Analysis on Effective Acceptance Path of Ideological and Political Theory Course

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Abstract
Improving the comprehensive quality of students in secondary vocational schools, it is necessary to strengthen the cultivation of students' professional quality and moral cultivation. The ideological and political theory course in secondary vocational schools is the main channel of comprehensive and systematic ideological and political education for students, and it is also an important link to realize "moral cultivation". How to effectively improve the teaching quality of ideological and political theory course in secondary vocational schools, make it play its educational role better, and cultivate a group of socialist builders and successors with both ability and political integrity for our country is an urgent problem to be solved. This paper analyzes some problems in the teaching of ideological and political theory courses in secondary vocational schools from three aspects: teachers, teaching methods and practical teaching, and discusses how to solve these problems, with a view to further improving the teaching level of ideological and political theory courses in secondary vocational schools.

Keywords
Secondary vocational education, ideological and political theory course, quality of teaching

Introduction
Secondary vocational school is a characteristic socialist way of running schools in China, and it is also an important part of secondary education. Secondary vocational schools undertake the historical mission of cultivating high-quality and high-tech professionals. With the deepening of secondary education in China, strengthening the reform and innovation of ideological and political theory courses in secondary vocational schools has become an important political task and a strategic project in secondary vocational schools in China. This is the basic requirement for secondary vocational schools to carry out "moral education" and the only way to face the great changes in this century with a scientific attitude. This is the objective requirement of the development of ideological and political education in schools. In order to further improve the moral education system of "having both ability and political integrity" in secondary vocational schools, we should strengthen and innovate the moral education in secondary vocational schools to improve the quality of moral education in secondary vocational schools.

1. Significance of Strengthening and Innovating Ideological and Political Theory Course in Secondary Vocational Schools in the New Period

1.1 It is an inevitable choice for science to cope with the great changes that have never happened in a hundred years
The construction of ideological and political theory courses in schools in the new era should start with two "unprece-
On the one hand, the uncertainty and instability caused by the "great changes of the century" require us to better safeguard our national security under the ever-changing and complicated international situation. The "unprecedented change" here refers to both "unprecedented change in the world" and "unprecedented change in China". Looking at the international situation, the process of globalization is accelerating and irreversible. There is a big difference between the teaching content and the teaching content of ideological and political theory course in secondary vocational schools. Looking at the overall situation of China, at present, we should not only strive to achieve the goal of the previous century, but also strive to grasp the new development opportunities and strive to move towards the goal of the next century.

1.2 The needs of the times to realize the self-development of ideological and political education

With human development as the center, Marx put forward a human-centered "human" development model, and elaborated it in detail. The report of the 19th National Congress made an important judgment that "Socialism with Chinese characteristics has entered a new era". Under the new historical conditions, ideological and political theory courses in schools should be constantly reformed and innovated to improve their own quality. Only by using good methods, reforming old methods and exploring new methods can we adapt to the development of the times and truly solve the fundamental problem of cultivating talents for whom and how. In the face of bad ideas, secondary vocational school students have poor self-control and discrimination, and their world outlook, outlook on life and values are easily distorted. Secondary vocational schools should carry out ideological and political theory teaching in a timely manner, rectify students' bad ideas and behaviors, improve their ability to distinguish right from wrong, guide and assist them to form correct ideas, strengthen their confidence in Socialism with Chinese characteristics, their ideals and beliefs, fasten their first button in life, and build a "Chinese dream" with a "youthful dream" (Liang Qiwei & Wang Bin, 2022).

2. Problems existing in ideological and political theory teaching in vocational schools in the new period

2.1 Teaching methods and means are relatively backward

Ideological and political theory course is a characteristic course, which requires students' quality and ability. However, in practice, some teachers' enthusiasm is not high, and they have not conducted in-depth discussions, resulting in the backwardness of educational means and making it difficult to improve the quality of education. Although many secondary vocational schools have introduced new teaching methods, and students also like this way very much. However, in practice, teachers only use some special functions of new media, and in the teaching process, most of them still follow the traditional teaching methods, which cannot meet the students' needs for diversification of classroom teaching methods. Ideological and Political Theory Course is a public course for students of different grades in the whole school. In secondary vocational education, if targeted teaching is not carried out, it will lose its vitality and effectiveness.

2.2 Practice teaching in different places is not balanced

The ideological and political theory course in school is an organic whole, which has both theoretical teaching and practicality. Practice teaching is an important link in the teaching of ideological and political theory courses in schools, and it is also an inevitable choice for the teaching reform of ideological and political theory courses in schools. In the process of implementing practical teaching, some secondary vocational schools have established a set of practical teaching mode with both local characteristics and their own characteristics from the aspects of teaching staff construction, teaching materials construction, education methods and curriculum management, and accumulated some practical teaching experience. Its successful experience is worth learning and learning from. Some secondary vocational schools set up practical teaching links in the teaching process of ideological and political theory courses. However, because of the key points, teaching methods, teaching means, educational conditions and other reasons, practical teaching has not achieved substance. The effectiveness of sex, its scientificity and systematicness need to be further strengthened. This not only affects the enthusiasm and initiative of teachers and students to participate in practical teaching, but also restricts the educational function of ideological and political theory courses. Therefore, in the implementation of practical teaching, due to the different internal and external conditions of each school, the teaching effect is different (Jiang Zhaohui, 2022).

3. Basic principles for constructing a socialized teaching model for ideological and political theory courses in vocational schools

The construction of the socialized teaching mode of "ideological and political courses" in vocational schools is not just a figment of the air. It must be designed based on specific concepts and principles, in order to make this teaching
mode truly have teaching vitality and align with the goals of innovative education. Specifically, the following basic principles should be adhered to when constructing the socialized teaching mode of "ideological and political courses" in vocational schools:

3.1 The principle of student subjectivity

To construct a socialized teaching model for ideological and political courses in vocational schools, it is necessary to give full play to students' subjectivity, be guided by their needs, fully analyze students' psychological identification and social background, and construct a socialized teaching model based on students' subjective will, guide students to actively participate in teaching, evaluate teaching objectives, and construct a socialized teaching model with the goal of students' comprehensive development.

3.2 Principle of combining theory with practice

To construct a socialized teaching model for ideological and political courses in vocational schools, it is necessary to not only inherit the high-quality teaching resources of the original theoretical teaching, but also fully integrate social practice resources on this basis, so that the two are fully integrated, not just two pieces of skin. Students should be trained to not only master the basic principles of Marxism Leninism, Mao Zedong Thought and Deng Xiaoping Theory, the important thought of the Three Represents, and the Scientific Outlook on Development, but also apply these theories to analyze. To solve practical problems, the two cannot be neglected.

4. Strengthening and innovating the implementation path of ideological and political theory course in vocational schools in the new period

4.1 Adopt the classroom teaching method of ideological and political theory course which conforms to the characteristics of students in secondary vocational schools

4.1.1 Empathy teaching

"Empathy" is a professional term in psychology, which refers to influencing the other party through communication with the other party, so as to get feedback from the other party. It is necessary to make students and teachers have emotional resonance, make students feel emotions, infect students with emotions, and impress students with emotions. Teachers should enhance their personality charm and language appeal, and use emotional and situational teaching methods in classroom teaching, so as to gain students' high recognition and recognition, thus enhancing the trust between teachers and students. So as to provide a practical channel for the teaching of ideological and political theory courses in schools and narrow the distance between ideological and political theory courses in schools and students. At the same time, make full use of new media technology, so that more audio-visual materials can be displayed in front of students in a more intuitive way, thus enhancing students' classroom participation, mobilizing students' learning enthusiasm, making our ideological and political theory teaching full of passion and passion, and really making students learn something and have fun (Yuan Jing, 2021).

4.1.2 Adopt refined participatory teaching

The so-called refined participatory teaching refers to paying more attention to students' performance in class, changing the previous model of evaluating scores with one examination paper, but dividing students' grades into two parts, peacetime grades and final grades. Usually grades can be subdivided into attendance, classroom speech, homework, unit tests, chapter tests and so on. By adding extra points to the number of lectures in each class, the performance of each class is quantified, and a system is formed to enhance students' participation and "leadership" so that students are always in a competitive state and create a good classroom atmosphere, thus improving the teaching quality of ideological and political theory courses (Cao Junping, 2020).

4.2 To create a practical teaching environment of ideological and political theory courses in line with the characteristics of vocational school students

4.2.1 Integrating the practical teaching of ideological and political theory courses into campus cultural activities

Colorful campus cultural activities often attract more students' attention. It is necessary to organically combine the practical teaching of ideological and political theory courses with colorful campus cultural activities, so that students can carry out practical teaching of ideological and political theory courses in a relaxed and pleasant atmosphere. Only in
this way can we have the most direct influence on students unconsciously. Encourage students to actively participate in various campus cultural activities, such as speech contest, love dedication, Arbor Day, etc., so that students can get more exercise opportunities. Schools should strengthen positive publicity and guidance.

Actively promote the "internet plus Moral Education" model, strengthen the control of bad information, and effectively nip the influence of bad information sources on students in the cradle.

4.2.2 Build a bridge for cooperation in ideological and political theory courses inside and outside the school

We should cooperate closely with patriotic education demonstration bases, community service centers and other enterprises and institutions to carry out experiential teaching and enrich the contents and activities of practical teaching of ideological and political theory courses. On this basis, combined with the needs of practical teaching, we will promote the school-enterprise integration education model. Schools and enterprises, together, shoulder the heavy responsibility of improving students' technical level and carrying out ideological and political education, and construct an internal and external linkage mechanism to ensure the continuity of ideological and political education for students in secondary vocational schools, so as to cultivate a kind of qualified socialist talents with a sense of responsibility and dedication (Chen Wei, 2019).

4.3 Building a contingent of teachers of ideological and political theory courses in line with the characteristics of students in secondary vocational schools

According to the development plan of the school, the secondary vocational school should scientifically formulate the staffing plan according to the needs to ensure the ratio of teachers to students. We should improve the accreditation mechanism of teachers' qualifications, strictly control the number of teachers in ideological and political courses, select high-level teachers in ideological and political theory courses, and bring outstanding teachers with firm political beliefs, solid theoretical foundation and strong teaching ability into the ranks of full-time and part-time teachers in ideological and political courses. Through various channels, we will strengthen the "mentoring" of young teachers and establish a teaching team with reasonable education, age and professional title. Pay attention to the professional development of teachers, improve the theoretical level and professional quality of ideological and political theory teachers, break through the mindset with cooperative learning, and continuously improve the enthusiasm and initiative of ideological and political theory teachers in teaching research, so as to achieve the overall improvement of the teaching level of ideological and political theory teachers in secondary vocational schools.

In short, implementing ideological and political education in vocational schools and improving the teaching quality of ideological and political theory courses is a difficult and arduous task. How to make vocational school students enjoy this course is not only an obligation that vocational schools should fulfill, but also a responsibility that schools should fulfill. The ideological and political theory courses in vocational schools should be continuously explored, innovated, and reformed. Through multi-level, multi-channel, and multiform social practice activities, they should complete the socialization education of their political ideology, morality, law, ethnicity, and abilities, enabling students to assume specific responsibilities, obligations, and rights in social life, and make due contributions to society.

References

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