

Research on the Ideological and Political Reform of Curriculum in Vocational Colleges from the Perspective of Integration of Industry and Education

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Abstract: In the contemporary society, higher vocational colleges undertake the important task of cultivating technical talents, but at the same time, they also face the challenge of how to cultivate students' ideological and moral quality, values and social responsibility. It is an important measure to improve students' comprehensive quality and social adaptability by reforming the teaching mode and integrating ideological and political education into the curriculum. Based on this, this study explores the path and practice of "curriculum ideology and politics" reform in higher vocational colleges from the perspective of production-education integration. It aims to promote the in-depth development of the reform of "curriculum ideology and politics" in higher vocational colleges, improve the ideological and moral quality and comprehensive ability of students, and provide strong support for their future development and social responsibility.

Keywords: Higher vocational colleges; Curriculum ideological and political; Integration of production and education

1. Introduction

Higher vocational colleges play an important role in China's education system and provide important support for training all kinds of technical and applied talents. However, with the rapid development of society and economy, higher vocational colleges are facing new challenges and opportunities. In the current era of knowledge economy, it has become one of the important tasks of higher vocational colleges to cultivate high-quality applied talents with excellent professional skills and firm ideological and moral beliefs. Therefore, the reform of "curriculum ideology and politics" in higher vocational colleges is imperative.

"Curriculum thinking and politics" refers to guiding students to form a correct world outlook, outlook on life and values through curriculum setting and teaching practice, and cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor. In higher vocational colleges, how to combine "curriculum thinking and politics" with the integration of production and education, and realize the organic integration of professional knowledge and ideological and moral cultivation is an urgent problem to be studied and solved.

2. Theoretical basis of "curriculum thinking and politics" in higher vocational colleges

2.1 Theory and practice of production-education integration

The reform of "curriculum ideology and politics" in higher vocational colleges relies on the integration of production and education on the basis of theory, which aims to combine school education with the needs of industry more closely, so as to cultivate applied talents with both professional skills and high ideological and moral qualities. According to the theory of the integration of industry and education, higher vocational education should be oriented by industrial demand and build a curriculum system closely around the actual needs of industries and enterprises to cultivate students' practical skills. The "curriculum thinking and politics" based on this theory emphasizes the integration of ideological and political education into professional courses, and guides students to form correct world outlook, outlook on life and values through professional learning. The practice of the integration of industry and

education makes the "curriculum ideology and politics" in higher vocational colleges more in line with the needs of the real society, and trains high-quality talents who are more in line with the industry standards and social expectations, which provides a solid theoretical foundation for the future career development of students and the training of social responsibility. This theoretical basis also plays an important guiding role in the reform exploration of higher vocational colleges.

2.2 The concept and connotation of "curriculum ideology and politics" in higher vocational colleges

The concept and connotation of "curriculum thought and politics" in higher vocational colleges refers to the integration of ideological and political education elements in professional courses, aiming at cultivating applied talents who have not only professional knowledge and practical ability, but also firm ideological and political beliefs and moral qualities. The core of this concept is to penetrate ideological and political education into all levels of the curriculum system, so that students not only gain practical skills in the process of professional learning, but also form a correct world outlook, outlook on life and values.

The connotation of "curriculum ideology and politics" in higher vocational colleges includes many aspects: First, the setting of curriculum content should pay attention to integrating ideological and political elements, and guide students to think about ethics and social responsibility through case analysis and discussion classes. Secondly, innovation in teaching methods is key, using interactive, problem-oriented teaching to encourage students to think independently and participate in discussions. Third, the teaching staff needs to have a high level of ideological and political education, able to integrate ideological and political elements in professional teaching, and guide students to cultivate comprehensive literacy. Finally, the evaluation system should comprehensively assess the students' professional skills and ideological and political literacy to ensure that the overall training effect is achieved.

2.3 Development of "curriculum ideology and politics" in higher vocational colleges

The development of "curriculum ideology and politics" in higher vocational colleges can be traced back to the reform and opening up. At first, higher vocational colleges mainly focused on professional skills training, while political education was relatively weak. However, with the country's continuous emphasis on comprehensive quality education, higher vocational colleges have gradually realized the importance of political education in the improvement of students' comprehensive quality.

In the course of development, higher vocational colleges have gradually improved the system of "curriculum ideology and politics" and integrated ideological and political education into the teaching of various disciplines. This includes the preparation of relevant textbooks, curriculum and teacher training to ensure that ideological and political content is combined with professional knowledge, so that students can develop correct ideological and moral concepts and social responsibility while learning professional knowledge.

In addition, higher vocational colleges also actively explore innovative educational methods, such as carrying out ideological and political theme education activities, organizing social practices, etc., in order to cultivate students' comprehensive literacy and social responsibility.

3. Exploration of the reform of "curriculum ideology and politics" in higher vocational colleges

3.1 Reconstruction and optimization of curriculum system

3.1.1 Industrial demand-oriented curriculum

In the exploration of the reform of "curriculum ideology and politics", higher vocational colleges have actively carried out the reconstruction and optimization of the curriculum system, among which the key measure is the industrial demand-oriented curriculum. This reform means that higher vocational colleges pay closer attention to the actual needs of local and national industrial development, and closely integrate course content with industrial development. First of all, higher vocational colleges have established closer cooperation with the industry, through dialogue and research with partners such as enterprises and industry associations, to understand their needs for future talents. Based on this information, vocational colleges have redesigned their curricula to ensure that what students learn is in line with the actual job requirements. Second, higher vocational colleges have introduced new courses

that cover knowledge and skills in areas such as cutting-edge technology and emerging industries. This helps students to gain access to the latest industry information and technology, improving their competitiveness. Most importantly, the industry-oriented curriculum also strengthens the cultivation of students' practical abilities, such as internships, project cooperation and other practical operations, so that they can successfully integrate into specific industries after graduation, and play an active role in industrial upgrading and innovation.

3.1.2 Integration of core literacy and ideological and political education

In promoting the reform of "curriculum ideology and politics", higher vocational colleges have adopted the integration strategy of core quality and ideology and politics education in order to train more comprehensive and socially responsible students. Higher vocational colleges have integrated ideological and political education into the core quality curriculum. This means that while teaching subject knowledge, emphasis is placed on cultivating students' ideological and moral quality, social responsibility and innovation ability. For example, in science and technology courses, ethical discussions can be integrated to guide students to think about the impact of scientific and technological developments on society and individuals. At the same time, higher vocational colleges focus on cultivating students' critical thinking and problem-solving ability in core literacy courses. This helps them to think more deeply about social and ethical issues and thus better understand the importance of ideological and political education. Most importantly, the integration of core literacy with ideological and political education helps students apply moral principles and social values to real life. This practical application is conducive to cultivating applied talents with good moral literacy, who can actively participate in social development in work and life, and promote social progress and improvement.

3.2 Innovation of education and teaching methods

3.2.1 Application of problem-oriented teaching method

In promoting the reform of "curriculum thinking and politics", higher vocational colleges actively adopt the problem-oriented teaching method, which is an innovative measure of education and teaching methods. Problem-oriented teaching method emphasizes the cultivation of students' independent learning and problem-solving ability, which is in line with the goal of ideological and political education. Problem-oriented teaching encourages students to take the initiative to raise and explore social ethics, values and other issues. In this way, students are not only able to think and discuss deeply, but also to form independent opinions and improve their critical thinking skills. Problem-oriented teaching focuses on the integration of disciplines, enabling students to comprehensively apply the knowledge of different disciplines to solve complex social problems. This helps broaden students' horizons and make them better understand the diversity of ideological and political education. Problem-oriented teaching method emphasizes the combination of practical problems and subject knowledge. In this way, students can apply moral principles and ethical concepts to practical situations and better experience the practical significance of ideological and political education.

3.2.2 Implementation of production-education integration practice projects

In promoting the reform of "curriculum ideology and politics", higher vocational colleges actively carry out the practice project of integration of production and education, which is an innovative measure of education and teaching methods. The core concept of the industry-education integration practice project is to combine school education with actual industry needs, so that students can learn in a real working environment and develop an awareness of ideological and political education. The project places students in the real world of work, allowing them to experience and participate in professional practice. This not only helps students to apply the theoretical knowledge learned in class to practical work, but also allows them to have a deeper understanding of the practical significance of ideological and political education content such as ethics and social responsibility. By collaborating with business and industry, vocational colleges are able to design and deliver programs that are closely related to market needs, ensuring that students engage in meaningful practice. This will help students adapt to the career requirements in advance and enhance their employment competitiveness. The project provides a platform to cultivate students' comprehensive quality and moral concept. Students need to solve ethical and social problems in practice, so as to cultivate more socially responsible talents.

3.3 Construction of teaching staff

3.3.1 Introduction and training of industry mentors

In promoting the reform of "curriculum ideology and politics", higher vocational colleges attach importance to the construction of teaching staff, one of the important measures is to introduce and train industrial tutors. Industry mentors are professionals from the real industry who serve as mentors in higher vocational colleges to provide practical guidance and career insights to students, a move of great significance for the effective implementation of ideological and political education. The introduction of industry mentors can more closely align classroom education with real industry needs. They bring a wealth of industry experience and practical cases, so that students can better understand the connection between professional knowledge and ethical concepts, and promote the ideological and political content more realistic. The participation of industry mentors is conducive to the cultivation of students' professional quality. They can guide students to understand professional ethics, professional norms and other aspects of knowledge, guide them to form a correct professional attitude and code of conduct. Through interaction with industry mentors, students can build relationships related to the actual career field, enhancing employment opportunities and competitiveness. This will also help vocational colleges and industry to establish closer cooperative relations and promote mutually beneficial development of both sides.

3.3.2 Teacher professional development and ideological and political education training

In the reform of "curriculum ideology and politics", higher vocational colleges pay attention to teachers' professional development and ideological and political education training to improve the level of teachers' ideological and political education. Vocational colleges provide systematic ideological and political education and training for teachers. These trainings cover ethical and moral education and the inheritance of socialist core values to help teachers better understand and pass on the core values of ideological and political education. The training also includes expertise in educational psychology and educational methods to enhance teachers' educational competence. Higher vocational colleges encourage teachers to participate in research and practice to promote the continuous innovation of ideological and political education. Teachers can participate in ethical research projects and develop new teaching materials and curricula to meet the needs of social development. This practice is helpful to combine theory with practice and improve the effectiveness of ideological and political education. Vocational colleges provide development opportunities for teachers and encourage them to actively participate in academic exchanges and professional development activities. This includes participating in academic conferences, writing research papers, etc., to enhance teachers' influence and professional status in the field of ideological and political education.

4. Practical achievements of "curriculum thinking and politics" in higher vocational colleges

4.1 Improvement of students' comprehensive literacy

4.1.1 Combination of professional skills and ideological and moral cultivation

One of the practical results of the implementation of "curriculum thinking and politics" in higher vocational colleges is the remarkable improvement of students' comprehensive quality, which is reflected in the organic combination of professional skills and ideological and moral cultivation. By integrating ideological and political content into professional courses, vocational colleges enable students to constantly contact and think about ideological and political elements such as ethics and social responsibility while learning professional knowledge. This combination helps students better understand the value and application of professional knowledge, while enhancing their sense of work ethics. At the same time, the combination of professional skills and ideological and moral cultivation helps to cultivate students' innovative ability. Students need to consider ethical and social issues in their practical projects, which drives them to find innovative solutions and cultivates creative thinking. The improvement of students' comprehensive literacy makes them better adapt to the needs of society. They have not only professional skills, but also social responsibility and moral character, so that they can better handle professional ethics and ethical challenges in the workplace, and create greater value for enterprises and society.

4.1.2 Cultivation of practical ability

The implementation of "curriculum thinking and politics" in higher vocational colleges has

cultivated rich practical ability in students, which is one of the important achievements. In this process, professional skills and ideological and moral cultivation are closely combined to provide students with comprehensive quality education opportunities. Ideological and political education encourages students to actively participate in social practice. By participating in practical projects such as volunteering, community service and internships, students can put concepts such as ethics and social responsibility into practice and develop their ability to participate in society. Ideological and political education emphasizes students' innovation and problem-solving ability. In the course, students are often faced with real-world social problems that require the application of professional knowledge and ethical perspectives to solve. This practice allows students to develop critical thinking and innovation skills in the process of thinking and solving complex problems. Ideological and political education inspires students' sense of social responsibility. They pay more attention to social problems and are willing to contribute to the improvement and development of society. This sense of social responsibility makes them more actively participate in public welfare activities, pay attention to social problems, and become useful members of society.[1]

4.2 Academic research and innovation under the model of integration of production and education

4.2.1 Scientific research projects and industrial cooperation

In the implementation of the reform of "curriculum thought and politics" in higher vocational colleges, academic research and innovation under the mode of integration of industry and education have played an important role, one of which is the achievement achieved through scientific research projects and industrial cooperation. Higher vocational colleges actively carry out cooperative research projects with the industry, and solve practical industrial problems through joint research with enterprises, industry associations and other partners. This not only helps vocational college teachers to have an in-depth understanding of the needs of the industry, but also provides students with the opportunity to participate in practical scientific research projects and cultivate their scientific research capabilities. Scientific research projects and industrial cooperation strengthen the interaction between vocational colleges and industry. The research results of the school can be directly applied to the industry, and the feedback and needs of the industry also drive the research direction of the school. This two-way cooperation has promoted the win-win situation of the three parties, and promoted the innovation and application of scientific research results. This kind of cooperation helps to cultivate students' innovative spirit and practical ability. Students can participate in research projects and experience the research process first-hand, thus cultivating the ability to solve practical problems and innovative thinking.

4.2.2 Students' innovation and entrepreneurship practice

In the implementation of the reform of "curriculum thinking and politics" in higher vocational colleges, another important achievement of academic research and innovation under the mode of integration of production and education is the promotion of students' innovation and entrepreneurship practice. Vocational colleges encourage students to actively participate in innovation and entrepreneurship projects. By carrying out entrepreneurship competitions, entrepreneurship practice courses and the construction of entrepreneurship incubation bases, the school provides students with a platform and resource support for entrepreneurship. This allows students to exercise their entrepreneurial awareness and practical ability on campus. The school actively cooperates with businesses and industry to combine students' innovative and entrepreneurial projects with actual market needs. This collaboration helps students better understand market opportunities and business models, increasing their entrepreneurial success rate. Students' innovation and entrepreneurship practice has cultivated their autonomy, creativity and teamwork ability. Not only do they need to face market competition and risks, but they also need to deal with ethical and social issues with partners, employees and customers. This practice exercises students' comprehensive quality and social responsibility.

4.3 Expansion of social influence

4.3.1 Social services and community participation

Higher vocational colleges have achieved significant expansion of social influence in the reform of "curriculum ideology and politics", one of the important results is promoted by social service and community participation activities. Vocational colleges actively participate in social service projects to provide professional knowledge and skills support to the community and society. This includes providing free medical services, legal advice and technical training to community residents. This is not

only beneficial to society, but also allows students to experience a sense of social responsibility in practice and cultivate their sense of citizenship. Vocational colleges encourage students to participate in social volunteer activities and provide help to community residents through volunteer services. This helps students better understand social issues and needs, while also exercising their teamwork and communication skills. Social service and community participation activities promote the close connection between vocational colleges and communities. The school has established a long-term partnership with the community to meet the needs of the community through education and services, enhancing the school's reputation and influence in society.[2]

4.3.2 Recognition and praise from all walks of life

Higher vocational colleges have achieved remarkable social influence in promoting the reform of "curriculum ideology and politics", which is reflected in the recognition and praise of all walks of life. This achievement is due to the fact that higher vocational colleges actively respond to the needs of national development, train students with more comprehensive quality and social responsibility, and provide strong support for social development. The continuous innovation and practice of higher vocational colleges in ideological and political education have been highly recognized by the government and education departments. The government regards it as an important way to cultivate applied talents with good ethical and moral qualities, and actively supports and encourages the reform and exploration of higher vocational colleges. The society from all walks of life praised the reform of "curriculum ideology and politics" in higher vocational colleges. The business community and industry associations believe that the students trained by higher vocational colleges are more adaptable to the market demand and have the comprehensive quality required for practical work, so they are more popular. Students are more likely to find employment after graduation, and show excellent comprehensive literacy in the workplace. The social influence of higher vocational colleges is also reflected in the positive interaction between schools and social partners. The school actively participates in social services, community participation and industrial cooperation, and has made positive contributions to the development of society and industry, winning the respect and cooperation of all sectors of society.

5. There are challenges and countermeasures in the reform of "curriculum ideology and politics" in higher vocational colleges from the perspective of production-education integration

5.1 Problems in the reform of "curriculum ideology and politics" in higher vocational colleges

5.1.1 Imbalance of educational resources

Some higher vocational colleges are relatively short of teachers, teaching materials, facilities and other educational resources, and it is difficult to provide high-quality ideological and political courses. This leads to the uneven distribution of educational resources, which affects the quality and effect of ideological and political education. At the same time, higher vocational colleges in different regions face different social backgrounds and industrial needs, so there are differences in the content and focus of ideological and political education. This may lead to the lack of consistency and standard in ideological and political education in some schools, and it is difficult to form a unified ideological and political education system. In addition, some higher vocational colleges may lack sufficient financial support to carry out research and practical projects needed for ideological and political education reform. This limits their ability to innovate in education and train teachers.

In this regard, the government and education departments should increase the investment of educational resources in higher vocational colleges to ensure the balanced allocation of educational resources. This could include providing more financial support, improving school infrastructure and materials, and encouraging good teachers to teach in low-resource schools. Higher vocational colleges can actively carry out cross-school cooperation and share educational resources. By establishing joint educational projects, cooperative research projects and resource sharing mechanisms, the problem of insufficient resources can be effectively solved. Higher vocational colleges should formulate flexible and varied ideological and political education programs according to their own characteristics and regional needs, so as to ensure that the content and methods of ideological and political education are close to the actual needs.[3]

5.1.2 Challenges of teaching staff construction

Some higher vocational colleges may have unreasonable structure of teachers and lack of teachers

majoring in ideological and political education. This makes it difficult for some schools to provide high-quality ideological and political education, which requires teachers with specific professional knowledge and educational background. There are also challenges in the training and development of teachers. Ideological and political education requires teachers not only to have subject knowledge, but also to have good ethical and moral qualities and educational methods. Therefore, there is a need to provide teachers with relevant training and development opportunities to improve their educational level and capacity. Some higher vocational colleges may face the situation of high teacher mobility, and it is difficult to maintain a stable teaching staff. This may cause the continuity and stability of ideological and political education to be affected.

Therefore, schools can strengthen the training and development of teachers. This includes providing professional knowledge training in ideological and political education, training in educational methods, and training in ethics and morals. This can improve teachers' educational level and comprehensive literacy. Higher vocational colleges may formulate specific teacher career development plans to attract and retain outstanding educational talents. This can include competitive salary and benefits packages, promotion opportunities, and support for educational research projects.[4]

5.1.3 Lack of evaluation and quality assurance mechanism

In the reform of "ideological and political curriculum" in higher vocational colleges, there are still insufficient problems in the evaluation and quality assurance mechanism, which is challenging to ensure the effective implementation of ideological and political education and improve the quality of education. First, the lack of scientific, comprehensive, quantitative evaluation methods and index systems, it is difficult to accurately measure the effect of ideological and political education. The traditional evaluation methods mainly rely on questionnaires and students' scores, which is difficult to reflect the comprehensive quality of students and the comprehensive development of ethics and moral concepts. Second, the quality assurance mechanism is not sound enough, the lack of effective supervision and feedback mechanism. It is difficult for schools to evaluate and improve their input and practice in ideological and political education in time, which may lead to a decline in the quality of education. Third, the feedback mechanism of evaluation results is not smooth, and it is difficult to form an effective education improvement cycle. It is often difficult for schools to combine the evaluation results with teaching practice and lack effective guidance for improvement measures.[5]

In order to deal with these problems, higher vocational colleges can establish scientific evaluation methods and index systems, and pay attention to the diversity and comprehensiveness of evaluation, including examining students' comprehensive quality, social responsibility and professional ethics. In this way, we can understand the actual effect of ideological and political education more accurately. Establish a sound quality assurance mechanism, including the establishment of educational supervision and evaluation institutions, to ensure the continuous improvement of educational quality. These organizations can provide professional advice and feedback to help schools improve their ideological and political education practices. Establish an education improvement cycle mechanism to ensure that the evaluation results can be applied to teaching practice in a timely manner to promote the improvement of education quality. Schools should encourage teachers to participate in the evaluation process and develop improvement plans to continuously optimize the content and methods of ideological and political education. This allows for continuous quality improvement.[6]

5.2 Future challenges and development opportunities

Higher vocational colleges are facing a series of future challenges in the reform of "curriculum ideology and politics", but also contains huge opportunities for development.

Future challenges:

Education quality improvement: Higher vocational colleges need to continuously improve the quality of ideological and political courses, ensure that educational content is closely aligned with social needs, and train students with more comprehensive quality and social responsibility.

Construction of teacher team: Having a high-level teacher team is crucial for ideological and political education, and vocational colleges need to focus on strengthening teacher training and career development to attract and retain outstanding educational talents.

Financial support: The reform needs to invest a lot of money in teacher training, textbook development, facility construction, etc. How to guarantee adequate financial support will be a challenge.

Evaluation and supervision: Establishing a scientific evaluation system and supervision mechanism to ensure the effectiveness and quality of ideological and political education is a challenge to be faced in the future.[7]

Development opportunities:

Increasing social demand: The demand for high-quality talents with ethical and moral concepts is increasing, and higher vocational colleges can give full play to the role of ideological and political education to train more such talents.

Industrial cooperation opportunities: Vocational colleges can actively carry out the integration of industry and education, establish close ties with enterprises and industries, and provide more practical opportunities and employment opportunities for students.

Technical support: The development of digital technology provides new tools and platforms for ideological and political education, which can better meet the learning needs of students and improve the educational effect.

Policy support: The government provides policy support for the reform and development of higher vocational colleges, creating a good policy environment for the deepening and promotion of ideological and political education

On the whole, higher vocational colleges face many challenges in the reform of "curriculum ideology and politics", but there are also broad opportunities for development. By fully grasping opportunities and actively responding to challenges, higher vocational colleges can continuously improve the quality of ideological and political education and make positive contributions to cultivating more high-quality talents with ethical and moral concepts.[8]

6. Conclusions

Under the perspective of the integration of production and education, the reform practice of "curriculum ideology and politics" in higher vocational colleges has made remarkable progress. Through the reconstruction of curriculum system, the innovation of teaching methods and the construction of teaching staff, higher vocational colleges have made positive achievements in cultivating students' overall quality and ideological and moral cultivation. However, there are still challenges in the reform, such as uneven educational resources and difficulties in the construction of teachers. In the future, higher vocational colleges need to constantly improve reform measures, establish a sound evaluation and quality assurance mechanism, actively face challenges, give full play to the advantages of the integration of production and education, train more high-quality talents to meet the needs of society, and make greater contributions to China's industrial upgrading and sustainable development.

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