

Exploration on English Talents Training in Higher Vocational Colleges under the Background of "Curriculum Ideology and Politics"

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Abstract: The development of "Curriculum ideology and politics" in the teaching of English in higher education colleges helps to realise the goal of cultivating people with moral values. Based on the theoretical basis of "Curriculum ideology and politics", the content of English teaching reform in higher vocational colleges under the background of "Curriculum ideology and politics" is analysed, including training objectives, teaching contents, teaching methods, practical teaching and teaching evaluation, etc. The path of cultivating English talents in higher vocational colleges under the background of "Curriculum ideology and politics" is proposed: to clarify the importance of "Curriculum ideology and politics" in the cultivation of English talents, to deeply explore the "Curriculum ideology and politics" elements in English teaching materials, to realize the role change of English teachers in "Curriculum ideology and politics", to give full play to the advantages of information technology in carrying out "Curriculum ideology and politics", and to improve the management system of "Curriculum ideology and politics" of English in higher education colleges. The implementation process should scientifically enhance students' language use and intercultural communication skills, implement the fundamental purpose of moral education through multiple channels, and promote the formation of high moral character in students.

Keywords: Curriculum ideology and politics; Higher vocational colleges; Theoretical basis; Teaching reform; Talent cultivation path

1. Introduction

Higher vocational education is an important part of China's higher education, cultivating higher technical and applied professionals who support the basic line of the Party and adapt to the needs of the first line of production, construction, management and service, with comprehensive development of "moral, intellectual, physical and aesthetic". On the basis of the necessary basic theoretical knowledge and expertise, students should master the basic ability and basic skills of practical work in this field, and have good professional ethics and professionalism. Special emphasis is placed on the ability to adapt to professional positions and working environment, so that higher vocational education has the basic characteristics of "professionalism" [1]. English talents cultivation needs to follow the teaching ideology of "practical-oriented, application-oriented", focusing on cultivating students' language application ability, so that students can master certain basic English knowledge and skills, and have certain "listening, speaking, reading, writing and translating" ability. Students will be able to read and translate English business materials with the help of dictionaries, and to communicate simply orally and in writing in daily and business activities related to foreign communication, and to lay the foundation for further improvement of English communication skills in the future.

Higher vocational students are a special group, with common features of ordinary college students, but with characteristics different from those of ordinary college students: poor independent learning ability, weak cultural foundation, lack of self-confidence and learning initiative; weak career consciousness, no good planning for the future, doubt of their own ability and unclear direction of struggle; lack of career quality, weak sense of responsibility and no hard-working spirit. Most teachers lack a complete understanding of the needs of English talents and still adopt a teacher-centered English teaching method, which focuses on explaining the textbook and carrying out classroom teaching according to spelling words, word matching, explaining the text, translation, grammar, reading aloud and recitation, neglecting the cultivation of students' English expression ability, and students only

passively receive knowledge [2]. The single backward teaching method makes students lack interest in English learning, the lack of emotional communication between teachers and students, the lack of active participation and practice of students [3], the small number of available English teaching resources, and the over-emphasis on teaching material knowledge transmission easily make students bored and the teaching effect is low.

The "Curriculum ideology and politics" refers to a comprehensive educational concept of building a whole-person, whole-course, whole-curriculum education pattern, in which all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect, with "cultivating people with moral values" as the fundamental task of education. The main form of "Curriculum ideology and politics" is to integrate elements of ideological and political education, including theoretical knowledge, values and spiritual pursuit of ideological and political education, into each course to influence students' ideology, behavior and consciousness in a subtle way. The development of "Curriculum ideology and politics" in the teaching of English in higher education colleges helps to realize the goal of cultivating people with moral values, broaden the theoretical and practical scope of ideological and political education, and innovate the ideological and political work methods of higher vocational colleges [4]; it is not only conducive to cultivating students' comprehensive application skills of "listening, speaking, reading, writing and translating", but also can stimulate their interest in learning and broaden their international perspective. By fully exploring the ideological and political education components in the content of teaching materials, appropriately integrating ideological and political education topics, and integrating ideological and political education throughout the whole process of cultivating higher vocational English talents, it not only helps to enrich the teaching of higher vocational English courses, but also helps to improve the ideological and moral level and overall quality of university students.

2. The Theoretical Basis of "Curriculum Ideology and Politics"

Theoretical basis provides theoretical guidance and research methods for applied research. The theoretical basis of "Curriculum ideology and politics" include Marxist theory, constructivist theory, implicit education theory and effective teaching theory.

2.1. Marxist Theory

Marxist theory constitutes the fundamental content of ideological and political education in universities and also provides a scientific methodology for its effective development. The concept of "Curriculum ideology and politics" has its inherent Marxist position and theoretical roots, and is also an inevitable requirement for the development of the university curriculum system and the improvement of teaching content and teaching objectives. In fact, the "Curriculum ideology and politics" is to integrate the basic principles of Marxism or other elements of ideological and political education into the teaching process of various professional courses, through innovative teaching design and teaching methods, to achieve the purpose of professional "Curriculum ideology and politics" to educate people[5]. It is the fundamental requirement of Marxism and the highest level of human development to achieve the all-round development of human beings, which constitutes the inner theoretical foundation and value objective of the construction of "Curriculum ideology and politics".

2.2. Constructivist Theory

Constructivist theory suggests that learners understand and construct knowledge, influenced by specific contexts, and that the application of knowledge is not simply a matter of applying it, but needs to be recreated for the specificities of a particular situation. Individuals are fully capable of constructing their own knowledge systems, and teaching should emphasize allowing students to explore, discover and construct on their own. Learning is accompanied by a process of self-awareness and reflection, and collaborative and research-based learning is widely valued by constructivists. Learning is about helping students to acquire new knowledge, and to make connections and develop their own body of knowledge and knowledge structures. In the process of imparting knowledge, teachers guide students to transform what they have learned into intrinsic competence, into the basic abilities and methods by which individuals understand and transform the world.

2.3. Implicit Education Theory

Implicit education integrates education into the environment, subconsciously influencing the minds and hearts of the educated and helping them to achieve comprehensive physical and mental development, and is an experiential way of learning and learning process. Implicit education can improve the effect of explicit education and combine it with the characteristics of implicit education itself, so that students can receive ideological and political education in a deeper and more thorough way. Implicit education must always be consistent with explicit education in order to play the role it is supposed to have. In contrast to the explicit role of ideological and political courses, other courses have to play an implicit educational function, emphasizing subtlety and silence. This is precisely the difference between "Curriculum ideology and politics" and ideology and politics courses, and is also the basis for the unification of implicit and explicit education[6].

2.4. Effective Teaching Theory

Effective teaching means that teachers follow the rules of teaching activities to achieve the development of students' personalities and all-round development with as little time, energy and material investment as possible, which reinforces process evaluation and goal management, and students are deemed to be 'effective' as long as they make progress. The richness of the teaching content and the fact that the teaching objectives reflect the right values constitute important variables in the degree of effectiveness of the teaching. The combination of knowledge transfer and value guidance advocated by "Curriculum ideology and politics" not only enriches the teaching content of professional courses, but also closely connects ideological and political education with the content of professional courses, promotes the inner fit of teaching laws, and realizes the inner unity of teaching professional courses and value guidance, which has positive significance for enhancing the effectiveness of teaching[7].

3. English Teaching Reform in Higher Vocational Colleges under the Background of "Curriculum Ideology and Politics"

The cultivation of English talents in higher vocational colleges under the background of "Curriculum ideology and politics" relies on comprehensive and in-depth teaching reform. This research proposes teaching reform measures in terms of training objectives, teaching contents, teaching methods, practical teaching and teaching evaluation.

3.1. Reform of Training Objectives

The training objectives refer to the specific training requirements based on the national educational objectives and the nature and mission of schools at all levels. The cultivation of higher vocational English talents requires a certain level of English language skills and cross-cultural communication skills, and the ability to proficiently use English language expertise and skills to serve national and local social and economic development. Under the background of "Curriculum ideology and politics", it is necessary to organically integrate ideology and politics education with English education to form a synergistic effect, incorporating Xi Jinping's thought of socialism with Chinese characteristics in the new era, core socialist values, excellent Chinese traditional culture, professional ideals and ethics, humanistic literacy and other moral education objectives.

3.2. Reform of Teaching Contents

Teaching content is the main information intentionally transmitted in the process of interaction between teaching and learning. Language learning is a systematic process, and higher vocational English talent training, words, grammar and sentence patterns need to be taught under a systematic framework to build students' language foundation and improve their language application skills, and learning both inside and outside the classroom needs to be carefully selected to achieve overall planning of teaching. Under the background of "Curriculum ideology and politics", teachers select teaching contents, introduce educational contents from Western culture, explore the moral education elements in them, and combine them with materials of high ideological value, so that English teaching and ideology and politics education can be naturally integrated [8].

3.3. Reform of Teaching Methods

Teaching methods include methods of teaching and methods of learning, which are the unification of teaching and learning methods. Under the background of "Curriculum ideology and politics", a variety of teaching methods should be flexibly used [9]: first, task-driven method, teachers carefully analyze the teaching content and students' situation, design interesting tasks, so that students can take the initiative and master more English knowledge in the process of completing the tasks. Second, group cooperation method, setting different topics for the group and each student is responsible for different modules to improve learning efficiency and cooperation awareness. Third is the micro-lesson teaching method, in which teachers carefully design micro-lessons with teaching contents to exercise students' independent learning ability.

3.4. Reform of Practical Teaching

Practical teaching is an important platform for cultivating students' basic skills of "listening, speaking, reading, writing and translating", as well as their ability to use the language comprehensively, which is an important part of developing students' basic English language skills and humanistic qualities. The practical nature of English language learning itself determines the importance and specificity of practical teaching. Create a practical teaching platform with rich knowledge, strong interaction and communication, wide practical application, and timely update of resources; lead students to translation companies, travel agencies or foreign-funded enterprises to broaden their horizons and improve their language application skills; make full use of the second classroom to expand the channels of humanities education and improve the effectiveness of "Curriculum ideology and politics".

3.5. Reform of Teaching Evaluation

Evaluation is a key part of teaching and learning, not only to determine the state of learning, but also to correct learning misconceptions in a timely manner. Establish the evaluation system of ideology and politics teaching, realize the effective combination of teaching and evaluation, and give play to the function and role of "Curriculum ideology and politics" [10]. Firstly, it focuses on the use of language and communication skills, which is a very important aspect; secondly, it follows the concept of moral education evaluation and adds moral cognition and emotional cognition to the evaluation system, reflecting the diversity of education evaluation. Teachers conduct dynamic analysis of students' thoughts for a long time, give comprehensive and accurate evaluation according to individual differences, take advantage of process evaluation, and ensure the objectivity of teaching evaluation.

4. The Path of Cultivating English Talents in Higher Vocational Colleges under the Background of "Curriculum Ideology and Politics"

The cultivation of talents under the background of "Curriculum ideology and politics" requires comprehensive consideration of various factors. Drawing on previous research results, we propose the following cultivation paths to help the reform of English talent cultivation and teaching in higher vocational colleges.

4.1. Clarify the Importance of "Curriculum Ideology and Politics" in the Cultivation of English Talents

The management should strengthen the study of the concept of "Curriculum ideology and politics", grasp the direction of socialist schooling, remember the fundamental task of educating people, integrate the education of knowledge and skills with the education of ideology and morality, grasp the three key aspects of teaching materials, teachers and teaching, and form a new concept of educating people in modern higher vocational colleges [11]. English teachers, from a high level of thought, reconceptualize the fundamental significance of educating people, abandon the idea of mere knowledge transmission, establish a sense of responsibility, and clarify the function of thought leadership and value shaping. The construction of English "Curriculum ideology and politics" is a long-term and complex work, and it is important to jointly build an English "Curriculum ideology and politics" community with similar colleges and follow the scientific and efficient "Curriculum ideology and politics" concept. In order to promote the reform of English curriculum, we will not forget the original intention of teaching and

educating people, and let the concept of ideology and politics and educating people develop in depth.

4.2. Deeply Explore the Elements of "Curriculum Ideology and Politics" in English Teaching Materials

Teaching materials are the basis for teaching and education and the tool for students to acquire systematic knowledge. Excellent English teaching materials are practical, relevant, interesting and scientific [12]. Practicality requires that the content meets the teaching reality and the language materials are close to real life and job requirements; relevance requires that it meets the specific teaching type, course type and teaching object; interest requires that it stimulates students' interest in learning and the language materials are vivid and interesting; science requires that it meets the cognitive rules of foreign language learning and is conducive to building a knowledge system. To promote the construction of "Curriculum ideology and politics" and explore the "Curriculum ideology and politics" elements in English teaching materials, specific methods include: carrying out teaching research activities to refine the ideology and politics themes of teaching materials; vertically integrating the content of teaching materials with the ideology and politics themes; combining the ideology and politics themes of teaching materials to enrich classroom and extracurricular activities.

4.3. Realize the Role Change of English Teachers in "Curriculum Ideology and Politics"

Under the background of "Curriculum ideology and politics", teachers' roles have fundamentally changed in the face of more complex teaching environment and individualized students, and more interactive situations are needed [13]: Teachers are the transmitters of English knowledge, English teaching remains the key point and ideology and politics education is the difficult point. They need to clarify the teaching tasks, dig deeper into the knowledge points in the teaching materials and plan ideology and politics education for students. Teachers are the leaders of students' thoughts, consciously practicing the core socialist values, acting in a way that is highly consistent with the Party Central Committee, and being role models for students in terms of ideology and morality. Teachers are the designers of "Curriculum ideology and politics" resources, and they need to take up the heavy burden of selecting and writing teaching materials, designing and evaluating courses, and constantly summarizing their experiences and innovating practices to achieve the goal of cultivating English talents under the background of "Curriculum ideology and politics".

4.4. The Advantages of Information Technology in Carrying Out "Curriculum Ideology and Politics"

The Internet has become an important platform for promoting mainstream ideas and carrying out ideological and political education. The information technology represented by the Internet has changed the teaching methods, enriched the access to information channels, and provided an innovative platform for the "Curriculum ideology and politics" of English in higher vocational colleges. Take advantage of information technology to create a realistic language environment, and use animation, video, images and models to enrich the content of English "Curriculum ideology and politics"; guide students to use the Internet to obtain resources, improve their ability to identify complex online information, and break the barrier of traditional English teaching lacking ideology and politics content; build an English "Curriculum ideology and politics" resource library, and use a combination of online and offline methods to attract students to actively learn language knowledge [14]; through such means as MOOC and micro-lessons, students can fully bathed and enlightened by socialist culture with Chinese characteristics in the new era.

4.5. Improve the Management System of "Curriculum Ideology and Politics" of English in Higher Education Colleges

The development of "Curriculum ideology and politics" of English in higher education requires the joint efforts of many parties, and the national education authorities and higher education teaching management departments are crucial [15]. The national education authorities should constantly optimize the top-level design of the construction of English "Curriculum ideology and politics" in higher education, and pay sufficient attention to the cultivation of English talents in higher education when issuing relevant guidance documents. The higher vocational teaching management department should make efforts to promote the implementation of English "Curriculum ideology and politics", coordinate the relationship between teachers, students and administrators, and fully mobilize the

enthusiasm of all parties. On the basis of extensive research, we design reasonable quantitative indexes and verify the implementation of English "Curriculum ideology and politics" through supervisors' lectures, peer evaluations and students' feedback; at the same time, in the evaluation of teaching effectiveness, year-end performance appraisal and title evaluation, we give English "Curriculum ideology and politics" a slant.

5. Conclusions

Under the background of continuous promotion of education and teaching reform, higher vocational colleges actively respond to the requirement of "making all kinds of courses and ideology and politics courses go in the same direction and form synergy effect", and start to explore the path of integrating English subject teaching with ideology and politics education, opening a new chapter of "Curriculum ideology and politics" in higher vocational English. It can both give the traditional ideology and politics education a vivid vitality and enrich the connotation of English talent cultivation, realizing the resonance of the same frequency of knowledge transmission and value leadership. The implementation process should scientifically enhance students' language use ability and cross-cultural communication ability, reasonably expand the course content and nurturing functions, expand the nurturing functions of English teaching in higher vocational colleges, implement the fundamental purpose of establishing moral education in multiple channels, and help students form noble moral qualities and socialist core

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