

# Discussion on the Innovation of the Countermeasures for the Innovation of Ideological Education in Higher Vocational Colleges and Universities

Weiwei Chen<sup>1\*</sup>

<sup>1</sup> Zhejiang College of Construction, Hangzhou, Zhejiang, China

## Email Address

23715405@qq.com (Weiwei Chen)

\*Correspondence: 23715405@qq.com

**Received:** 29 December 2023; **Accepted:** 24 February 2024; **Published:** 21 April 2024

## Abstract:

Under the background of the new era, higher vocational colleges and universities need to keep abreast of the times, through the innovation and optimisation of traditional teaching concepts, to improve the importance of the work of ideological education, which is not only conducive to the further deepening of the reform of education and teaching in colleges and universities, but also help students to establish a correct ideological awareness and values, and to promote the all-round development of students. Through a brief overview of the ideological situation of students in higher vocational colleges and universities, this paper analyses the importance and problems of ideological education in higher vocational colleges and universities, and accordingly puts forward the countermeasures for the innovation of ideological education in higher vocational colleges and universities, in the hope that it can provide relevant educators with some reference suggestions.

## Keywords:

Higher Vocational Colleges, Ideological Education, Innovative Countermeasures

## 1. Introduction

At this stage, the work of ideological and political education in colleges and universities is in a critical period of steady development. In this regard, in the process of carrying out the teaching of ideological and political education, teachers in colleges and universities can make up for the shortcomings of the traditional teaching of ideological and political education through the innovation and optimisation of educational measures and means, which is not only conducive to the enhancement of the quality of the teaching of theoretical courses in ideological and political education, but also allows the reform and development of the reform and development of the ideological and political education of colleges and universities to be deepened.

## **2. The State of Mind of Students in Higher Education Institutions**

### ***2.1. Complexity of student source***

Compared with general colleges and universities, higher vocational colleges and universities usually recruit students according to the local admission system. As higher vocational colleges and universities will adopt diversified recruitment methods in the process of recruiting students, there is not only a large age span of students, but also a relatively complex student source situation. In this context, institutions need to take into account the actual situation of students, carry out diversified personality education, so that students can form a correct ideology and values under the guidance of positive education. Because of the complexity of the source of students in higher vocational colleges and universities, students not only in the cognitive level, psychological quality and other aspects of the existence of large differences in the learning process will also present a diversity of ideological problems, in this regard, the institutions can be carried out through the strengthening of the strength of the ideological education, to promote the efficient and orderly implementation of the work of the ideological work, which not only facilitates the establishment of a good moral character of the students, but also promotes the all-round development of the students.

### ***2.2. Neglect of Civic and Political Education in Talent Cultivation***

Higher vocational colleges and universities in the process of carrying out civic education, not only need to pay attention to the guidance of students' thoughts and concepts, but also create a good civic environment for students. From the viewpoint of the actual teaching situation of higher vocational education at this stage, most of the institutions only pay attention to the cultivation of students' knowledge and skills, and neglect the improvement of students' comprehensive quality and ability. Under the background of the new era, higher vocational colleges and universities can deeply integrate professional knowledge with the theory of civic politics through the reform and innovation of professional course teaching, which not only allows students to accept civic education in a subtle manner, but also promotes the efficient development of civic education work [1]. Based on this, higher vocational colleges and universities need to clarify the teaching objectives and tasks of civic and political education, not only to enable students to master solid professional knowledge and practical skills, but also need to strengthen the moral education of students, to enhance the comprehensive learning ability of students at the same time, but also to lay a solid foundation for the students' subsequent learning. It can be said that political education has a crucial role in the future growth and development of students, and higher vocational colleges and universities must not ignore the value and role of political education.

### ***2.3. Students' psychological problems***

With the continuous development and progress of the times, the growth and development of students in higher vocational colleges and universities is increasingly being paid attention to by society. Under the background of the continuous expansion of students in higher vocational colleges and universities, more and more students continue to have all kinds of psychological problems due to their own weak psychological quality. Many students in the daily learning activities, often because of the learning pressure, the burden of coursework and other situations, negative, negative emotions, which is not only not conducive to the establishment of good

interpersonal relations between students, but also make many students develop bad learning and living habits. For example, some students not only lack a certain degree of self-control, in the hard-working, pioneering and enterprising and other aspects of relative weakness, resulting in low learning efficiency and quality of students, but also lead to the failure to achieve the teaching goals. It can be said that such a negative learning state can easily cause a huge learning gap between students and others, and over time will also allow students to produce low self-esteem and anorexia, which adversely affects the mental health of students, but also hinders the future development of students.

#### ***2.4. The erosion of undesirable information on the Internet***

With the development and progress of modern information technology, people's quality of life has become higher and higher, even if they do not leave their homes, they can also use the network information platform to understand the full range of information and information. Although students can obtain a large amount of information in the network, but due to the mixed quality of network information, coupled with the lack of students' own ability to distinguish, making them unable to correctly distinguish between various information content in the network, which will not only lead to students' ideological concepts by the erosion of undesirable information, but also on the subsequent development of the students will have a serious impact. At the same time, some students are overly addicted to the network world, which is not only detrimental to the physical and mental health of students, but also impedes the normal development of the work of ideological education. In this regard, teachers in higher vocational colleges and universities can improve students' thinking through the optimisation of teaching methods and means, so that students can form a correct ideological cognition under the inculcation of a good civic education environment, which is not only conducive to the development of students' learning thinking, but also promotes the deep-level development of students' ideological awareness, which will enable students to correctly use the network under the effective control of teaching.

### **3. Importance of Civic and Political Education in Higher Vocational Colleges and Universities**

In the process of carrying out civic and political education in higher vocational colleges and universities, it is not only necessary to provide students with positive educational guidance, but also necessary to clarify the cultivation objectives of civic and political education, so that students can form good ideological qualities and moral qualities [2]. First, institutions can promote the effective implementation of moral education teaching objectives through the effective implementation of Civic and Political Education. Teachers need not only to clarify their own role positioning, but also need to highlight the main position of the students when they carry out ideological education for students, so that students can form independent ideological concepts while grasping the theoretical knowledge and ideological methods of ideology, and only in this way can they better achieve the goal of moral education. Secondly, institutions can effectively improve students' ideological and moral qualities through the Civic and political education of students. At this stage, when teachers carry out the work of ideological education, they can not only guide students to establish firm political beliefs and ideal beliefs, but also need to let students take the initiative to assume the responsibility of building a socialist country after entering

society. In this regard, teachers need to internalise the knowledge of ideology and politics into students' thoughts and behaviours in the process of classroom teaching activities, strengthening students' ideological and political awareness while enabling them to form good moral qualities and qualities under the guidance of positive education.

## **4. Current Situation of Civic and Political Education in Higher Vocational Colleges and Universities**

### ***4.1. The backwardness of education theory***

As an important way to cultivate high-quality talents, higher vocational colleges and universities are able to deliver a constant stream of composite application talents for the country and society. At this stage, most of the higher vocational colleges and universities will not only focus on teaching students' professional skills, but also focus on students' career choice and employment when carrying out education and teaching. This will not only lead to higher vocational colleges and universities for students' operational skills and practical ability of excessive attention, but also make the Civic and Political Programmes do not get the attention they deserve. Compared with professional courses, it is not only difficult to achieve obvious educational effects in a short time, but also needs to go through a long-term and systematic educational process, so that students can form good values and moral qualities. In addition, since the economic benefits brought by the Civic and Political Programmes can hardly exceed those of other professional courses, higher vocational colleges and universities often choose professional disciplines that are closely related to their own interests for the sake of short-term profits, which also largely hinders the value and role of the Civic and Political Programmes from being brought into full play.

### ***4.2. The influence of the quality of student source on the teaching of Civics and Politics***

Higher vocational colleges and universities, due to the special characteristics of their own school system, often recruit the quality of the student source is not as good as that of ordinary colleges and universities. For most of the higher vocational students, they not only need to spend a lot of time and energy to learn the professional courses, but also often find it difficult to learn the Civics and Political Science courses. Coupled with the dull and boring teaching atmosphere of some of the Civics courses, many students are not only difficult to raise interest in learning Civics courses, but also in the process of learning courses to produce irritability, resistance, making the effectiveness of Civics teaching affected at the same time, but also not conducive to the implementation of quality education.

### ***4.3. Deficiencies in Civic and Political Teaching of Higher Vocational Teachers***

Firstly, although teachers in higher vocational colleges and universities have recognised the importance of Civic and Political Education and have improved the traditional teaching mode and methods, the lack of effective interaction with students has led to very low motivation and initiative of students in Civic and Political courses, which in turn makes it difficult for the Civic and Political Teaching objectives to meet the expectations. Secondly, when teachers of higher vocational colleges and universities carry out Civics education for students, they not only need to carefully study the content of teaching materials, but also need to combine the psychological

characteristics and cognitive level of students, and choose teaching methods that meet their learning needs, which is the only way to ensure that the Civics teaching is carried out in a smooth and orderly manner. However, from the viewpoint of the actual implementation of Civics teaching, the teaching methods adopted by many Civics teachers are often very single and rigid, and it is difficult for students to meet their individual learning needs in such a form of teaching [3]. Thirdly, some teachers do not respect the main position of students when carrying out Civics teaching work, which will not only lead to the neglect of students' learning needs, but will also make the teaching content of the course and the actual learning ability of students not adapt.

#### ***4.4. Unreasonable distribution of educational resources***

Most of the higher vocational education in the teaching work, will take a co-ordinated allocation of educational resources. However, in reality, many higher vocational colleges and universities do not establish good communication and collaboration between departments, which will not only lead to the formality and superficiality of collaborative work, but also cause the "isolation and helplessness" of the work of ideological education, so that the work does not have the support it deserves. In addition, compared with other professional courses, higher vocational colleges and universities seldom put educational resources into the construction of Civics, which is not only detrimental to the rational use and distribution of Civics teaching resources, but also impedes the smooth and orderly development of Civics teaching, so that the nurturing role of Civics education can not be given full play.

### **5. Countermeasures for the Innovation of Civic and Political Education in Higher Vocational Colleges and Universities**

#### ***5.1. Attaching importance to the purification of network environment***

In the context of the Internet era, since the network is full of various thoughts and ideologies, the network resources are often mixed, and people need to distinguish the information content carefully. In this context, not only the relevant departments should strengthen the purification of the network environment, but also higher vocational colleges and universities need to play their own role in education and guidance, through the adoption of diversified network monitoring means, to establish an effective monitoring system on campus, to filter the rubbish information for the students at the same time, but also effectively avoid the students from being infested by illegal websites, "pornography, gambling and drug" information. "This will enable students to carry out positive and healthy learning and life in a good network environment.

#### ***5.2. Strengthening the construction of theoretical courses on civic and political education***

First of all, in the process of carrying out the theoretical course of Civic and Political Education, teachers of higher vocational colleges and universities need to be based on the syllabus, study and explore the Civic and Political knowledge contained in the teaching materials, and choose teaching contents that meet the learning characteristics of the students in accordance with the characteristics of their own schooling. At the same time, teachers also need to combine the cognitive level and life experience of the students, to choose for the students close to the life of the classic teaching cases, which is not only conducive to the stimulation of students' interest in

learning and motivation, but also allows students to learn the Civic and Political Knowledge of the real-life connection. Secondly, when teachers carry out the Civic and Political education for students, they can optimise and innovate the teaching method to make it in line with the characteristics of talent cultivation in higher vocational colleges and universities, and enhance the enthusiasm and enthusiasm of students to participate in the classroom teaching activities through the enhancement of the communication and interaction with students. First, teachers can combine the current social development situation, select hot topics related to the course teaching content for students, and thus organise a conference speech on the theme of ideological education [4]. Teachers can divide students into different study groups, and then let students in the group freely choose the topics they want to study, and according to the requirements set by the teacher, submit the research topics to the teacher in the form of a written report within the specified time. After that, the group leader will report the research results to the whole class, and the teacher and other students will ask questions and make comments accordingly. Second, teachers can use multimedia technology to design practical training activities for students. In the actual teaching process, the teacher can through the reasonable division of the chapter content, let the students choose different research topics in small groups, and through the collection, collation and analysis of relevant information, the production of multimedia courseware. At the same time, teachers can also take students to operate the produced multimedia courseware in class according to their classroom performance. Thirdly, teachers can design a classroom questioning activity for students so that students can freely ask questions to the teacher, who will then provide instant answers to topics that students are curious, interested in and want to explore. Fourthly, teachers can arrange a debate competition for students, so that students can collect materials and information about the debate topic in advance, and then divide students into two groups to debate the positive and negative viewpoints. Fifthly, teachers can reserve ten minutes of class time for students every week to guide students to discuss their confusion in the course of learning, and then the teacher will summarise and comment on it. Sixthly, teachers can assign letter-writing coursework for students, so that students can make use of their extracurricular time to write letters to their family members, friends and other close people around them. Finally, when teachers of higher vocational colleges and universities carry out theoretical courses on Civic and Political Education, they can understand the mastery of students' theoretical knowledge and the cultivation of their Civic and Political literacy through the comprehensive assessment of students. At the same time, teachers need to pay attention to the process evaluation of students when they adopt the teaching evaluation method of comprehensive assessment, through the multi-angle and all-round evaluation of students, so that students can have a comprehensive and real understanding of their own learning situation, which will enable them to actively improve their own shortcomings, and thus obtain a significant improvement in the ability of civic and political education.

### ***5.3. Open up new space for the work of ideological and political education***

When carrying out the work of ideological education, higher vocational colleges and universities can optimise and innovate the mode of ideological education to open up a broader space for the development of ideological teaching work. Firstly, higher vocational colleges and universities need to make the work of ideological and political education as a key content of work, not only need to choose the teaching quality of ideological and political education as an important assessment index, but also need to

link it with promotion, title evaluation and other work. Secondly, higher vocational colleges and universities need to create a strong atmosphere of civic and political education within the campus, not only in the classrooms, libraries and other public places to post slogans about civic and political education, publicity boards, but also in the official website, microblogging and other platforms to open a special civic and political education section, so as to further expand the influence of civic and political education in higher vocational colleges and universities. Third, higher vocational colleges and universities need to fully explore the civic and political elements embedded in special disciplines, which is not only conducive to the establishment of the synergistic nurturing mode between professional courses and civic and political courses, but also promotes the efficient development of civic and political education. Fourthly, higher vocational colleges and universities can avoid the appearance of uncivilised behaviours through the strengthening of campus management, and highlight the key points and difficulties of civic education through the deepening of the theme of civic education. At the same time, it is also necessary to pay attention to the education and guidance of student cadres as well as party members, which can not only set a good example for other students to learn, but also contribute to the overall improvement of the moral quality of the whole school students.

## 6. Conclusions

In summary, in the process of carrying out the work of Civic and Political Education in higher vocational colleges and universities, the teaching ability of teachers can be improved and the main role of students can be highlighted through the optimisation and innovation of the Civic and Political teaching mode. This is not only conducive to the effective cultivation of students' civic and political literacy and moral quality, but also allows students to grow into high-quality, high-level talents who meet the needs of social development.

## Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

## Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

## References

- [1] Lv, Y.X.; Wang, F.J.; Tang, J.Y. Countermeasures research on the innovation of ideological and political education in higher vocational colleges and universities. //2019 Proceedings of Quality Education Symposium. 2019, 130-130.
- [2] Tian, W.K. Research on the innovation path of ideological education in higher vocational colleges and universities in the new period. *Education and Teaching Forum*, 2019, 32, 81-82.
- [3] Yu, J.L.; Li, W.W, Song Chengrui. Exploration of innovative parenting path of ideological education in higher vocational colleges and universities. *Qin Zhi*, 2023, 3, 133-135.

- [4] Li, T. Research and analysis on the innovation strategy of ideological education in higher vocational colleges and universities in the new period. *Chinese and foreign exchange*, 2021, 28(2), 46.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)