

# Research on English Teaching Methods in Higher Vocational Education Based on the “All-round Education” Concept

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**Abstract:** The concept of “All-round Education” refers to the whole-person education, whole-process education and all-round education, which is the core concept of curriculum ideology and politics, and also the soul of implementing the fundamental task of moral education. This paper analyzes the necessity of higher vocational English teaching reform based on the concept of “All-round Education,” expounds the enlightenment brought by “All-round Education” to higher vocational English teaching reform, proposes to explore ideological and political elements of textbooks, optimize English teaching design, carry out vocational English thematic teaching and organize ideological and political education practice activities to improve the quality of higher vocational English teaching.

**Keywords:** “All-round Education”; Higher vocational English; Curriculum thought and politics; Importance; Teaching methods

**Online publication:** April 2, 2025

## 1. Introduction

With the gradual deepening of the ideological and political construction of the curriculum, the importance of ideological and political education has become more and more prominent. It has gradually penetrated into all kinds of curriculum teaching. The construction of a whole-person, all-round and whole-process education model has been imperceptibly infiltrated into the ideological and political education to improve the moral quality of students further. English teachers in higher vocational colleges should base on the “three-in-one education,” actively promote the ideological and political construction of courses, excavate the ideological and political elements contained in textbooks, promote the deep integration of English knowledge and ideological and political elements, carry out vocational English thematic teaching, highlight the characteristics of vocational education, improve students’ professional moral quality, implement the concept of “three-in-one education” in multiple dimensions, and steadily promote the ideological and political construction of English courses in higher vocational colleges.

## **2. The necessity of vocational English teaching reform based on the concept of “Three Aspects of Education”**

### **2.1. It is conducive to the implementation of the fundamental task of fostering morality and educating people**

Curriculum thinking and politics is an important channel to implement the fundamental task of moral education, and “All-round Education” is the core of curriculum thinking and politics, which is conducive to urging higher vocational English teachers to actively infiltrate ideological and political education, so that students can accept the influence of ideological and political education, to give play to the value of higher vocational English thinking and political education <sup>[1]</sup>. At the same time, the concept of “All-round Education” has changed the teaching concept of higher vocational English teachers, urging them to integrate ideological and political education into teaching design, oral communication, reading and practical writing module teaching, so that ideological and political education and English knowledge can be integrated to truly let ideological and political education “into the brain” and “into the heart.”

### **2.2. It is conducive to promoting Chinese culture “going out”**

The concept of “All-round Education” has made more English teachers in higher vocational colleges aware of the importance of ideological and political education in the curriculum, urged them to dig out traditional cultural elements contained in the textbooks, correct students’ attitudes toward Chinese and Western culture, further enhance students’ national pride and cultural confidence, and let Chinese culture “go out.” At the same time, the concept of “Three All Education” enhances the cultural self-confidence of college students, makes them take the initiative to shoulder the responsibility of inheriting and carrying forward the excellent traditional Chinese culture, and makes them actively publicize Chinese culture on social media, which is conducive to promoting the spread of Chinese culture <sup>[2]</sup>.

### **2.3. It is conducive to improving students’ moral quality**

In the era of “Internet +”, Western culture and network culture have impacted on the ideals, beliefs and values of vocational college students, resulting in the loss of ideals, beliefs and cultural self-confidence of some students, and falling into the wrong bog of worshipping foreign things and putting money first <sup>[3]</sup>. The concept of “three aspects of education” is conducive to shaping the correct three views of vocational college students, correcting their attitude toward Chinese and Western culture, shaping their correct values and labor views, improving their cultural self-confidence and moral quality, cultivating their dedication to work, hard-working and teamwork spirit, and laying a good foundation for their future employment.

### **2.4. It is conducive to improving the quality of English teaching**

The concept of “All-round Education” is conducive to promoting the deep integration of higher vocational English education, ideological and political education and vocational education, further expanding the content of English teaching, making the boring knowledge of vocabulary, grammar and writing more vivid and interesting, helping students master English knowledge, broadening their English learning horizons, and realizing the win-win situation of English classroom teaching and learning in higher vocational colleges. In addition, the integration of the concept of “All-round Education” into vocational English teaching is conducive to improving the interest of classroom teaching <sup>[4]</sup>, enabling students to learn English in vocational English teaching situations and cross-cultural communication situations, and further improving the effectiveness of English teaching and

students' English learning <sup>[5]</sup>.

### **3. The enlightenment of vocational English teaching reform based on the concept of “Educating Students with Three Perfections”**

#### **3.1. English education and ideological and political education should be carried out simultaneously**

The concept of “All-round Education” has changed the traditional teaching mode of English in higher vocational colleges, no longer sticks to the single teaching of English knowledge, and gradually transforms to the peer of English education and ideological and political education, constructing a collaborative education mode, so that students can receive ideological and political education while learning English knowledge, and further implement the fundamental task of cultivating morality and cultivating people <sup>[6]</sup>. At the same time, under the concept of “All-round Education,” English teachers in higher vocational colleges should improve their political position, actively respond to the challenges of the new era, explain American and American culture and English-Chinese translation skills to students, guide them to correctly view the current international situation, enhance their social responsibility and patriotic enthusiasm, and achieve a “win-win” situation in English teaching and ideological and political education in higher vocational colleges.

#### **3.2. In-class teaching and after-class guidance are closely linked**

The “three-whole education” requires English teachers in higher vocational colleges to carry out all-round and whole-course education, strengthen the connection between in-class teaching and after-class guidance, and form a closed loop of education. For example, teachers can rely on the blended teaching platform to promote the ideological and political construction of courses, and upload pre-class micro-lessons in a timely manner, so that students can preview online teaching knowledge points according to micro-lessons, so that they can understand the online teaching content in advance, carry out online tests, and master the effect of students' online learning. At the same time, teachers can carry out offline precision teaching according to the online test results, record review videos, promote the connection between online and offline, in-class and extra-class guidance, help students solve the problems encountered in English learning, and further improve the quality of English teaching <sup>[7]</sup>.

#### **3.3. Highlight the characteristics of vocational English teaching**

Under the background of “All-round Education”, vocational English teachers should adhere to the nature of vocational education, excavate the vocational English materials contained in textbooks, cultivate students' good professional ethics, highlight the characteristics of vocational English education, and promote the high-quality development of vocational English <sup>[8]</sup>. In addition, higher vocational English teachers should collect teaching materials according to their classes' majors, such as tourism English, hotel English, machinery English, etc., and closely combine English teaching with professional knowledge to gradually improve the quality of English teaching in higher vocational colleges.

## **4. Vocational college English teaching methods based on the concept of “All-round Education”**

### **4.1. To explore ideological and political elements in textbooks, and fully penetrate ideological and political education**

Based on the concept of “All-round Education,” English teachers in higher vocational colleges should comprehensively analyze the textbooks, clarify the objectives of unit ideological and political education, refine the elements contained in the unit, and further improve the quality of ideological and political construction of English courses in higher vocational colleges. First of all, teachers should refine the ideological and political elements contained in the textbooks, carefully design the course ideological and political unit teaching cases, record micro-lessons, and lay a good foundation for the course ideological and political teaching<sup>[9]</sup>. For example, when the teacher explains “What a Fine Day!” In this unit, they can take “Global Climate” as the theme of ideological and political education, and carry out teaching around this theme. First of all, teachers can collect ideological and political elements related to environment and climate in this unit, clarify the objectives of ideological and political education in vocabulary, oral communication, grammar, reading and practical writing modules, and promote the integration of ideological and political education and English teaching. Secondly, teachers should make micro lessons based on the theme of ideological and political education, and create ideological and political education situations by using short videos that students like to see, so as to guide students to actively explore other ideological and political elements contained in the unit and let them participate in ideological and political education activities. For example, students gathered environmental protection knowledge about Global warming, soil erosion and sandstorms around “Global Climate”, accumulated more proper terms, clarified the impact of human activities on the environment, and called on students to take care of the earth, develop green living habits, enhance environmental awareness, and improve personal moral quality<sup>[10]</sup>.

### **4.2. To optimize the design of English teaching and integrate ideological and political education in the whole process**

English teachers in higher vocational colleges should integrate the concept of “three-in-one education” into the teaching design, integrate ideological and political education into the unit teaching objectives, teaching process and evaluation system, infiltrate ideological and political education throughout the whole process, and improve the quality of ideological and political construction of English courses. For example, the teacher is explaining “Let’s Throw a Party!” In this unit, they can take Chinese traditional festivals as the theme of ideological and political education, and integrate them into the teaching modules of vocabulary, grammar, oral communication, reading and writing. Students are required to master the English expressions of important Chinese traditional festivals, introduce Chinese traditional festival customs in English, translate texts, and write a composition of about 130 words about Chinese traditional festivals. To deepen students’ understanding of traditional festival culture and enhance their cultural confidence and national pride<sup>[11]</sup>. Combining the theme and unit teaching content of ideological and political education, English teachers can design the following learning tasks: (1) Enquiring about a holiday; (2) Talking about festival customs and (3) The Chinese New Year Celebrations Around the World. Such interlinked learning tasks can guide students to carry out deep learning, make them actively explore the origin, customs and international communication of Chinese traditional festivals such as Spring Festival, Mid-Autumn Festival and Dragon Boat Festival, encourage them to introduce Chinese traditional festivals in English, improve their English listening, speaking, reading, writing and translating ability, promote the ideological and political construction of English courses in vocational colleges, and improve English teaching

and education level <sup>[12]</sup>.

### **4.3. To carry out special vocational English teaching to improve students' moral quality**

Under the background of “All-round Education,” English teachers in higher vocational colleges should highlight the characteristics of vocational English, actively carry out thematic teaching of vocational English, link professional English, job hunting and other knowledge with English education, and cultivate students' good professional ethics such as love and dedication <sup>[13]</sup>, hard-working and dare to challenge. For example, when explaining the unit of “Career,” teachers can focus on “job hunting,” infiltrate career education, and carry out ideological and political education in combination with the major of the class to help students master the knowledge of interview and personal resume design, helping them master interview skills and improve their employment competitiveness. First, teachers can present English resumes and interview videos to explain resume filling skills and interview skills, improve students' adaptability and psychological quality, make them realize the importance of career planning, help them make career plans, and help them realize their career dreams <sup>[14]</sup>. Second, teachers can design the following question chain: (1) How to apply for a job? (2) How to take a job interview? Teachers can use question chain to stimulate students' interest in learning, let them design English resumes, simulate English interview process, let them get familiar with job hunting and interview process, relieve their employment anxiety, enhance their self-confidence, further demonstrate the value of English ideological and political education in higher vocational colleges, and improve the quality of English curriculum ideological and political construction.

### **4.4. To organize English ideological and political practice activities to improve the quality of curriculum ideological and political construction**

English teachers should organize diversified ideological and political education activities, implement ideological and political education, let students participate in the practical activities of ideological and political education, further enhance their emotional resonance, and further improve the quality of ideological and political construction of English courses in higher vocational colleges. For example, when teachers explain the unit of “Travel,” they can organize “around the world” salon activities, so that students can share travel experiences and places of interest in countries around the world, innovate English practice teaching mode, and further improve the level of ideological and political education. First of all, teachers can organize English speech activities, encourage students to introduce their travel experiences at home and abroad in English, let them share relevant photos, promote communication among students, and improve their oral English expression ability and English thinking ability <sup>[15]</sup>. For example, students can share their travel experience in the UK, share photos of scenic spots such as Big Ben and the British Museum, as well as British culture, discuss the scenic spots in the UK with other students, have a deep understanding of British culture, and improve their English learning ability. Secondly, teachers can organize special exhibitions of domestic scenic spots, introduce scenic spots such as the Forbidden City, Suzhou gardens, the Great Wall and West Lake, and closely combine scenic spots with intangible cultural heritage, so that students can share the scenic spots and intangible cultural heritage in their hometown, and let them participate in ideological and political education activities to improve the quality of ideological and political construction of English courses.

## **5. Conclusion**

In short, English teachers in higher vocational colleges should actively promote the ideological and political

construction of curriculum under the concept of “All-round Education,” dig the ideological and political elements of textbooks, and let ideological and political education run through the whole English teaching process and permeate ideological and political education in an all-round way. Optimize the design of English teaching, cultivate students’ moral sentiments, and give full play to the advantages of English subject education. At the same time, English teachers should carry out professional English thematic teaching to improve students’ professional ethics. Organize English ideological and political practice activities, so that ideological and political education can “take root” in higher vocational English classes, improve the quality of ideological and political courses, and comprehensively improve the quality of English teaching in higher vocational colleges.

## Funding

Research project of Hunan Vocational College Education Reform by Hunan Provincial Department of Education in 2021, “Ideological and Political Reform and Practice of Vocational College Public English Curriculum under the Background of ‘All-round Education’” (Project No.: ZJGY2021002)

## Disclosure statement

The author declares no conflict of interest.

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