

Research on the Collaborative Cultivation Path between "Civic Studies" and "Curriculum Civic Studies" in Higher Vocational Institutions

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Abstract: It is a new mission given to higher vocational colleges in the new era to promote the construction of collaborative education between "Civic Education Course" and "Curriculum Civic Education". At present, the traditional higher vocational colleges still have the perception of "emphasizing skills rather than moral education", and there are still problems of lack of overall planning, uncoordinated force of educating subjects, and mechanism to be perfected in promoting the effective cooperation between the two, resulting in the work of educating people in "silo". The "adversity. Faced with such a realistic dilemma, in the practice of promoting the synergistic construction of the two, we should strengthen the top-level design, coordinate the overall planning of the synergistic education, rely on each faculty to promote solidly, strengthen the main perspective of teachers, improve the relevant mechanisms and other specific measures to promote the construction of the synergistic education of the curriculum, so as to achieve the same direction and resonance of the two.

Keywords: Higher vocational institutions, Civic Science Course, Curriculum Civics, Collaborative Education

1. The practical significance of the construction of "Civic Education Course" and "Curriculum Civic Education" in higher vocational institutions

The construction of "Civic Science and Political Science Course" and "Curriculum Civic Science and Political Science" is of positive significance to higher vocational colleges and universities in implementing the fundamental task of establishing moral education, maintaining the status of the main ideological position of the school, cultivating skilled talents and forging great craftsmen, and speeding up the curriculum reform. It is meaningful. [1]

1.1. The fundamental requirements for the implementation of the fundamental task of building moral character

"The country does not prosper without virtue, and people do not stand without virtue." Today's world situation is changing, and China is in a critical period of realizing the great rejuvenation of the Chinese nation. With the rapid development of information technology and the maturity of new media technology, the path of students' access to knowledge and information has been further broadened, and the diversified values have brought great conflicts to the mainstream values of students, which have brought great challenges to the education work of higher vocational schools. The fundamental task of higher education institutions is to establish moral and educate people, and the construction of "Civic and Political Science Course" and "Curriculum Civic and Political Science" is a major innovation in response to the background of this era.

1.2. An important guarantee for cultivating "moral and technical" skilled talents

Cultivating more high-quality skilled talents with both moral and technical skills for the society is an important purpose of higher education institutions. Higher vocational colleges should adapt to the development requirements of vocational education under the new situation, combine the new changes and requirements of social development, build a community of education, promote the integration of industry and education, realize the combination of "ideological and political courses" leading people and "professional courses" cultivating people in the teaching of various courses, and promote the combination

of value rationality and skills. In the teaching of all kinds of courses, we will combine "ideological and political courses" to lead people and "professional courses" to cultivate people, promote the integration of value rationality and skill rationality, and create a mechanism of "moral and technical" education.

1.3. The inevitable choice of accelerating various courses to educate people in the same direction

Dissolving the "salt" of thinking and politics in the water of curriculum has become a pattern that must be built in the new era of education. General Secretary Xi Jinping has repeatedly mentioned in many discussions that all kinds of courses should go in the same direction to form a synergistic effect; the National Vocational Education Reform Implementation Plan also proposes to "implement the fundamental task of establishing moral education, and improve the education mechanism of combining moral and technical skills and engineering to promote the in-depth participation of enterprises in collaborative education. These are important assertions for higher vocational institutions to further promote curriculum reform and speed up the education of people in the same direction in all kinds of courses.

2. The real dilemma of "Civic Science Course" and "Curriculum Civic Science" collaborative education in higher vocational institutions

With the rapid development of informatization, people's ideology is showing a trend of diversification. Compared with undergraduate schools, higher vocational colleges and universities are more diversified, more vocational and focus on technical practice in personnel training. Compared with undergraduate institutions, students in higher vocational institutions have to strengthen their learning initiative and the learning atmosphere is not strong enough; they are also more likely to receive external interference in their thinking and are prone to some ideological conflicts and contradictions. This brings challenges to the education work of higher education institutions, and also to the classroom teaching of Civics teachers and teachers of other subjects in higher education institutions. The analysis of a series of surveys such as questionnaire surveys and interviews shows that the main problems are manifested in.

2.1. The overall planning is not in place, and it is difficult to play the "same direction effect"

2.1.1. Inaccurate positioning of top-level design

On the one hand, the education policy of higher vocational institutions mainly focuses on the cultivation of skilled talents, which inevitably leads to the overall planning of higher vocational institutions focusing too much on the achievement of professional skills and neglecting the construction of "Civic Science and Political Science" and "Curriculum Civic Science and Political Science". On the other hand, the party committees of higher vocational institutions do not focus on the achievement of professional skills.

On the other hand, the party committee of higher vocational institutions does not take the main responsibility of educating people, and simply treats the task of co-construction of "Civics and Political Science" and "Curriculum Civics and Political Science" as "curriculum construction". It relies on the academic affairs management department to complete the task, ignoring the fact that the collaborative construction of "Civic and Political Science Course" and "Civic and Political Science Course" should be elevated to the ideological construction of the school. [2]

2.1.2. The training program of professional talents fails to keep pace with the times

On the one hand, there are various modes of higher vocational colleges and majors, which makes the talent training programs of higher vocational colleges and universities have their own unique characteristics of vocational education. At present, the talent training programs of various majors still stay in the traditional content format. Some majors do not even involve in "Civic Science and Politics" in their talent training programs, and there is even a lack of "Civic Science and Politics" in their talent training programs. The concept of collaborative education between "Civic Science and Political Science" and "Curriculum Civic Science" is lacking.

On the other hand, the talent training programs of higher vocational institutions are mostly filled out by teachers commissioned by faculties, some of whom have not done market research or had practical experience in enterprises, which leads to the disconnection between the concept of talent training programs and the reality, and is not conducive to the establishment of "Civic Studies" or "Curriculum Civic Studies" by teachers of each course. This is not conducive to the establishment of "thinking and

politics" or "course thinking and politics" teaching objectives by the teachers of each course.

2.1.3. The cooperation platform for collaborative education needs to be established

On the one hand, although the concept of collaborative education between "Civic Studies" and "Curriculum Civic Studies" has been proposed for some time, the phenomenon of "each department and each institution working on its own" still occurs. The lack of communication platforms between departments and schools has led to the fact that the excellent results of the exploration of "Civic Education Course" and "Curriculum Civic Education" by various subjects cannot be shared, and the lessons of failure cannot be learned in time.

On the other hand, some majors in higher vocational institutions have not set up a sustainable exchange mechanism for school-enterprise cooperation. Some majors only enter the enterprises in the last year of graduation to practice, which to a certain extent will cause teachers and students to be out of line with the market environment, unable to keep abreast of the requirements of enterprises, which is not conducive to the cultivation of students' professionalism.

2.2. Insufficient motivation among the subjects of education, it is difficult to play the "peer effect"

Education work requires the joint efforts of the whole staff, the whole process and all aspects. All departments, faculties, teachers and students still traditionally think that the ideological and political education work of students should be done by Marxist College or full-time teachers. The specific manifestations are :

2.2.1. Lack of effective communication between faculties and departments

On the one hand, influenced by the traditional concept, each department still relies on the College of Marxism to complete its ideological and political education work, and there is less academic and teaching communication with the College of Marxism, so the College of Marxism is prone to form a situation of "fighting alone" in the work of educating people. Although each department has set up a relevant reform group, but the lack of specific planning, to a large extent, superficial form.

On the other hand, the Marxist College is prone to a unified concept of thinking and politics, that is, when facing students from different departments, it adopts a unified goal of thinking and politics in the curriculum, which is not targeted, and ignores the teaching design for different departments and majors; in addition, it cannot integrate with the core curriculum of other departments, and the phenomenon of one-sided ideological and political education appears.

2.2.2. Insufficient collaborative power among teachers

Due to the different subjects taught by teachers, different teaching tasks, different course orientations and parallel teaching activities, there is a lack of communication and cooperation among teachers of different subjects, which makes it difficult to form the educational synergy of "ideology and politics curriculum" and "course ideology and politics".

On the one hand, Civics teachers only include ideological and political education in their teaching duties, but ignore the characteristics of higher vocational institutions as vocational colleges and ignore the differences in students' majors or information in the process of Civics teaching, which is not conducive to teaching according to the material.

On the other hand, teachers of other liberal studies and professional courses have insufficient knowledge and ability to carry out "thinking about politics in the curriculum". The teachers of other general and specialized courses are influenced by their disciplinary backgrounds and have not been systematically educated in Marxist theory, so it is difficult to effectively explore the elements of thinking and politics in classroom teaching. It is easy to deviate from the value of ideology and politics, which leads to the situation that the classroom emphasizes professional knowledge and skills education but neglects values leadership.

2.3. The collaborative education mechanism is not sound enough, and it is difficult to play the "guarantee effect"

At present, although there are still some problems in the guarantee mechanism of the "Civic Science and Political Science Course" and "Curriculum Civic Science and Political Science" in higher vocational institutions, such as

2.3.1. Leadership and management mechanism need to be improved

The key link to promote the "Civic and Political Science Course" and "Curriculum Civic and Political Science" to educate people lies in the overall management system of institutions. At present, most of them have established the mechanism of the school party committee, but there are still problems in the concrete implementation.

On the one hand, due to the special nature of vocational education, higher vocational institutions are prone to the phenomenon of "emphasizing skills but not literacy" in teaching, which makes school leaders lack humanistic and creative construction ideas in ideological and political work. This also makes the university leaders lack humanistic and creative construction ideas in ideological and political work, and suffer from the limitation of "partial skills" in the thinking of "Civic Science and Political Science" and "Curriculum Civic Science".

On the other hand, there is a lack of linkage among the management departments of universities, and a set of rules and regulations has not yet been formed specifically for the construction of "Civics and Political Science" and "Curriculum Civics and Political Science", which makes the management force in this area scattered and the efficiency of collaborative education is not high.

2.3.2. Evaluation and assessment incentive mechanism lags behind

On the one hand, the classroom assessment and evaluation of faculties and teachers in higher vocational institutions still remain in the traditional evaluation of students' teaching, such as the evaluation of teachers' basic teaching skills, teaching effectiveness and teachers' quality. "evaluation blind spots", or even vacancies.

On the other hand, the institutions lack financial support for faculties and teachers to practice "Civic Science Curriculum" and "Curriculum Civic Science" research. At present, very few institutions of higher education have set up special projects for funding support; the results of the practice of "Thinking and Politics" and "Curriculum Thinking and Politics" by faculties and teachers are not associated with teachers' performance salary, job promotion, title evaluation and merit evaluation, which makes faculties and teachers lack the knowledge of promoting and practicing "Thinking and Politics" and "Curriculum Thinking and Politics". This makes faculties and teachers lack enthusiasm and motivation to promote and practice the combination of "Civic Science Course" and "Curriculum Civic Science".

2.3.3. Imperfect supervision system

On the one hand, although backup institutions have adopted the method of listening to classes to evaluate the effect of educating people, in the actual supervision work, the key point of evaluation still lies in the basic teaching skills of teachers who teach, and in fact, there is a lack of evaluation of the quality of the implementation of collaborative education work. [3]

On the other hand, a set of accountability system has not been established for the mistakes or failures in classroom education, which leads to the main body of education to promote the construction of collaborative education of "Civic and Political Science" and "Curriculum Civic and Political Science". This leads to "no rules to follow" and "no constraints", and it is difficult to trace the specific responsibility of each nurturing body.

3. Research on the path to promote the "Civic Education Course" and "Curriculum Civic Education" in higher vocational institutions

3.1. Coordinate the overall arrangement of collaborative education

3.1.1. Strengthen top-level design

On the one hand, higher vocational institutions should strengthen the awareness of promoting "collaborative education", combine different school characteristics, build a collaborative education model with school professional characteristics, invite enterprises to cooperate with them if necessary, regularly exchange and report on the collaborative education program through regular and large-scale seminars, and build a platform for learning and exchange within the school. In this way, the effectiveness of education can be improved.

On the other hand, the Party Committee of the university should strengthen its leadership and overall planning, especially in the ideology of the university. Other administrative departments should jointly promote and do their own work. The leaders of the school party committee should play a good leading

core role and take the lead to go into the classroom and promote the construction of the ideology course.

3.1.2. Update and implement the training program of collaborative education of talents in each major

On the one hand, each faculty should update and revise the talent training program according to the characteristics of the institution and the professionalism of different majors, and be gate-checked by several departments to systematically promote the "Civic Science Course" and "Curriculum Civic Education" through the talent training program of each major. The program will be updated and revised by multiple departments and systematically promote the collaborative education of "Civic Studies" and "Curriculum Civic Studies" throughout the training program of each major. Each major should formulate the teaching objectives and political objectives of the major on the premise of perfecting professional analysis, market research and enterprise survey.

On the other hand, teachers should fully study the talent cultivation program, coordinate the teaching design with different teaching objectives and political objectives of different teaching chapters, fully explore the elements of political thinking, and improve the effectiveness of classroom teaching.

3.1.3. Build a collaborative teaching and communication platform

On the one hand, we make full use of the advantage of "Internet+", break through the limitation of space, make efforts to bring into play the linkage effect between schools and departments, share and exchange the experience of each institution in promoting "Civic Science Course" and "Curriculum Civic Science". The "Golden Course" with unique characteristics of our university and our college will be created.

On the other hand, deepen the exchange between schools and enterprises, and set up the education team of "Civics teacher + other general education teachers + professional teachers + master craftsmen" to jointly discuss the professional teaching program. Relying on the cooperation mechanism of school-enterprise cooperation and industry-education integration, combining the cultivation characteristics of the major, combining the "small classroom of thinking and politics" with the "big classroom of society", introducing the industry experts and technical backbones who meet the high quality, providing effective content for the "curriculum". At the same time, teachers are regularly arranged to go to enterprises to learn the enterprise culture, to concentrate the professional quality and to grasp the requirements of enterprises, so as to expand the teaching resources of thinking and politics, to cultivate students' professionalism, and to promote the cultivation of talents in higher vocational colleges and modern enterprises' employment standards.

3.2. Building a collaborative nurturing community

To build a "top-down" pattern of education for the whole staff, actively and effectively mobilize the strength of all faculties and teachers to form a linkage effect, so as to create a good atmosphere for it. In particular. [4]

3.2.1. Emphasize the responsibility of each faculty for implementation

Each faculty should pay more attention to play the role of coordination of each faculty, and make joint efforts to break the situation that the College of Marxism is working alone in nurturing people.

On the one hand, the College of Marxism should always uphold the distinctive orientation and principle of "the College of Marxism is named Ma, in Ma speaks Ma", from a strategic level and the whole guarantee to optimize the College of Marxism Civic Science teachers to create a "Civic Science Golden Course", to play a good moral education. The role of the school. In addition, the College of Marxism should also prepare lessons for different majors, so that the "Curriculum Civics Objectives" can be more relevant and professional.

On the other hand, other departments should first update their concepts, be brave enough to break the "silo" dilemma of institutional education, firmly establish the concept of "curriculum thinking politics", and carry out Marxist theory training with the School of Marxism to improve the Marxist theory level of faculty members. We also actively communicate with the College of Marxism, teach and research together, and make progress together in multiple dimensions.

3.2.2. Strengthen the main perspective of teachers

On the one hand, Civics teachers should keep abreast of the times, update their teaching concepts and teaching methods, create "Civics Golden Course", improve their ability in Civics, and play a good role in nurturing people. At the same time, Civics teachers should also actively help other teachers to explore

the Civics elements in teaching, communicate more, learn more, make up for their lack of understanding of students' majors, and teach according to their needs.

On the other hand, other teachers of general studies and professional courses should strengthen the awareness of "curriculum thinking politics", understand the dialectical relationship between "thinking politics curriculum" and "curriculum thinking politics", take the initiative to participate in They should take the initiative to participate in business training, improve their own Marxist theory and increase their knowledge reserve; they should dare to break the limitations of their specialties, and make efforts to build a teaching and research team with the teachers of Civics, so as to infiltrate the elements of Civics in the teaching of the courses and create a "golden course of Civics".

3.3. Improve the relevant safeguard mechanisms

3.3.1. Improve the leadership and management mechanism

On the one hand, the Party Committee of the university should play the role of top-level design and unified leadership, study and introduce a series of management plans for the construction of collaborative education, make overall planning for its development, outline a good development blueprint in terms of concept implementation, system formation and institutional mechanism improvement, and provide directional guidance and institutional basis for the collaborative education work of grassroots faculties and teachers.

On the other hand, all administrative departments, management departments and faculties should actively do a good job in cooperating with the underwriting work. For example, faculty development office, teaching management office, scientific research center, and personnel department should do their own work and cooperate with each other, brainstorming and formulating relevant systems, organizing business training for teachers, enhancing management effectiveness, and forming a working mechanism led by the party committee, under the joint management of the party and government, with the linkage of various departments, implementation by faculties and departments, and participation by teachers.

3.3.2. Optimize the evaluation and incentive mechanism

On the one hand, update the way students evaluate teaching and set scientific evaluation indexes. In addition to the regular evaluation of teachers' basic teaching skills, classroom effect and teaching quality, the quality of teachers' implementation of "Civic Science and Politics" and "Civic Science and Politics" in the classroom, and the evaluation of the rate of Civic Science and Politics in the classroom should also be added to the evaluation. We should develop diversified evaluation criteria, improve the student evaluation system, and provide timely feedback to teachers on the results of the evaluation, especially on the quality of the implementation of collaborative education in the classroom. It is also possible to include the ability of implementing "Civic Education Course" and "Civic Education in the Curriculum" in the entry threshold of teachers and enterprise instructors in higher vocational institutions.

On the other hand, we should stimulate the enthusiasm and motivation of faculties and teachers to practice the combination of "Civic Science and Political Science" and "Curriculum Civic Science and Political Science". For example, we should apply for the establishment of special funding to attract teachers to actively participate in the research of related topics; and include the practical achievements of departments and teachers in the implementation of collaborative education in curriculum teaching into the scope of performance salary, job promotion, title evaluation, and evaluation of priorities and merits, so as to stimulate the enthusiasm and motivation of teachers.

3.3.3. Sound supervision and evaluation mechanism

Firstly, each faculty should make its own supervision plan according to the school's characteristics and the characteristics of its own specialty, and can focus on evaluating the quality of the "Civic Education Course" and "Civic Education in the Curriculum" through such supervision methods as demonstration classes by party members, follow-up classroom lectures, young teachers' competitions and teaching design competitions. "The quality of collaborative education work.

Second, set up a special supervisory committee for teaching Civics and Political Science. The committee will make targeted supervision plans for each department, faculty and teacher, actively carry out relevant theoretical and practical supervision, discover the bright spots in teaching work, share the bright spots, increase publicity, and incorporate the excellent practices of teachers into the assessment results to enhance the sense of honor of teachers. [5]

Third, establish an accountability system. To promote the specific in the "Civic and Political Science

Course" and "Course Civic and Political Science" in the process of collaborative education construction of the main body of the failure of responsibility to carry out accountability, the main body of the failure of responsibility to carry out ideological and political education, to improve the failure of the main body of responsibility awareness.

4. Conclusion

Under the new situation, higher vocational colleges and universities should always uphold the characteristics of vocational education, adhere to the new requirements of the state for the education of people in colleges and universities, and constantly broaden the new ideas of "Civic Science Course" and "Curriculum Civic Science" to educate people in cooperation. In order to realize the education pattern of "strengthening values guidance in Civic Science Course, cultivating ideals and beliefs in Liberal Studies Course, and realizing the resonance of knowledge and values in professional courses", the university will continue to develop new ideas of "Civic Science Course" and "Curriculum Civic Education". We will closely follow the core of "building moral values", actively adapt to the new requirements of social and economic development on talent cultivation, explore the cultivation program in line with the higher education institutions, provide strong talents and skills support for the realization of the Chinese dream of the great rejuvenation of the Chinese nation, and cultivate more high-quality technical and skilled talents, skilled craftsmen and great artisans for the society!

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