabus can meet the requirements of innovative ability training.
- (3) **Improving teaching practice content for innovation ability**
In order to improve students' innovation ability, courses related to innovation ability are moved to off-campus training bases and boutique course websites to integrate theory and practice. At the same time, relevant practice content is added, such as enterprise production practice, off-campus graduation design, etc.
- (4) **Taking the enterprise environment as the simulation teaching venue**
In order to enhance students' sense of professionalism, the class is organized in the form of an enterprise structure, and the class system is formulated in the enterprise management mode, such as attendance setting, division of responsibilities, etc. In addition, the class can be moved to the enterprise, so that students can experience the enterprise culture.
- (5) **Taking "knowledge examination + skill examination" as the score evaluation method**
The evaluation of student performance should be composed of two parts: one part is the score of classroom examination of basic knowledge, accounting for 50% of the total score; the other part is the vocational skills assessment, which can be conducted in cooperation with relevant production enterprises, also accounting for 50%.

3. Conclusions

The main conclusions of this study are as follows:

- (1) This paper studied the current situation of professional practice teaching in Xinjiang Vocational Colleges using a questionnaire survey based on students' cognitive level of ideological and political education and innovation ability education, the content of innovation ability education and teaching methods, etc.
- (2) The construction of a training system for students' innovative ability in vocational colleges was also discussed, including the compilation of professional textbooks based on innovation ability, making teaching syllabus with innovation ability as the core, improving teaching practice content for innovation ability, taking the enterprise environment as the simulation teaching venue, and taking "knowledge examination + skill examination" as the score evaluation method.

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Disclosure statement

The authors declare no conflict of interest.

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