Original Research Article

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Research on the Current Situation and Development Needs of Ideological and Political Education in the Curriculum of Secondary Vocational English Teachers

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Abstract: Based on data from a survey on the integration of ideological and political education in the curriculum, this paper analyzes the current teaching practices of English teachers in integrating ideological and political education, the challenges they face, and their development needs. The study proposes several suggestions to improve and strengthen the integration of ideological and political education in English curricula. These include enhancing teacher training, improving systematic teaching design, developing case studies tailored for vocational students, enriching teaching resources, encouraging school-enterprise cooperation, creating practical opportunities for students, and establishing an evaluation system to institutionalize ideological and political education in the curriculum.

Keywords: Secondary vocational education; English; teachers; curriculum-based ideological and political education

Introduction

The primary task of secondary vocational English courses is to help students further their understanding of basic language knowledge, improve their English language skills, and develop subject-specific competencies. More importantly, these courses also aim to foster students' proper worldviews, life views, and values, aligning with the core socialist values. This is crucial for nurturing well-rounded individuals who contribute to society as highly skilled laborers with strong moral, intellectual, and physical qualities. Integrating ideological and political education into English courses is an essential means to realize the goal of holistic education in vocational training. The authors conducted a questionnaire survey through "Wenjuanxing" (a Chinese online survey tool) involving English teachers from 35 vocational schools in and outside Beijing. The goal was to understand the current state of ideological and political education in English courses and the needs of teachers in this regard, providing a basis for future improvements.

1. The Current Situation of Ideological and Political Education in English Courses

1.1 Diversification of Ideological and Political Teaching Methods in English Courses

A total of 86.27% of teachers chose "integrating

ideological and political education based on the teaching content," indicating that most teachers organically combine ideological and political education with the teaching content, selecting appropriate entry points for integrating ideological and political elements based on different language points and textual materials. Additionally, 60.78% of teachers chose "following current social issues closely for ideological and political education," using the latest social news to interact with students and increase the relevance of ideological and political education. Meanwhile, 47.06% of teachers chose to "set one or two ideological and political points for each class," ensuring systematic and coherent ideological and political education. Only 23.53% of teachers opted for "embedding ideological and political content throughout the whole process," integrating it continuously throughout the entire teaching process. Overall, English teachers employ a variety of flexible and effective methods for ideological and political education, including systematic integration throughout the course and targeted incorporation based on specific units and social issues.[1]

1.2 Interactive Teaching Methods Like Case and News-Based Teaching Show Better Results

Among the teachers surveyed, 88.24% believed that "introducing news and analyzing social issues" yielded good teaching outcomes, as news-based teaching is closely aligned with the pulse of the times, using the latest events and topics to more easily capture students' attention. A total of 66.67% of teachers chose "introducing familiar people and events from their surroundings," believing that teaching through familiar examples can evoke empathy from students and stimulate their interest in learning. Additionally, 43.14% of teachers opted for "case studies and analysis," where case-based teaching concretizes abstract ideological and political theories, allowing students to participate in the analysis process and thus gain deeper insights. Compared to theoretical instruction, these interactive methods, such as case-based teaching and teaching based on news and current social issues, are more effective at engaging students, stimulating critical thinking, and achieving better teaching outcomes.

1.3 Ideological and Political Education in English Courses Has a Significant Impact on Students

A total of 76.47% of teachers believed that the current

mode of ideological and political education integrated into English courses has had a certain positive effect on students. This indicates that, through the integration of ideological and political elements into English courses and the adoption of appropriate teaching methods, most students have achieved some level of ideological and political education. Overall, English courses have had a positive impact on the ideological and political education of most students, although there are still some students for whom the results have been less effective. In the future, it will be necessary to adopt differentiated teaching methods and adjust instruction to individual differences.

1.4 Ideological and Political Education Helps Foster Students' Patriotic Sentiment the Most

Among the teachers surveyed, 76.47% believed that ideological and political education in English courses is most helpful in cultivating students' patriotic sentiments. Through learning language materials rich in Chinese characteristics, students' sense of national identity and pride is enhanced. Meanwhile, 50.98% of teachers felt that ideological and political education helped improve students' cultural confidence. Through comparative studies of Chinese and foreign cultures, students become aware of the richness of Chinese culture. Another 37.25% of teachers believed it helped students consciously promote traditional Chinese virtues by learning about the deeds of famous figures from both China and abroad. Overall, ideological and political education in English courses has played an important role in fostering students' patriotic sentiments, cultural confidence, and the inheritance of traditional culture. Furthermore, ideological and political education in English helps students tell China's story well in English, thereby enhancing their international communication abilities.

1.5 Current English Textbooks Contain Rich Ideological and Political Education Resources

A total of 52.94% of teachers believed that the current English textbooks contain relatively rich ideological and political education resources, while 43.14% considered them very rich. This indicates that when selecting chapters reflecting Chinese language and culture, the current textbooks are relatively comprehensive and sufficient. The integration of ideological and political education resources in these

textbooks is already quite thorough, with a large amount of language learning materials rich in Chinese wisdom, generally meeting the needs of ideological and political education in English courses.

1.6 Modern Media Has a Significant Impact on Students' Values

Among the teachers surveyed, 88.24% believed that short-video platforms had the greatest impact on students' values. These platforms are rich in diverse content, spread quickly, and are convenient to use, making them highly popular among students. However, the fragmented nature of information on short-video platforms can also lead to students' attention becoming scattered, and their values becoming diluted. Without the ability to discern or think critically, students may be easily influenced by incorrect values. Social media platforms such as Weibo and WeChat also have a certain influence on students. These platforms disseminate information rapidly, and students who become addicted to them may also be exposed to harmful values. The overall online environment plays a key role in shaping students' values. Given the characteristics of virtual communities, which often feature a lot of entertainment-oriented, leisure content, continuous exposure to this kind of information can influence students' value orientations. Schools and parents need to strengthen their guidance of students' online activities to prevent adverse impacts.

2. Difficulties in the Construction of Ideological and Political Education in English Courses

2.1 Disconnect Between Teaching Content and Ideological and Political Education

First, 68.63% of teachers reported that theoretical teaching tends to be overly abstract, with ideological and political education having a weak implicit effect. This suggests that relying solely on the transmission of knowledge makes it difficult for students to feel engaged and connected, and ideological education fails to achieve its intended effect. Second, 66.67% of teachers pointed out that stimulating students' interest in ideological and political education is a challenge. If the teaching methods are monotonous and boring, students may develop a sense of resistance, making it difficult to achieve ideological transformation. Additionally, 54.9% of teachers stated that the current

resources for ideological and political education are insufficient. A lack of positive, youth-oriented ideological and political education materials also limits the effectiveness of the teaching. Overall, the implicit effect and lasting influence of ideological and political education in English courses need to be strengthened. This requires efforts to innovate teaching concepts, methods, and resources to enhance the effectiveness of ideological and political education.

2.2 Lack of Systematic Design in Ideological and Political Education for English Courses

Teachers found it challenging to organically integrate ideological and political elements with teaching content, uncover ideological and political elements within the curriculum, and evaluate the effectiveness of ideological and political education. Ideological and political elements in English courses are often fragmented and lack systematic integration and instructional design, making it necessary to conduct a comprehensive review and in-depth fusion.[2] To enhance the systematic nature and relevance of ideological and political teaching design, teachers must continuously improve their professional abilities, and schools and society need to provide strong support.

2.3 English Teachers Lack Opportunities for Practical Experience in Enterprises

Due to the lack of practical experience in enterprises, teachers find it difficult to integrate the real needs of workplace English into their teaching. They often rely solely on textbooks and traditional teaching methods, resulting in a disconnect between the teaching content and actual work scenarios. The lack of enterprise practice opportunities also limits teachers' professional development. Without exposure to the latest industry practices and technologies, it becomes difficult for teachers to update their teaching methods and mindsets, which hinders the continuous improvement of teaching standards.

3. The Needs of English Teachers in the Construction of Ideological and Political Education in the Curriculum

3.1 Need for Professional Guidance

Regarding the integration of ideological and political elements into the curriculum, nearly 70% of teachers expressed a need for professional guidance and

discussions to explore the ideological and political elements within course materials more deeply. This reflects teachers' strong demand for professional development, requiring expert guidance on how to incorporate ideological and political elements into specific course content.

3.2 Mastering Effective Teaching Strategies and Methods

Teaching strategies and methods are crucial for carrying out ideological and political education. Teachers are eager to learn innovative teaching models through discussions and exchanges, finding methods that can stimulate students' interest and improve teaching effectiveness. Systematic training is a fast track to enhancing teachers' ability to teach ideological and political content, helping them quickly grasp the theoretical knowledge, teaching methods, and practical skills needed for this type of education.

3.3 Establishing a Scientific Evaluation System for Ideological and Political Education

More than half of the teachers expressed the need for a standardized evaluation system. A well-defined evaluation system for ideological and political education is an essential tool to ensure the quality of teaching, and teachers urgently need to develop this capability.

3.4 Building a High-Quality Repository of Teaching Resources for Ideological and Political Education

In the development of ideological and political case studies, up to 70% of teachers chose this option, indicating that the current case study resources are still insufficient to meet everyday teaching needs. Nearly 60% of teachers require a high-quality repository of teaching resources for ideological and political education, which could significantly enhance teaching efficiency.

3.5 Increasing Opportunities for Enterprise Practice

Enterprise practice plays a vital role in promoting the construction of ideological and political education in English courses. Teachers hope to use practice opportunities to better understand corporate culture and talent needs, thus promoting course and teaching reforms and improving the level of ideological and political education in English courses. Enterprise practice provides teachers with opportunities to understand

industry trends and explore curriculum reforms. Therefore, schools and enterprises should strengthen cooperation to form a synergy. Schools need to enhance top-level design and rely on enterprise practice resources to jointly promote the construction of ideological and political education in English courses.

4. Suggestions for Strengthening and Improving Ideological and Political Education in English Courses

4.1 Strengthen Teacher Training in Ideological and Political Education to Enhance Systematic Teaching Design Abilities

Organize systematic training to improve teachers' ability to design ideological and political education in English courses. Establish a repository of case studies and hold case study analysis workshops to enhance teachers' skills in identifying and applying ideological and political elements. Invite experienced experts to provide instructional guidance, improving teachers' abilities in course design and other areas. Encourage teachers to participate in research projects on ideological and political education, accumulate experience, and summarize theories to promote the formation of regular teaching practices for ideological and political education in the curriculum. Through a series of training sessions, assist teachers in conducting professional ideological and political education design in English courses and improve the effectiveness of teaching.

4.2 Compile Teaching Cases Suitable for Secondary Vocational Students and Enrich Teaching Resources

Schools should actively organize teacher teams to develop teaching cases suitable for secondary vocational students' English learning in order to enrich teaching resources. During the development process, teachers should fully consider the age characteristics, cognitive levels, and learning styles of secondary vocational students to improve the relevance of the cases. In terms of content, resources such as excellent traditional Chinese culture and socialist core values should be cleverly utilized to develop educational yet entertaining materials. Focus on the practicality and inspirational nature of the cases to spark student interest in participation. Additionally, combine different professional backgrounds to design cases with a clear vocational orientation. Moreover, with the

help of digital tools, enable convenient use and timely updates of case resources. Continuously enriching and optimizing case development will undoubtedly provide solid resource support for ideological and political education in English courses and strongly promote the improvement of teaching effectiveness.

4.3 Encourage Teachers to Engage in School-Enterprise Cooperation and Create Opportunities for Students' Social Practice

Schools should take multiple measures to establish platforms for school-enterprise cooperation and provide practice opportunities for both teachers and students. Establish long-term cooperative mechanisms with enterprises to provide practical sites for ideological and political education in English courses, combining English teaching with professional learning and future job practice to enhance teaching effectiveness. Encourage teachers to immerse themselves in enterprises to explore ideological and political elements and accumulate case materials, thus enhancing the relevance, timeliness, and practicality of ideological and political education in English courses. School-enterprise cooperation not only improves students' professional skills but also offers teachers valuable insights for curriculum reform, which is crucial for achieving the goal of talent cultivation through ideological and political education in English courses.

4.4 Establish a Teaching Evaluation System for Ideological and Political Education to Promote Institutionalization and Normalization

Establish a scientific and systematic evaluation mechanism to promote the institutionalization and normalization of ideological and political education. The evaluation should involve multiple stakeholders, including teachers, students, and enterprises, to form a cohesive force. Clearly define the evaluation subjects, covering the quality of teaching design, the teaching process, and educational outcomes. Use diversified evaluation methods such as classroom observations, teaching competitions, questionnaires, learning outcome assessments, and internship evaluations for comprehensive assessment. The evaluation content should be scientific, with reasonable indicators to assess the identification, accumulation, and transformation of ideological and political elements. Apply the evaluation results to teacher training, curriculum reform, teaching competitions, etc., to form a feedback loop. A well-established evaluation system will undoubtedly drive the further institutionalization and normalization of ideological and political education, ensuring the quality of education.

Conclusion

In conclusion, the construction of ideological and political education in secondary vocational English courses holds great significance and value. By analyzing the current state of ideological and political education in English courses, the challenges faced, and teachers' needs, the author proposes four suggestions for strengthening and improving the construction of ideological and political education. It is believed that through these efforts, the effectiveness of ideological and political education in secondary vocational English courses can be improved, achieving the organic integration of knowledge transmission, skill development, and value guidance, thereby making a greater contribution to cultivating well-rounded, high-quality workers and technical personnel.

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