

Research on the Reform and Innovation of Ideological and Political Theories Teaching in All Courses under the Background of "Internet+Vocational Education"

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Abstract: *New concepts such as "Internet plus vocational education", cloud computing, big data, etc. are constantly penetrating into all walks of life, accelerating the pace of financial informatization, refinement, and standardization. Integrating ideological and political theory into the entire curriculum teaching and achieving the teaching goal of collaborative education between professional education and ideological and political education is a new direction for the development of higher education today. In the context of "Internet plus vocational education", it is of great significance to incorporate IPTTAC into the teaching design research of college students' innovation and entrepreneurship courses for the implementation of the fundamental task of moral education. Combining the requirements of talent cultivation in universities in the new era and social needs, through a systematic and specialized knowledge system and practical skills education and teaching, the firm belief in adhering to and developing the cause of socialism with Chinese characteristics and realizing the dream of great rejuvenation of the Chinese nation will be integrated into teaching design, and the teaching design methods and paths of IPTTAC will be studied.*

Keywords: *Internet, Vocational education, Ideological and political theories teaching in all courses*

1. Introduction

To do a good job in IP (Ideological politics) education in universities, we need to start with professional knowledge and classroom knowledge, and gradually integrate IP teaching methods into the professional course of Comprehensive Training. At the present stage, all universities in China are actively responding to the policy call of innovation and entrepreneurship education, and have continued to develop in depth, which has achieved great results. IPTTAC (ideological and political theories teaching in all courses) teaching concept is put forward, which is in line with the requirements of strengthening IP education in universities, deeply integrating IP education with professional courses, and realizing the reform of IP education and professional courses [1-2]. New concepts such as "Internet plus vocational education", cloud computing, big data, etc. are constantly penetrating into all walks of life, accelerating the informatization, refinement and standardization of financial work, which undoubtedly brings unprecedented challenges to college teaching [3].

We have the responsibility and obligation to introduce intellectual property content into the curriculum, so that we can truly become the builders and successors of the new generation of socialism with socialist core values.

2. Problems existing in promoting the construction of IPTTAC in universities

2.1 Form is greater than content.

At present, some universities still have the problem of "emphasizing intellectual education over moral education" when taking IP theory courses, and "emphasizing academics over teaching" in teaching planning [4-5]. This emphasis on IP theory course will not only affect the teaching effect of IP theory course, but also dampen the enthusiasm of IP teachers and hinder the construction of IPTTAC in universities. If other courses in universities continue to ignore the integration of IP education links and IP education concepts, then classroom teaching can only stay at the level of knowledge teaching, which hinders the realization of the fundamental educational task of "cultivating people with virtue" in IPTTAC.

2.2 Backward teaching methods

In university teaching, most of it is based on theory and lacks practical teaching; The textbook content cannot be updated in a timely manner, lacks IPTTAC teaching design, professional knowledge cannot be integrated with intellectual property courses, and intellectual property content cannot be fully transmitted to students, causing professional knowledge to gradually become disconnected from modern knowledge. Therefore, in order to improve students' professional quality, it is necessary to integrate the content of IP teaching, strengthen the cultivation of IP education for teachers, cultivate excellent teachers and deliver IP content, so as to enhance students' self-confidence, pride, social responsibility and integrity.

2.3 Teachers' ideas need to be updated

This paper makes an overall analysis of the current situation of IPTTAC construction in universities by using questionnaires. As can be seen from Figure 1, 51% of the students think that those who guide their own ideological and moral qualities, such as values, social responsibility or feelings of home and country, are IP teachers, 25% of the students think that they are counselors, and 18% of the professional teachers guide their students' ideological and moral qualities, such as values, social responsibility or feelings of home and country. It can be seen that the current IP education mainly depends on IP teachers and counselors. It shows that the IP education resources of university professional teachers are not developed enough, and their influence on students is still weak.

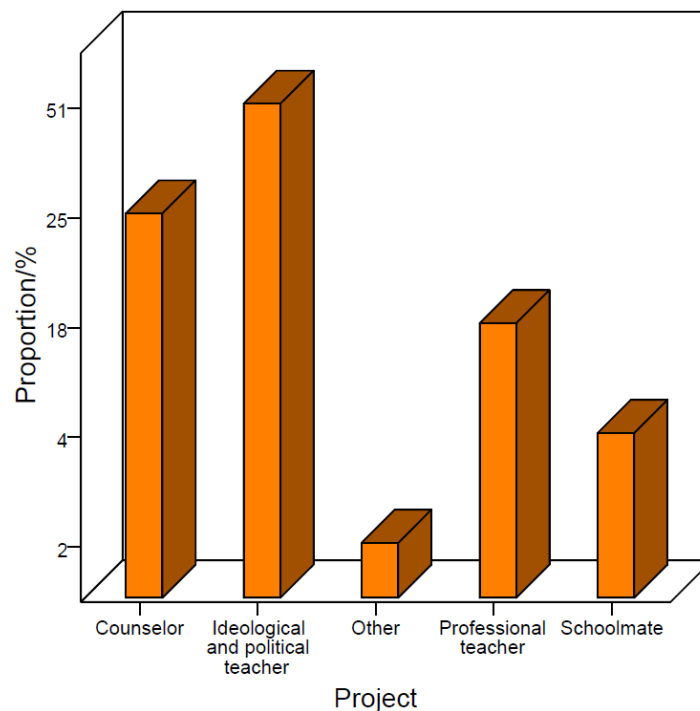


Figure 1: Statistics of survey results

Teachers' understanding of the content of IPTTAC is insufficient. In the process of teaching, teachers are not clear about the content of IPTTAC, which will not be able to better implement the educational concept of IPTTAC and hinder the promotion of IPTTAC in universities. To promote college teachers' understanding of IPTTAC teaching content, teachers can be trained through preaching and specialized training, so that they can have a deeper understanding of IPTTAC [6]. Therefore, in the process of implementing IPTTAC, university teachers should first strengthen their own understanding and learning of IPTTAC content, and on this basis, improve their own value-leading ability, and unify knowledge transfer and value-leading to students.

3. Research on reform and innovation of IPTTAC

3.1 Coordinate IPTTAC reform

The educational purpose of IPTTAC is to realize moral education for students, and to tap IP elements

in various courses to play the role of IP education in the courses. However, this does not mean that the theoretical knowledge of IP theory courses is copied to other courses, and the knowledge of IP theory courses is different from the IP education elements in various courses. Although the construction of IPTTAC in universities plays a role in educating people in various courses, the main course for educating people in universities is still IP course. Therefore, in the process of IPTTAC construction, it is necessary to solve the problems existing in the course teaching, and reform the IP course first, starting with the teaching methods, classroom forms, teaching means and teaching contents.

IPTTAC reform is top-down, first of all, a broad consensus on the concept should be formed [7-8]. Secondly, aiming at different majors and different courses, we should aim at the course orientation, formulate IPTTAC scheme and build a new teaching system. Combing the characteristics of different majors, mining IPTTAC elements and organically integrating them into teaching, so as to improve the level of integrating IP connotation into curriculum teaching. Finally, the overall value of the course is reflected in the connection and interaction between different courses, showing the goal of moral education.

Comprehensive training, as a core course in universities, mainly cultivates high-quality technical and technical talents who adapt to the development and needs of socialism with Chinese characteristics in the new era, possess basic vocational skills and practical operational abilities. Based on the characteristics of the course and the learning characteristics of current university students, the author further subdivides the teaching objectives of this course into "knowledge and ability objectives", "process and method objectives", and "emotional and value objectives" [9].

3.2 Integrating practice to reform teaching methods

At present, the teaching content of Comprehensive Training is organized according to the original knowledge clues, and there are some cases and materials in each link. However, these materials do not highlight the idea of IPTTAC. Therefore, it is urgent to re-integrate classroom teaching content and dig out more IP elements. The specific design idea is shown in Figure 2:

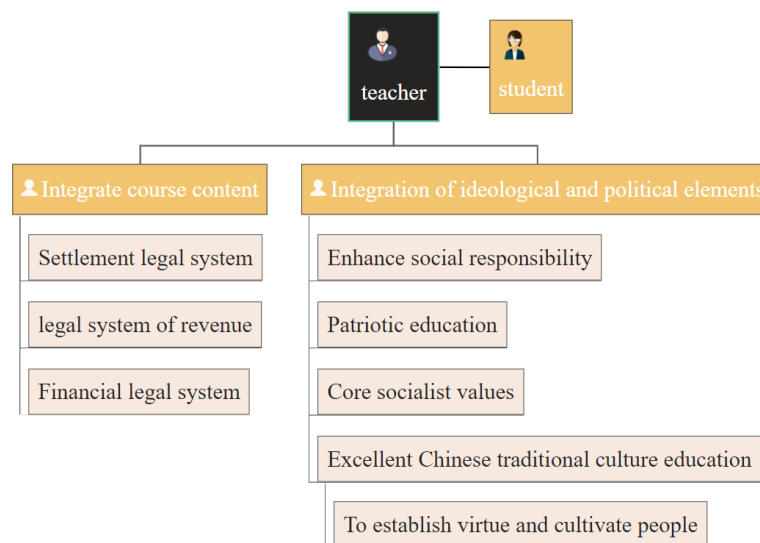


Figure 2: Reflections on the Design of Teaching Content in Universities

Higher education plays an important role in learning professional knowledge and strengthening the concept of the rule of law, and plays an irreplaceable role in improving students' professional ethics.

Faced with the ever-changing practice, universities must innovate the comprehensive practical teaching mode in order to cultivate high-quality skilled professionals who meet the needs of transformation and development. Create multiple manufacturing companies based on the number of students, with each group of students forming a major enterprise. This practical mode tends classroom teaching towards a real workplace, ultimately achieving a new type of practical teaching effect of experiencing in work, thinking in confrontation, recognizing in action, and coordinating in organization.

3.3 Strengthen the special systematic training and communication of teachers IPTTAC

Teachers are the executors of innovation and implementation of IPTTAC reform, and their awareness and ability of IPTTAC are crucial. Schools should carry out special training at all levels purposefully and in a planned way, help teachers firmly establish the awareness and concept of IPTTAC, and point out the essence of IPTTAC teaching reform and the future development direction of Comprehensive Training. Is to encourage and support teachers to actively participate in IPTTAC practice.

Teachers actively apply for project research, combine subject research with classroom teaching practice, reflect on problems from the classroom teaching of Comprehensive Training, constantly sum up experience, and combine theory with practice to improve their teaching level and education ability. To promote the construction of IPTTAC in Comprehensive Training, we must adhere to the course of Comprehensive Training as the carrier. IPTTAC in Comprehensive Training can't be intellectualized and specialized, that is, it can't take the course of Comprehensive Training as an IP course, and it can't just teach without educating people. We should strive to organically combine knowledge transfer, ability cultivation and value guidance.

3.4 Integrating the concept of cultivating virtue and talent

IPTTAC construction in universities is mainly carried out in professional courses. Therefore, it is necessary to highlight the concept of educating people in the specialized courses of IPTTAC construction in universities. The content of IP education excavated in professional courses needs to be combined with the essence and characteristics of the discipline itself, and a scientific system of discipline education should be established according to the requirements of the discipline's development law. For example, in the course development, we can take the development of China in the new era as the breakthrough point, contact with the knowledge of specialized courses, and pay attention to the cultivation of students' patriotism. At the same time, the spiritual needs of the industry can be integrated into the daily curriculum teaching, and different majors correspond to different jobs. Teachers can integrate the professional spirit corresponding to the majors they have studied in teaching design, and strengthen the construction of students' professional ethics.

In view of the present situation of the lack of humanistic quality, it is necessary to pay more attention to humanistic quality in university teaching, and the construction of humanistic quality courses is necessary. Set up the course which highlights the humanistic quality elements, and increase the number of humanistic quality courses. When setting up humanities courses in universities, it is necessary to give full play to the advantages of Marxist colleges, take IP theory courses as the direction guide, and highlight the humanities quality construction in the course of Comprehensive Training. Through the establishment of funds, teachers are supported to actively strengthen the humanistic quality elements in the course of Comprehensive Training. The use of funds can not only be used as a reward for teachers, but also provide financial support for students who perform well in the course practice of Comprehensive Training with humanistic quality elements, so as to give full play to the strength of both teachers and students and promote the enhancement of humanistic quality elements in the course of Comprehensive Training in universities.

4. Conclusions

At the present stage, all universities in China are actively responding to the policy call of innovation and entrepreneurship education, and have continued to develop in depth, which has achieved great results. The idea of IPTTAC teaching is just in line with the requirements of strengthening IP education in universities. Excavate the IP education resources contained in the course itself and teaching methods, realize the guidance of ideas and values, and further consolidate the goal pursuit and functional tasks of college education. Therefore, in order to improve students' professional quality, it is necessary to integrate the content of IP teaching, strengthen the cultivation of IP education for teachers, cultivate excellent teachers and deliver IP content, so as to enhance students' self-confidence, pride, social responsibility and integrity. Only by infiltrating the concept of "Internet plus vocational education" into comprehensive training courses and following the pace of teaching plan reform, can college education better serve social and economic development.

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