

# Research on Incorporating Blended Teaching into Ideological and Political Education in Secondary Vocational School

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**Abstract:** During epidemic, the traditional teaching has inevitably been severely challenged, forcing the development of online teaching. Blended teaching is the most effective teaching method in current teaching environment. The paper, taking the secondary vocational course "Basic Accounting" as an example, innovates the blended teaching and pathway, highlights the "ideological elements" in terms of teaching content, design, process and evaluation. The research shows that the acceptance of students not only improved, but also enabled students to have a professional pride. It also cultivates students' excellent professionalism, establishes correct values, and achieves the unity of knowledge transfer and ideological education.

**Keywords:** Blended Teaching; Ideological and Political education; Secondary Vocational school

## 1. Introduction

Secondary vocational education is a vital part of the national education system, so as to meet the needs of cultivating a host of new talents with both political and ability. It is necessary to adhere to the "morality establishment and student cultivation" as the central part, achieving a new pattern of whole-person, whole-process and all-round education. In the era of the digital economy, teaching methods based on information technology are emerging, with blended teaching as the "normal state". Meanwhile, blended teaching is also a new talent training path, which highlights the peculiarity of the times, pertinence and practicality<sup>[1]</sup>. The paper adopts blended teaching and ideological education to achieve the mutual integration between knowledge transfer and morality cultivation, for the sake of providing reference for the progressive improvement of ideological and political teaching in the future.

## 2. The current situation

Recently, Countless studies are related to curriculum ideology and political based on university course, and scholars in different fields attach importance to the value of ideological in teaching, but rarely integrate ideological elements into blended teaching for practice. This paper, through CNKI, searched for keywords "ideological and political education \* blended teaching", which was mainly concentrated on the fields of university English, polymer chemistry, nursing, animal reproduction and other fields, and the results showed that after merging ideology education into blended teaching, the students' professional ability as well as the sense of morality were improved.

However, there are only a few studies on ideology and politics education based on the relevant course of secondary vocational schools. Xue Wang<sup>[2]</sup> based on the model of blended teaching in the secondary vocational English curriculum, integrating ideological elements into the the teaching processes of "listening, speaking, reading and writing" and after-school consolidation. Yi Wei<sup>[3]</sup> analyzed the problems of insufficient educational informatization, imperfect teaching equipment, and negative learning attitude of students under the ideological and political education, proposing an implementation strategy in secondary vocational Chinese. Xiaoxiao Zhang<sup>[4]</sup> proposed that the nuclear objectives, accepting and imitating blindly appeared more often during teaching secondary vocational English, which the author advocates strengthening the construction of instructors' groups, amending the assessment mechanism and promoting the application of information platforms are necessary.

In sum, based on the relevant curriculum of secondary vocational schools, the research on the

integration of ideological education into blended teaching is mainly based on cultural courses such as secondary vocational English and Chinese, while the practice based on secondary vocational professional courses has not yet been involved. Therefore, the paper integrates morality cultivation into teaching content and evaluation by innovating blended teaching.

### **3. The connotation and advantages of blended teaching**

#### ***3.1 The connotation of blended teaching***

"Blended teaching" is an important part of blending Learning. The so-called "blended" is to organically combine traditional teaching with online teaching, learning from each other's strengths. It can also maximize the creativity of students, the arbitrariness of learning space and the stability of teachers' level<sup>[5]</sup>. The blended teaching refers to an "online + offline" integrated teaching method in this article.

#### ***3.2 Advantages of blended teaching***

First of all, "blended teaching" has the characteristics of full integration. "Blended teaching" is not only a mixture of teaching processes, but also teaching content selection, teaching design formulation, teaching evaluation establishment, teaching platform allocation, etc. It is not limited to a specific standard or form, but "act according to circumstances" to meet the teaching needs.

Besides, blended teaching absorbs the benefits of online and traditional teaching. It absorbs the advantages of online teaching's flexible and efficient, and alleviates the sense of alienation between teachers and students brought about by the distance education. At the same time, through online teaching, the course content is standardized and sustainably utilized, so that the top and excellent teachers can better benefit more students, and greatly enrich the learning resources of students<sup>[6]</sup>.

### **4. Logic between Blended teaching and morality cultivation teaching**

#### ***4.1 Blended learning is highly compatible with ideological education***

Ideological and political courses are not to be added to the curriculum, but the disciplinary resources and academic resources are transformed into educational resources based on the principle of "morality establishment and student cultivation", so as to change the situation of "islands" in teaching, and realize the value of ideological and political education, that is, to establish the correct values. In addition, blended teaching emphasizes community and cooperative learning by using online and offline resources, which cultivates students' spirit of mutual progress, sharing and learning, promoting social development and harmony, which coincides with the ideological and political value of the curriculum<sup>[7]</sup>.

#### ***4.2 Blended teaching provides time and carrier for ideological education***

Blended teaching combines the advantages of online and offline teaching and is implemented in all aspects of the curriculum, which can enable learners to have a more meaningful deep learning. Online teaching, with a huge number of high-quality learning resources, breaks the boundaries of time and space and learners can learn it at any time. Not only can it focus on learning characteristics of secondary vocational students, but also provide them with more rights of choice, thereby stimulating students' intrinsic learning motivation. Blended offline teaching disrupts the traditional of teacher-centered, and the student-centered teaching concept is realized, providing a medium for teachers to learn the situation of ideological among students, and providing a certain guarantee for the quality of talent training as well.

#### ***4.3 Course for ideological helps to improve the effectiveness of blended teaching***

Conforming to the times is an inevitable choice for educational reform, we should not to politicization of the curriculum, but to implement it in practice. Although the blended teaching optimizes the teaching process and provides convenience, flexibility and adaptability for teaching, the implementation of "morality establishment and student cultivation" and "All-round Education" is the

fundamental task. Therefore, in the bright and beautiful teaching process, a layer of ideological and political elements is draped, so that the ideology and politics education and blended teaching complement and integrate with each other, which makes the content of professional courses into the mind, but also deeply root in the hearts of students.

**4.4 Innovation the pathway of blended teaching and ideological education**

Blended teaching can empower ideological education from many aspects such as teaching design, process, evaluation, etc., and achieve all-round education, as shown in Figure 1.

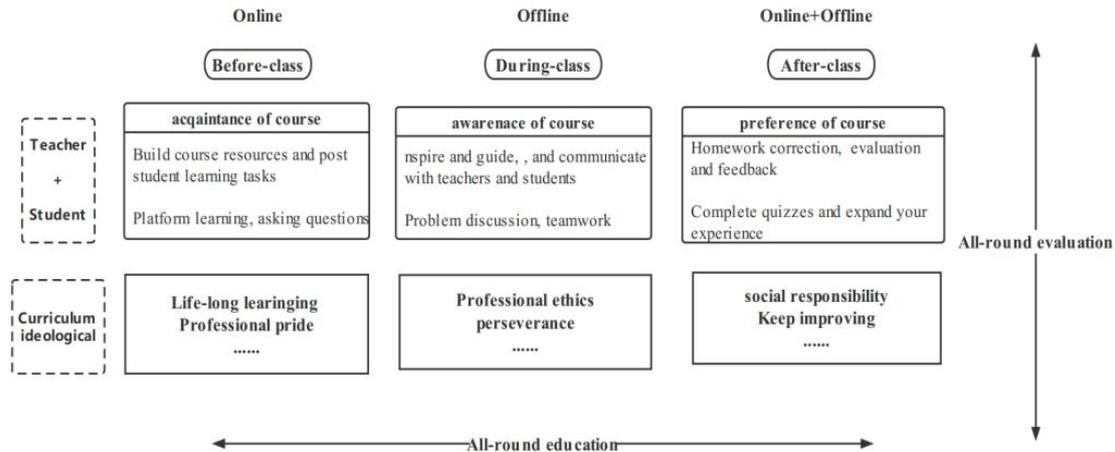


Figure 1: The pathway of blended teaching and curriculum ideological

On the one hand, blended teaching can provide rich resources for the implementation of ideology education. Before class, learners can learn independently according to the curriculum resources issued by teachers on the platforms, strengthen students' self-supervision ability, cultivate professional pride, and teachers can know the learning dynamics of students in the background in time, providing clear goals and directions for the teaching of teachers. During the class, for improving the effectiveness and engagement of students, team-based learning is adopted. It is student-oriented, the main role of teachers is to inspire and instruct, if necessary, there is a certain explanation, to cultivate students' professional ethics and other awareness.

On the other hand, Evaluation is indispensable. Blended teaching can provide a carrier for teaching evaluation and achieve full dimensional evaluation in all aspects of teaching, keeping a watchful eye on learning results on time to achieve the ideological and political in class.

**5. The practice of blended teaching into ideological education in secondary vocational course-take “Accountant basics” as an example**

"Accounting basics" is a compulsory course for secondary vocational accounting students, and the teaching materials emphasize ability-based, student-oriented, practice-oriented, and pay attention to the students' comprehensive ability. Entering the new era, the course needs to be closely integrated with the ideological and political content. Changing the teaching content and methods, fully meet the personalized development of students and mobilizes students' enthusiasm, initiative, zeal for learning.

**5.1 The concept of curriculum design**

The "Basic Accounting" course adheres to the concept of "the curriculum carries the ideology and politics" and "the ideology and politics permeates the curriculum". By optimizing the curriculum, the ideological and political content runs through all aspects of teaching, and transmits the correct values to students invisibly. The process of teaching becomes a way of guiding students to learn knowledge, strengthen their will, cultivate their morality. And above all, developing students' "patriotism, social responsibility, innovative spirit and practical ability". Create a linkage effect between the overall education of the curriculum and the effect of educating people.

**5.2 The content of curriculum**

In terms of teaching design of content, ideological and political elements are integrated, and the explicit ideological education of love the country, love the enterprises and love the posts are penetrated into implicit accounting professional qualities such as objectivity and rigor, integrity and self-discipline, honesty and trustworthiness. Practice socialist values while studying professional courses. According to Table 1, the quantitative table of ideological elements and corresponding knowledge points.

Projects	Quantification of knowledge points	Ideological and political elements are conceived	Ideological elements
Project1: Accounting Profession and Accounting Cognition	Accounting development, functions, laws and regulations system	By understanding the history of accounting, presenting the wisdom of the ancients, and learning from history. Besides, through introduction of China's current accounting system, the morality of students will be strengthened.	Cultural confidence Professional pride
Project2: Fundamentals of Accounting	Accounting elements, balance sheet equation, debit and credit accounting method	Through the explanation of specific examples in life, letting students understand that "you harvest what you sow", whatever things we done, we must have a beginning and an end, not to give up halfway.	Social responsibility Serving the community
Project3: Accounting for major economic operations	Capital raising business, fixed asset business, sales business, profit formation and distribution	By explaining the development of "Gree Group", understanding that honesty is the foundation of the foothold. At the same time, enterprises should pay taxes in time, so the students can understand the importance of taxation .Any success is not achieved by overnight, but the result of perseverance.	Patriotism Perseverance Honesty and trustworthiness
Project4: Property inventory and reporting	Methods of property inventory, financial reporting	During the lecture, the case of "Luckin Coffee" was quoted to let students know that as accountants, they must abide by accounting ethics and be careful and conscientious.	Contribute to society Law-abiding
Project5: Fill in and approve documents	Verifies the primitive documents	The original documents reflect the economic transactions. Accountant needs to resist the temptation, improve their own practical ability, refuse to issue false invoices and vouchers.	Professional ethics Practical ability

Table 1: Quantitative table of ideological elements and corresponding knowledge points

**5.3 Teaching process**

The teaching process is divided into before-class, during-class and after-class, and adopts the blended teaching and ideological and political education, as shown in Figure 2.

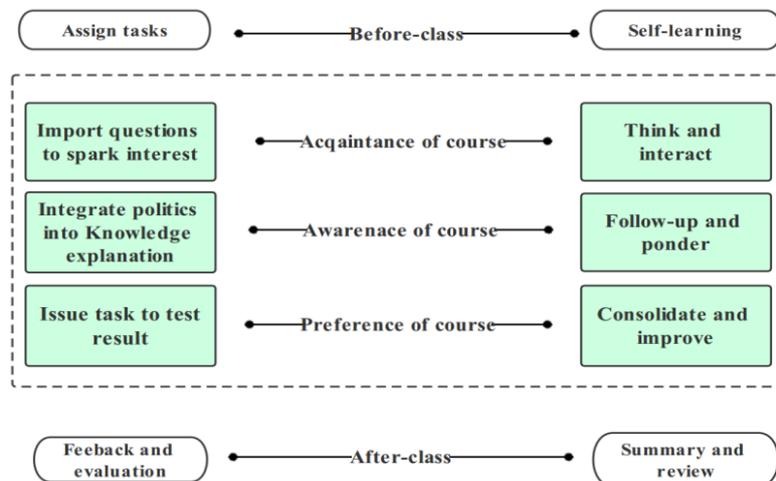


Figure 2: The process of blended teaching and curriculum ideological

### 5.3.1 Before-class: preparation

Before class, teachers determine the difficulties of teaching according to the syllabus, and release relevant materials and task lists related to curriculum ideology and politics in Rain Classroom, DingTalk, QQ and so forth. Students rely on the Internet to find resources to achieve independent learning before class. Teachers introduce the powerful cases into the curriculum, focusing on cultivating students' thinking ability, professional ability and sense of social responsibility, and helps students become professional talents.

### 5.3.2 During class: instruction

The stage of during class is divided into three parts: the acquaintance of accounting, the awareness of accounting and the preference accounting. At the beginning of the course, the teacher stimulates students' interest in learning through cases and problem-oriented, and interacts with students more of the time. Additionally, fusing the ideological and political into knowledge explanation, students cooperation, and works display, gradually cultivate students' correct values, making the course "live". Moreover, avoid far-fetched, fragmented and distorted, achieving the effect of morality education.

### 5.3.3 After-class: consolidation

Teachers should still integrate ideological and political elements in homework assignment. Teachers can set gradient homework, carry out hierarchical teaching to improve the depth of teaching. By testing the degree of learning professional knowledge makes teaching more warm. At the same time, in the process of homework arrangement, theory and practice should be combined with each other, making ideological and political education internalized in the heart and externalized in practice.

## 5.4 The evaluation of the teaching

Teaching evaluation adopts the comprehensive evaluation method of full students, whole process. The the full students evaluation includes inter-student, inter-group and teacher-student mutual evaluation. The whole process also includes online and offline, theoretical learning, theoretical practice and emotional values evaluation. In the construction of evaluation indicators, reference Xiaofang Chen's[8] evaluation indicators, which includes knowledge, ability, emotional and value evaluation, and each of them is subdivided, Table 2 presents this information.

Evaluation indicators	Evaluation dimensions	score
Knowledge evaluation	Online and offline learning, classroom testing, and data collection	0-100
Competency evaluation	group communication, summary and inspection, case presentation, field research	0-100
Emotional evaluation	Logical skills , sense of teamwork, communication and coordination skills	0-100
Value evaluation	Sense of social responsibility, professional ethics, compliance with discipline and law, patriotic integrity	0-100

Table 2: Evaluation index

### 5.5 The teaching effectiveness in the secondary vocational "Accounting Basics"

It takes a semester to apply blended teaching to curriculum ideological in the secondary vocational "Accounting Basics". The total number of students in two classes are 86. Finally, the satisfaction and professionalism of students are surveyed, as is shown in Table 3:

Projects	Number	Proportion
This semester, through blended teaching and the integration of curriculum thinking and politics, your emotional values are enhanced	69	80.23%
Through the integration of blended teaching and curriculum politics, interest and motivation for learning are increased	68	79.07%
The final assessment method of teaching this semester is more reasonable than the traditional teaching assessment method	66	76.74%
you are more inclined to blended teaching than Traditional teaching	79	91.86%
Helpful for your growth and learning	73	84.88%
Through a group-discussion approach, your reasoning, organization, and critical thinking skills are improved	75	87.21%
Teaching satisfaction with blended teaching that incorporates ideological and political elements	83	81.40%

Table 3: The survey of teaching satisfaction and effectiveness

It can be seen from the table that the students' satisfaction has reached 81.39%, indicating that the students' acceptance is relatively high, and 91.86% of students are more inclined to blended teaching than the traditional teaching. Blended teaching integrates ideological and political elements, which not only can improve students' emotional values (80.23%), reasoning and organizational skills (87.21%), but also increase students' learning interest and motivation (79.07%). What's more, 84.88% of the students believe that the combination of ideological education in professional curriculum is helpful for personal growth and learning. It can be concluded that the incorporation of ideological and political elements into blended teaching is an impactful teaching method, which has a synergistic effect in the same direction. At the same time, students' professional ability, values, ideological and political literacy can be improved.

## 6. Conclusion

Blended teaching makes the utmost of the advantages of offline and online with the ideological and political education compounding. Gradually, the separation between knowledge transfer, ability cultivation and value guidance are closely combined in teaching, which enhances students' participation, shapes students' emotional values. Of course, "ideological education" is "sowing", requiring teachers to impart skills and knowledge as well as to deliver the correct values, ideals and beliefs to students. And the "seeds" of socialist core values are rooted in the hearts of students. Teachers must be strict with their own words and deeds, continuously improve their political literacy, and keep reforming and innovation with the times, becoming a role model for students and a model for the teaching of the "Curriculum ideological and Politics" course.

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