Study on the Ideological and Political Smart Teaching Model for Higher Vocational English Curriculum Based on the Production-Oriented Approach

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Abstract: With the comprehensive promotion of ideological and political education in college curricula, the reform of ideological and political education in higher vocational English curricula has also been fully implemented. To explore the integration of ideological and political education with English teaching based on the Production-Oriented Approach (POA) theory, the paper proposes an innovative smart teaching model of integrated learning and application based on language context under the theory of ideological and political education in the curriculum, guiding students to engage in production-oriented language learning and achieving good learning outcomes. Based on this, the paper analyzes and studies the ideological and political smart teaching model of vocational English courses based on POA, and takes the comprehensive English course in Chongzuo Preschool Education College as an example to explore in depth for reference.

Keywords: Production-oriented approach; Higher vocational English curriculum; Ideological and political education; Smart teaching model

1. Introduction

The teaching of vocational English curriculum is not only about the values and cultural input of English-speaking countries but also about achieving the output of local culture. Following the requirements of curriculum reform and the need for ideological guidance, colleges should implement the concept of ideological and political education into curriculum teaching, to deeply explore the ideological and political education content of vocational English curriculum teaching, and improve personal professional skills and values. The Production-Oriented Approach (POA) theory emphasizes the effective connection between language input and output, and it also provides more opportunities for cultural expression in English classroom teaching, which helps to improve teaching effectiveness.

2. Overview of POA

The Production-Oriented Approach (POA) is a teaching theory proposed by Professor Wen Qiufang to solve teaching problems such as time consumption, low efficiency, and separation of learning and application [1]. This theory advocates the integration of learning and application and emphasizes the effective connection between language output and input. The learning center theory of POA theory advocates the principle of teacher-oriented and student-oriented and advocates that teachers should pay attention to the autonomy of students' learning, and emphasizes the role of teachers in education and guidance to guide students to better complete tasks and achieve the expected learning goals. In addition, POA theory contains a wealth of ideas so that teachers and students can cooperate to participate in the evaluation through the way of evaluation while learning to achieve the expected learning goals. POA theory puts more emphasis on the close connection between language output and input, so this paper adopts this method to carry out teaching, and integrates ideological and political elements into the learning tasks, guiding students to achieve teaching goals independently, and achieving a smooth and hidden curriculum effect.

3. Ideological and political research background

3.1. The importance of ideological and political education in higher vocational English curriculum

The National Conference on Ideological and Political Work of Colleges and Universities put forward the requirement that the main channel of classroom teaching should be effectively used, and the curriculum of ideological and political education should be improved and strengthened to meet the needs of student's growth and development. Curriculum teaching cannot be separated from ideological and political education, and English ideological and political education should develop in synergy. The document proposed that all colleges and universities, teachers, and courses should assume the responsibility of educating students, make all kinds of courses and ideological and political education work together, combine implicit education and explicit education, give play to the role of collaborative education to establish a comprehensive education system for the entire population, all staff, and all aspects. Higher vocational English is a compulsory public course for majors, which needs to integrate the educational concept of ideological and political education into the English classroom teaching in higher vocational colleges, to improve the educational effect [2].

3.2. The necessity of ideological and political education in higher vocational English curriculum

Higher vocational colleges should also formulate ideological and political education programs according to the requirements of the standard, and make clear the total class hours of English courses in higher vocational colleges. The English curriculum has high-value attributes and has an important impact on students' self-cognition and social cognition. Therefore, it is very important to explore the ideological and political education content of English course teaching in higher vocational colleges.

3.3. The feasibility of ideological and political education in higher vocational English curriculum

As an important component of culture, language itself belongs to both intellectual and humanistic categories, which also provides more possibilities for exploring ideological and political education resources in the English curriculum and directly determines the function of English curriculum teaching. With English learning as the core, vocational English education helps students to have a deep understanding of the development

characteristics of domestic and foreign industries, get familiar with basic terms and communication methods, and have the ability to communicate and exchange in an English environment. It is not only an effective extension of the basic English learning stage but also the foundation of the English learning stage. The function of ideological and political education lies in its strong instrumentality. The English teaching content can be easily integrated into the elements of ideological and political education so that students can form good professional ethics and professional spirit [3].

4. The feasibility of integrating POA theory with ideological and political education in vocational college curriculum

4.1. POA can solve the ideological and political problems of higher vocational English courses

At the present stage, there is a lack of a strong connection between ideological and political goals and knowledge goals of English education in higher vocational colleges. In most cases, ideological and political elements are added in the language input stage. Teachers add content with ideological and political elements, and students learn and understand it in a receptive way, which is blunt and didactic. POA theory puts more emphasis on the closeness of language output and input, which takes students as the main body, and helps students to integrate ideological and political elements into the language output stage in English learning. The task is to guide students to build ideological and political learning objectives in language learning, to achieve the expected educational results [4].

4.2. POA theory is in good agreement with the comprehensive English course

The practical difficulty of POA theory lies in the difficulty of task design. The teaching hypothesis of the POA theory advocates output, which is the driving force of language learning and the ultimate goal of language learning. Based on output-driven teaching, teachers can provide appropriate guidance, which will help students to have a better understanding and thus achieve good teaching results. This is the key to the application of POA theory and the design of output and input tasks. The comprehensive English course is designed according to the learning and development characteristics of students in higher vocational colleges, and the content is related to practice and use. All units have several learning tasks, which also lays a solid foundation for the implementation of POA theory [5].

5. The ideological and political smart teaching model of higher vocational English Curriculum based on POA

To better present the teaching process, this paper analyzes the comprehensive English course on food. This study takes how to treat guests to Chinese food culture as an example to carry out a specific study. The teaching process of this class is divided into three teaching stages, namely the motivating stage, the enabling stage, and the assessing stage, which is based on POA using the micro-teaching assistant platform (Wei Zhujiao), as shown in **Table 1**.

Table 1. The Ideological and Political Smart Teaching Model of Comprehensive English Course Based on POA

	Motivating Stage (Online)	Enabling Stage (Online + offline)	Assessing Stage (Online + offline)
Teacher	1. Present communication scenarios 2. Explain the language and ideological and political education objectives 3. Assign language output tasks	1. Make a self-study checklist before class and upload selective learning materials 2. Publish language output tasks online, conduct online interactive communication and guidance inspections 3. Conduct classroom language knowledge quizzes, guide students in classroom language output training, and provide real-time evaluation of their language output achievements	1. Provide real-time evaluation of student language output during class 2. Assign review-output tasks in class and conduct online evaluations of the results 3. Assign migration-output tasks in class and conduct online evaluations of the results
Students	1. Familiarize themselves with communication scenarios and language output tasks 2. Independently review relevant materials and form a team 3. Try to produce language by themselves	1. Conduct selective learning independently before class 2. Conduct language production training independently before class, interact with teachers and students online, and submit language production results 3. Conduct classroom language production training and demonstrate language production results 4. Conduct group mutual evaluations	1. Improve and optimize language output results timely during class 2. Complete the review language output tasks and submit the results to the online platform 3. Complete migration-output tasks and submit the results to the online platform

5.1. Motivating stage

In the self-learning stage before class, teachers let students use the micro-teaching assistant learning platform Wei Zhujiao to complete listening and speaking tasks, preview the text independently, and shoot a video of "My Eating Experience" in a group. The teacher publishes a notice on the micro-video platform, informs the students of the specific learning tasks, asks the students to study and complete the tasks independently, and the students use the teaching assistant learning platform to complete the listening and speaking tasks. At the same time, students use QQ groups and other intelligent interactive learning groups to discuss and exchange tasks in depth, put forward their ideas, and solve problems with each other [6].

The teacher designs output tasks according to the unit teaching objectives and five teaching tasks according to the student's learning situation, to reduce the difficulties, increase the students' confidence and sense of achievement in completing the tasks, cultivate their independent learning ability, and guide the students to improve their English output ability, critical thinking ability and innovation ability through assessments and promotion of learning. The teacher sets five output tasks that have a progressive relationship. The realization of the value goals should take the output task as the carrier, and the completion of the output task is endowed with a new meaning by the value goals. The relationship between the two is inseparable. Teachers set five productive tasks to mobilize students' learning enthusiasm, deeply understand and analyze knowledge concepts, guide students to learn Chinese and Western etiquette culture, enhance national self-confidence, and promote traditional culture [7].

5.2. Enabling stage

In classroom teaching, the teacher sets specific tasks and lets students participate in learning inquiry activities.

5.2.1. Task 1: Warming-up

The teacher creates a learning situation to clarify the learning objectives, task requirements, and learning evaluation methods of the unit. The teacher creates a situation project according to the student's English major background, such as how to receive foreign friends when they travel to Guangxi and introduce Guangxi's characteristic food. After understanding the unit topic, students complete the situational project under the

guidance of the teacher and understand the task requirements of the unit [8].

5.2.2. Task 2: Self-learning

The teachers give feedback on students' pre-class learning and integrate it into classroom teaching. The teachers let students summarize their food experience, including how to find a restaurant, book a place, make an order, eat, pay, and leave, and write down the specific process. Teachers can use the English promotion template of food for teaching guidance so that students can study and understand the knowledge in-depth. The teacher gives feedback on students' specific completion of pre-class learning tasks, plays the video of "My Eating Experience" taken by students before class, and asks students a question of what are the steps for order. Students reflect on the learning process and answer the questions raised by the teacher [9].

Through the creation of teaching situations, teachers can clarify the main objective of classroom teaching, stimulate students' curiosity and interest in learning, deeply understand and learn the humanistic culture of Guangxi, and comprehensively think about the food culture and hospitality methods of Guangxi. By playing the videos filmed by students before class, teachers can arouse students' learning enthusiasm, stimulate students' known knowledge reserves of the food culture, and make full preparation for the follow-up foreign food communication.

5.2.3. Task 3: Situation reproduction

The teacher guides the students to perform in pairs, divides them into Chinese restaurant and Western restaurant groups, and guides the students to use the new sentence structure to perform, evaluate each other, and experience and feel the differences between Chinese and foreign food etiquette. In the learning activities, the teacher evaluates students' learning, discusses and fills in the rating table to evaluate their peers' performances, and summarizes the basic points for attention on table manners. In addition, the teacher introduces dishes of Guangxi's intangible cultural heritage to let students understand the specifics of Gongcheng oil tea and lemon duck [10].

The teacher guides the students to analyze from the perspective of cross-cultural communication, finds the problems in the performance process of the students, and gives scientific and effective evaluations. Then, the teacher helps the students list the precautions of table manners at home and abroad. Finally, the teacher encourages the students to continue to improve their performance, chooses the performance that they thought was better, and uploads it to the learning-sharing platform, so everyone can evaluate and score each other.

5.2.4. Task 4: Translation rules of dish names in English

The teacher helps students recall the common dish names and master the complicated English translation of dish names. The teacher asks the students to translate Chinese dish names into English, inspires the students to think and translate, and summarizes the translation skills at the end [11].

By inspiring students to think and master the translation rules of dish names, the teacher helps students fully understand the culture of Chinese and Western dish names and the connotations of food culture. At the same time, through group cooperation and discussion, the teacher can inform the local food culture connotation to make students fully understand the differences between Chinese and Western food culture, guide them to have a deep understanding of Chinese food culture and habits and strengthen their national self-confidence.

5.2.5. Task 5: Learning the usage of English promotion template for food

Through the English promotion template for food, students can learn how to recommend local food and understand the specific production process of the food, as well as the cultural connotations involved. The

teacher guides the students to summarize the hometown food through group cooperation and understanding of the cooking process and cultural connotation of the food and invites two groups of students to show their views. Under the guidance of the teacher, the students introduce their hometown's food and understand the specific production process of the food and the cultural connotation involved [12].

5.3. Assessing stage
5.3.1. Post-class activities
The teacher uses the micro-teaching assistant learning platform to send post-class tasks. First, improve the role performance of class task four, select the performance they think is best, and upload it to the learning platform for mutual evaluation and scoring. Second, the course platform sends the post-class tasks, designing the project activity of "the need of a Chinese company's delegation to solve the food problem for business negotiation abroad" in groups, and writing the text, which lays a solid foundation for the project team's scene presentation and report. Besides, the teacher sends the preview task for the next reading unit [13]. In the after-class learning tasks, students complete the unit situational project tasks through teamwork to cultivate their ability to use the English knowledge and skills learned in this unit, which gradually improves their learning ability, enhances their team-solving ability, and strengthens their awareness and understanding of foreign-related dietary communication culture [14].

5.3.2. Teaching reflection
Since the practice and application of this teaching model are not long, it needs to be further improved in the concrete implementation process of teaching evaluation and blended teaching. In the field of teaching evaluation, the way to evaluate the effectiveness of education still stays in the aspects of output examination, questionnaires, and so on, which is not systematic enough. In addition, ways to use online and offline ideological and political teaching more efficiently in the English curriculum also need further analysis and research [15].

6. Conclusion

To sum up, in the context of the ideological and political construction of college courses in the new era, teachers should construct an innovative model of ideological and political education based on the theory of the production-oriented approach to improve the educational effectiveness of ideological and political education in higher vocational English courses. After practical verification, this educational model is feasible and provides a new opportunity for English teaching, offering a new path for the integration of ideological and political elements with English teaching. However, in practical teaching, there are still many shortcomings in the integration of theory and practice, as well as in the evaluation of ideological and political effects. Therefore, it is hoped that continuous improvement will be made in subsequent teaching practice research to form good educational results.

Disclosure statement

The author declares no conflict of interest.

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