

Research on Ideological and Political Construction of Higher Vocational Education Curriculum Based on "SSBVT" Model

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Abstract: Carrying out ideological and political education in vocational colleges is an essential requirement and important mission of vocational education. At present, the ideological and political construction of vocational education courses is facing a series of problems, which have constrained the effectiveness of ideological and political teaching in vocational colleges. This article analyzes the essential laws and influencing factors of the ideological and political connotation construction of vocational education courses through the "SSBVT" model, and proposes a path and implementation strategy for the ideological and political connotation construction of courses based on the "top-level design specific implementation moral education implementation circular improvement" model.

Keywords: Higher vocational Education, Curriculum Ideology and Politics, "SSBVT" Model, Research

The development level of higher education is an important symbol of a country's development level and potential. As an important part of higher education, higher vocational education is the essential requirement and important mission of vocational education to carry out ideological and political education, as well as an effective channel to implement the twenty important spirit of the Party.

1. The Present Situation of Ideological and Political Teaching in Higher Vocational Education Courses in China

1.1. Management Level

The ideological and political construction of vocational college courses should play a macro coordinated design and management role in organizational guarantee, institutional guarantee, ideological and political curriculum system, effectiveness monitoring and evaluation, and curriculum ideological and political construction plan. At present, most vocational colleges still have shortcomings in the above-mentioned aspects, lacking organizational guarantees and institutional support to promote curriculum ideological and political construction.

1.2. The Teacher Level

Teachers in vocational colleges still lack sufficient attention and ability to the ideological and political aspects of the curriculum, and lack in-depth research on the specific methods of ideological and political education in the curriculum. They cannot actively explore the ideological and political education elements contained in the curriculum, nor can they actively explore the effective integration of professional knowledge and ideological and political education elements in the curriculum is shown in Table 1.

Table 1: Teachers' feedback of curriculum ideology and politics.

Issue	Unclear problem objectives	lack of methods	fear of difficulties
Proportion%	32	47	21

1.3. Student Level

Vocational college students have weak basic knowledge, low interest in learning and unclear learning objectives. Lack of learning motivation in class, unable to actively active learning to learn. Inability to correctly identify various complex social phenomena can easily lead to misconceptions and misconceptions, resulting in issues such as deviation of values, misaligned outlook on life, and distorted worldview is shown in Table 2.

Table 2: Students' feedback of curriculum ideology and politics.

Issue	No interest	no understanding	stiff
Proportion%	38	29	33

1.4. Implementation Level

1.4.1. In Terms of Ideological and Political Embedding

Some teachers lack learning and research on the elements of ideological and political education in the curriculum, implementation methods, etc., making it difficult to integrate ideological and political elements appropriately and naturally into the teaching process of professional courses. In terms of implementing ideological and political education in the curriculum, they mechanically apply them, which are too far-fetched.

1.4.2. In Terms of Teaching Resources

The teaching materials of vocational colleges focus on professional knowledge and skills, but their value orientation and ideological orientation are lacking. At the same time, other teaching resources for ideological and political education are limited, lacking vivid and vivid teaching cases and auxiliary materials, which affects students' understanding of the connotation of professional ability and comprehensive quality.

1.4.3. In Terms of Teaching Methods

At present, there are two major problems in vocational colleges: insufficient ideological content of teaching methods and rigid teaching methods. In classroom teaching, the application of modern information technology methods is insufficient, teacher-student interaction is lacking, guidance is not strong, and penetration is insufficient. Instrumental preaching cannot integrate value education into professional knowledge, which affects the infectivity and persuasiveness of curriculum ideology and politics is shown in Figure 1.

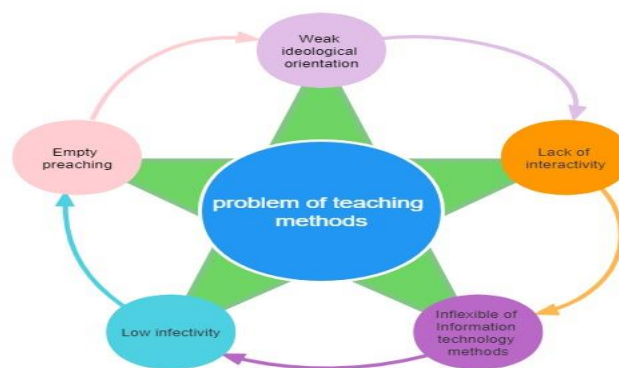


Figure 1: Problem of teaching methods.

2. Essence Law and Factor Analysis of Ideological and Political connotative Construction in Higher Vocational Education Curriculum

The key to overcome the formalism and surface of higher vocational courses lies in the construction of ideological and political connotation construction mode. Therefore, it is necessary to analyze the law of connotative construction. The ideological and political connotation construction of higher vocational education curriculum includes a systematic work from the macro to the micro, from the whole to the

individual, and from the previous to the post. Specifically, the top-level design of connotative construction from the macro, and the learning theory and role behavior theory from the micro construction, that is, to promote the implementation and implementation of action strategies by influencing the confidence of actors, and to test the effectiveness of ideological and political education to achieve circular improvement. Through the "SSBVT" model, the influence of "system, resource allocation, belief, values and test" factors on the ideological and political construction of the course is analyzed, and the entry point of the connotation construction of higher vocational courses is found.

2.1. S— System

This is the basis of the top-level design of the ideological and political courses of higher vocational education. Through the use of system theory method, from the overall perspective, all aspects, all levels and all elements of the ideological and political construction of higher vocational education curriculum are overall planned, concentrate all kinds of resources, from organizational management to step implementation, from process monitoring to effect evaluation, overall, efficient and comprehensive realization of the ideological and political construction goals.

2.2. S—the Distribution of Resources

In the process of teaching management, teaching activities, teaching organization, and teaching implementation, full importance should be attached to the ideological and political elements of the curriculum, and teaching resources and duration should be granted to the ideological and political aspects of the curriculum. Students' speculative knowledge, professional competence, and ideological and political literacy should be equally and organically integrated to form an effective proportion of ideological and political resource allocation in the curriculum.

2.3. B— Faith

Ideals and beliefs are people's yearnings and pursuits for the future. The humanistic information and ideological value implicationed in the curriculum are not only the guidance of knowledge transmission, but also the formation of students' spirit, opinion about values, and the establishment of Political Awareness. It is necessary to establish students' beliefs internally, trigger their object moral force, and stimulate their initiative and creativity, inspiring their fighting will, and inspiring their spirit.

2.4. V— Sense of Worth

Professional teachers need to possess socialist core values, or else it will lead to the absence of value support in "ideological and political" education, resulting in a lack of infectious teaching effectiveness. At the same time, problems such as students' unformed values, incorrect values, and twisted values can also make it difficult to carry out and promote "curriculum ideological and political education", essentially hindering the realization of the effectiveness of curriculum ideological and political education.

2.5. T— Checkout

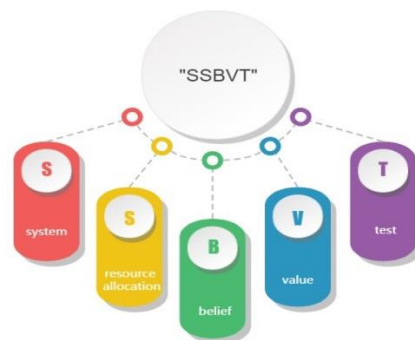


Figure 2: The "SSBVT" model

This is the means to guarantee the ideological and political teaching effect of higher vocational

courses is shown in Figure 2. Ideological and political education of higher vocational curriculum is not a visual project, and its process is not achieved overnight. It is necessary to continuously carry out the effectiveness test in the implementation process, find out the constraints of promoting the ideological and political education of curriculum, and targeted to overcome it. In the process of inspection, the empirical data is used to pay attention to the dialectical relationship between macro and micro, whole and individual, prior and post, and effective means are used to realize the circular improvement of ideological and political development of the course.

3. Construction Path and Implementation Strategy of Higher Vocational Education Curriculum

According to the analysis of the law of ideological and political connotation construction of higher vocational education curriculum and its influencing factors, the path and implementation strategy of ideological and political connotation construction based on the mode of "top-level design-concrete implementation-moral education implementation-circular improvement" are constructed.

3.1. Top-level Design

Construct a guarantee mechanism for curriculum ideological and political construction based on the four-party interlock of "government, society, schools, and individuals", establish a systematic coordination path for curriculum ideological and political connotation construction from the aspects of main roles, management, effective work, evaluation and improvement. First of all, the government needs to exert a purposeful, planned, organized and effective influence on the normalized and advanced nature of ideological and political education. At the same time, the government's policy and financial support for higher vocational education, especially ideological and political teaching, will make the ideological and political teaching of higher vocational courses obtain institutional and economic guarantee. Secondly, society is the general background and environment for schools to carry out ideological and political education of courses, and it is the soil for students to fundamentally receive ideological and political education and the touchstone to test the effectiveness of ideological and political education. Extensive attention and positive feedback from enterprises, parents, and the public can fundamentally promote the effective implementation of ideological and political education in higher vocational courses. Third, the school conducts comprehensive planning of ideological and political education in the curriculum, formulates the ideological and political construction plan of relevant courses, integrates the standards of the talent training plan of various majors, establishes a scientific ideological and political evaluation system, and gives powerful support to the ideological and political teaching of the curriculum from the aspects of organization, system, implementation and monitoring. Finally, the ideological and political education curriculum should respect individuals and follow educational laws. It should not only respond to students' individual demands for growth, but also pay attention to their social needs. It should effectively integrate the basic principles and morals of behavior into teaching, and stimulate students' subjective awareness and synchronous resonance.

3.2. Specific Implementation

To promote the ideological and political construction of course, higher vocational colleges need to focus on the following aspects: (1) Strengthen the awareness of ideological and political concepts in the course. Deeply fit ideological and political education into the teaching system of professional courses, construct a style of operating ideological and political concepts, improve the leadership, management, and operation mechanism of curriculum ideological and political education, and implement curriculum ideological and political education into schoolroom and practical teaching. (2) Construct a course system for ideological and political education. Deeply dig the ideological and political elements and resources of the curriculum, improve the curriculum teaching system and program, concordance the professional curriculum system, and promote the mutual development of comprehensive attainment and ideological and political content. (3) Blend the substance structure of ideological and political courses. Combined with the features of the school and students, the content of ideological and political construction is carried out. Through the depth of integration of ideological and political elements and content system, the goal of ideological and political construction is realized. (4) Promote the reform of ideological and political education in the curriculum. Ensure that teachers are compatible with teaching material, teachers are compatible with pedagogy, and textbooks are compatible with pedagogy. Through the "three education" reform, we aim to create a team of teachers with superior moral and technical skills, build textbooks with excellent content and form, and form effective teaching methods

for accurate teaching.

3.3. Moral Education Implementation

To promote the ideological and political construction of courses, a series of safeguard measures are needed to implement the effect of moral education, which is as follows: (1) Institutional support is the foundation. From the government, education administrative departments to colleges and universities, the implementation and evaluation mechanism of ideological and political courses are formulated to assess the ideological and political teaching of teachers, students' ideological and moral character and ideological and political results. (2) The quality of faculty is crucial. Vocational colleges encourage teachers to conduct course ideological and political training, participate in conferences and seminars, and improve the professional quality and educational and teaching abilities of the teaching staff. (3) Effective content is the key. The content of ideological and political education should be rich, appropriate, natural, and vivid. Ensure the integration of ideological and political elements with content. (4) The improvement of evaluation is the guarantee. Establish a scientific valuation system, check the specific situation of students' quality promotion and ideological and moral changes, and accurately assess the result of ideological and political education in the programme.

3.4. Cycle Improvement

The ideological and political development of vocational education requires continuous testing of its effectiveness and problems, forming a long-term mechanism to promote the ideological and political construction of curriculums. The curriculum should establish a learning evaluation model with the characteristics of "process oriented", "value-added" and "complete", clarify the evaluation key points, scientifically design the evaluation route and process, and present the evaluation results. Teachers should observe the behavior of students and test the effectiveness of ideological and political education. The model of "data evaluation + teaching observation + student evaluation" is adopted to conduct comprehensive evaluation on teaching design, resource materials, student learning outcomes and other teaching materials, systematically pay attention to the teaching process, and ensure that curriculum ideology and politics are integrated into the classroom teaching process..

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