

New Connotation and New Path of Interactive English Teaching Reform in Higher Vocational Colleges from the Perspective of Curriculum Ideology and Politics

Chengfeng Wu

Wuhan Technical College of Communications, Wuhan, 430071, China

Keywords: Curriculum ideological and political education; Interactive teaching of vocational English; New connotations of reform; New Path

Abstract: Interactive teaching mode is a kind of teaching form which regards the teaching process as the interactive influence and activity of teaching and learning, and forms harmonious teacher-student interaction and student-student interaction by adjusting the relationship between teachers and students, thus improving the teaching effect. English is one of the compulsory courses for students in higher vocational colleges, and it is feasible to take English as the carrier of Ideological education. Through the integration and development of Ideological education and ELT(English Language Teaching), the goal of ELT can be achieved, and the Ideological effect of the course can be promoted and enhanced, thus escorting students' future. English teachers in higher vocational colleges should not only pay attention to improving the quality of teaching, but also adhere to the unity of interactive teaching, tap the Ideological educational resources contained in the course, and combine the basic interactive English teaching with the Ideological education to help students establish correct values, world outlook and outlook on life, and cultivate students' good learning mentality.

1. Introduction

Currently, in higher vocational teaching practice, teachers tend to impart knowledge and skills, neglecting the importance of ideological education for the growth of vocational talents. The theoretical basis of interactive teaching mode comes from constructivist theory, social interaction theory, and humanistic theory[1]. Constructivist theory believes that education is to cultivate the independent thinking ability of the educated, emphasizing the need for the educated to integrate their own experiences in the learning process. The educated are active meaning builders and problem solvers [2-3]. As one of the compulsory courses for vocational college students, it is feasible to use English as a carrier of ideological education. Through the integration and development of ideological education and ELT, while achieving ELT goals, it promotes and improves the ideological effect of the curriculum, providing a guarantee for students' future development. Course Ideology "refers to the organic integration of knowledge transmission, value shaping, and ability cultivation in various course teaching, extracting the ideological elements contained in the course, enabling students to firmly establish cultural confidence, establish correct values and social responsibility, form good professional character and behavior habits, and present a teaching model of" course carrying Ideology and integrating Ideology into the course "[4]. Teachers can set up some research on cultural differences between China and foreign countries, so that students can go out of the classroom and form their own unique views according to the opinions of different people in society. By using various forms of activities to help students memorize words, teaching efficiency and quality can be better improved. Teachers can also actively organize group discussions to allow students to exchange ideas internally, inspire students to actively think, better express their views, exercise their ability to think independently, and play the role of ideological education. Interactive teaching has always been advocated in vocational English classrooms, but there are still some confusion among vocational English teachers and students regarding the implementation effect of interactive teaching. On the one hand, most vocational college students

have weak awareness of self-directed learning and poor learning initiative. Teachers can use interactive teaching to fully mobilize the classroom learning atmosphere and increase students' participation in classroom learning. Vocational English teachers should not only focus on improving teaching quality, but also adhere to the unity of interactive teaching, explore the ideological education resources contained in the curriculum, combine basic English interactive teaching with ideological education, help students establish correct values, worldviews, and cultivate a good learning attitude [5].

2. The Connotation and Characteristics of Interactive Teaching in Higher Vocational Education

2.1. The connotation of interactive teaching mode in vocational English

A central concept of interaction theory is "media function". The role of media refers to that the secret of effective learning lies in the fact that the knowledge and skills of both parties are at different levels. The cultivation of learning ability and the healthy development of personality, and advocates teachers to guide students to learn in a pleasant environment, so that students can learn happily in a successful experience [6]. Therefore, higher vocational colleges should organically integrate Ideological teaching and subject education, so as to promote students in vocational colleges to develop into all-round talents with sound personality, cultural accomplishment, moral quality and high political consciousness. In the classroom teaching environment, the knowledge and skills between teachers and students are at different levels, so the gap between teachers and students in different aspects makes the communication between them necessary and inevitable [7]. The interactive teaching mode of English aiming at encouraging students to love, learn and be good at learning, and through harmonious and efficient teacher-student interaction and student-student interaction under the condition of establishing learners' dominant position[8]. Guide students to consciously participate in the promotion of Chinese excellent traditional culture on the basis of profound understanding of socialist core values, firmly establish the correct three views teaching practice. Constructivism theory, social interaction theory and humanism theory all think that the educated are the main body of learning, and also emphasize the necessity and importance of cooperation among the educated [9].

2.2. The characteristics of interactive teaching mode in vocational English

Vocational English teachers should pay attention to the rational use of high-quality resources, in order to guide students to objectively and correctly understand the world and enhance cultural confidence through comparative learning between Chinese and Western cultures. It is necessary for vocational English teachers to strengthen the ideological construction of courses in their teaching. They should deeply explore the ideological elements in English textbooks, innovate teaching activities based on this, and guide students to firmly establish the correct three perspectives and actively build their own knowledge system. This article establishes the implementation principles of interactive teaching mode for vocational English, as shown in Figure 1.

Everyone thinks that "learning" and "using" are an organic whole, and "classroom training" is the purpose and means of "learning", and advocates the educated to comprehensively improve their internal comprehensive quality in communication and interaction. Ideological, a higher vocational English course, should form a new teaching goal of "trinity" of value shaping, knowledge imparting and ability training, so as to guide daily ELT[10]. Through the integration and development of ideological education and English teaching, while achieving the goals of English teaching, it promotes and improves the ideological effectiveness of the curriculum, providing guarantees for students' future development. Curriculum ideology organically combines knowledge transmission, value shaping, and ability development in various curriculum teaching, extracting the ideological elements contained in the curriculum, enabling students to firmly establish cultural confidence, establish correct values and social responsibility, form good professional character and behavior habits, and form a "curriculum" teaching model to bring ideology into the classroom. Enhance the

innovation and initiative of English teachers in teaching, give full play to their subjective initiative, and let teachers create novel teaching methods while improving their Ideological literacy, enhance the interest, knowledge and education of the classroom, enrich the teaching connotation and improve students' learning enthusiasm and interest. Interactive English writing teaching emphasizes the "people-oriented" educational thought, and carries out writing teaching according to students' psychology, age and characteristics and the requirements of the new curriculum reform, creating a pleasant and harmonious learning atmosphere for students, creating opportunities for students to succeed[11].

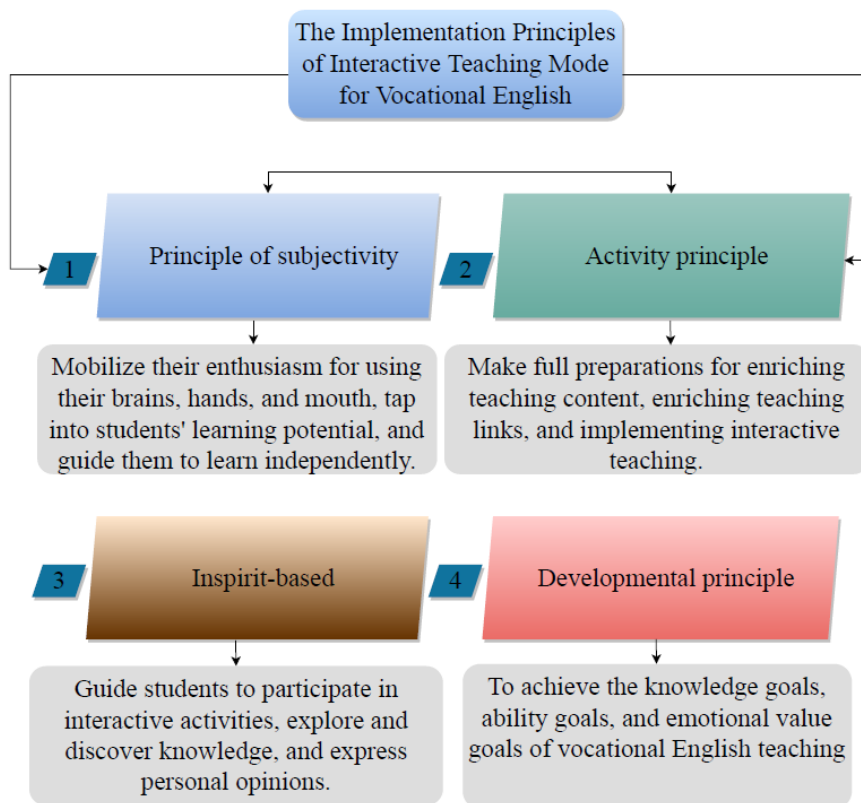


Figure 1 Implementation principles of interactive teaching mode for vocational English

3. The Reform and Innovation Path of Interactive English Teaching in Vocational Colleges from the Perspective of Curriculum Ideology and Politics

3.1. Creating a suitable interactive atmosphere in English classrooms

Before teaching a new course, teachers need to guide students to understand the content and objectives of the course and put forward teaching requirements. Teachers should give students more time to think and ask questions, and act as guides to help students form their own learning concepts and values. When assigning homework, we should also pay attention to the organic combination of Ideological education and English learning, help students consolidate and expand the Ideological content in an all-round way, and promote the improvement of their own theoretical level let students unconsciously feel the charm of combining curriculum ideologicity with English classroom. By establishing a friendly and harmonious relationship create a relaxed and pleasant English interactive atmosphere through the simulation of actual situations.

3.2. Exploring the Ideological and Political Elements in English Teaching

Whether the integration of ideological education in ELT practice in vocational colleges is effective or not, the focus is on optimizing and adjusting the content of vocational English textbooks. In addition to adding Chinese cultural elements mentioned above, teachers should also promote and apply innovative teaching models based on the actual characteristics and learning needs of vocational students to ensure that students have a strong interest in ideological learning in

vocational English courses. Vocational English educators should deeply explore the ideological elements contained in textbooks, develop moral education resources, deeply integrate the ideological curriculum with vocational ELT, leverage the main advantages of vocational public English courses, and help students cultivate good moral literacy. By comparing different cultures, students can enhance their critical thinking skills and develop a unique set of perspectives and concepts, thereby enhancing their cross-cultural communication skills. Teachers can organize specialized cultural comparison activities between China and the West, allowing students to collect data for comparison. Educators should actively use information technology to develop English moral education resources. In the new era of rapid development of information technology, network platforms have provided many conveniences for vocational ELT.

3.3. Implementing diversified interactive discussion in English classroom

Find problems and study problems in the preview session, and form preview feelings, so as to prepare for efficient interactive discussion in the classroom. In addition, teachers can also innovate teaching methods through the practice of extracurricular activities, so that students can integrate theory with practice and learn English with real life. Teachers can set up some research on cultural differences between China and foreign countries, so that students can go out of the classroom and form their own unique views according to the opinions of different people in society. By using various forms of activities to help students memorize words, teaching efficiency and quality can be better improved. Teachers can also actively organize group discussions to allow students to exchange ideas internally, inspire students to actively think, better express their views, exercise their ability to think independently, and play the role of ideological education. In this paper, an interactive English teaching model in higher vocational colleges is established from the perspective of curriculum Ideological, as shown in Figure 2.

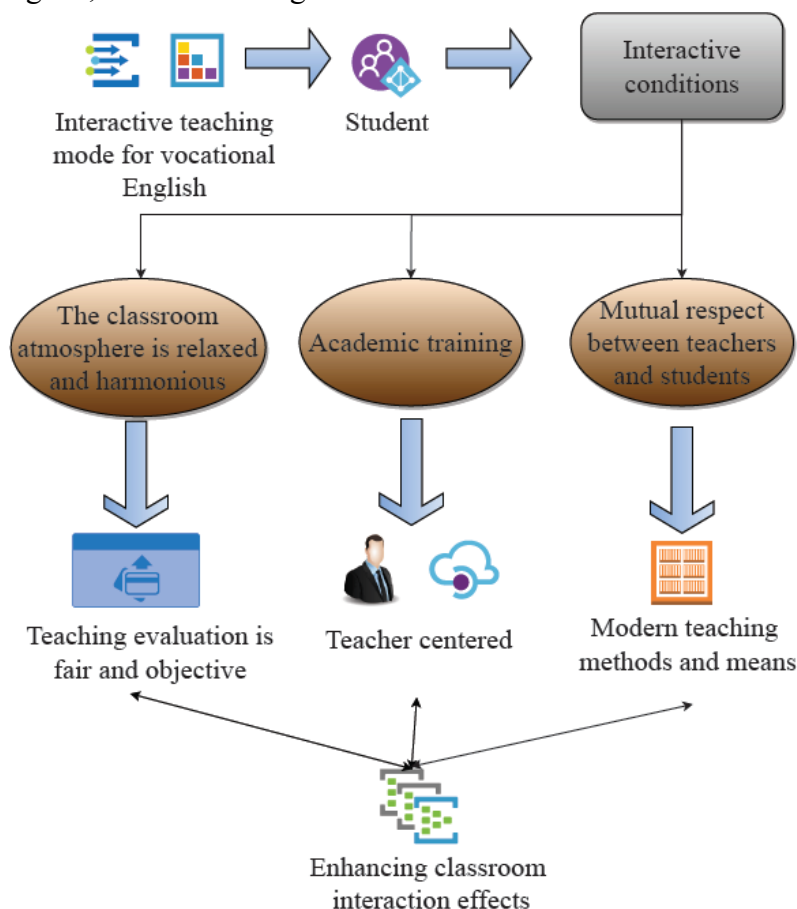


Figure 2 Interactive Teaching Model of Vocational English from the Perspective of Curriculum Ideology

It is difficult for teachers to interact and communicate with each student, so collective interaction

is usually used when explaining conceptual basic knowledge. By providing subtle education to students during activities, we aim to promote the development of their comprehensive English abilities while continuously improving the ideological teaching effectiveness of English courses. In English textbooks, it is important to highlight the excellent traditional Chinese culture. The reason is that as a foreign language course, English emphasizes the explanation of Western culture in traditional teaching practices. In the context of curriculum ideology, the focus of English classroom teaching should not be limited to the explanation of Western culture, but also targeted infiltration of Chinese culture. In addition, teachers can also make full use of information technology platforms such as WeChat official account and Tiktok to vigorously promote various ideological theme activities. Through teaching experiments, teachers can find out which interactive teaching mode can best improve the effect of Language acquisition, which is undoubtedly of positive significance to the reform of classroom teaching mode. Before implementing collective interaction, teachers should set the difficulty level of the problem based on the specific content of the textbook chapters, triggering all students to think and communicate about the problem.

4. Conclusions

To sum up, understanding the logical connotation of higher vocational English course Ideologically is the primary premise and guarantee of English course Ideologically. ELT in higher vocational colleges should combine the teaching of English knowledge, the cultivation of language skills and the guidance of Ideological values, and design and implement the Ideological teaching activities through the determination of Ideological goals, the integration of ideological elements. It is also necessary to improve the comprehensive quality of educators and improve the innovation evaluation mechanism, create a good educational environment and form a strong educational synergy, thus improving students' ideological and moral literacy. Teachers can use interactive teaching to fully mobilize the classroom learning atmosphere and increase students' participation in classroom learning. Vocational English teachers should not only focus on improving teaching quality, but also adhere to the unity of interactive teaching, explore the ideological education resources contained in the curriculum, combine basic English interactive teaching with ideological education, help students establish correct values, worldviews, and cultivate a good learning attitude. In the process of integrating Ideological into public English class, educators should establish the concept of lifelong learning, constantly learn Chinese excellent traditional culture, and improve their ideological realm while enriching their spiritual world and knowledge reserves. Improve students' enthusiasm and participation in classroom teaching. When carrying out interactive teaching mode, teachers need to take active actions in judging grades, maintaining discipline and controlling time, so that interactive teaching can be carried out smoothly and finally satisfactory classroom teaching results can be achieved.

References

- [1] Feng G. Reflections on Practical Teaching Reform of the New Curriculum of Ideological and Political Education in Universities[J].Journal of Jiamusi Vocational Institute, 2022, 34(15):31-38.
- [2] Meng Z. Thoughts on the reform of practical teaching in the new course of ideological and political education in colleges and universities[J].Journal of Jiamusi Vocational Institute, 2022, 37(14):45-55.
- [3] Tingting J. On Construction of "Curriculum Ideological and Political Education" of College English Teaching Mode based on Blended Teaching[J].Journal of Lishui University, 2021, 31(7):25-38.
- [4] Hui W. A Probe into the Path of Ideological and Political Integration of College English Courses Based on Universal Learning Environment[J].Education Teaching Forum, 2019, 16(4):5-11.
- [5] Liu S, Sun Y, Zou Z, et al. Exploration on Ideological and Political Teaching of Urban Garden

Green Space Planning[J].Asian Agricultural Research, 2022, 14(11):3.

[6] Jiaxian Li. Analysis on the Ways of Vocational English Teachers' Professional Development under the Background of Curriculum Reform[J].Science & Technology Vision, 2022, 28(11):11-20.

[7] Miaolan L. Discussion on the Curriculum Reform of Pre-vocational Education for Primary School English Teachers Under the New Curriculum[J].Education and Teaching Research, 2021, 20(4):5-25.

[8] Jianhu L, Zhiyong C, Xiang C, et al. On Reform of Education Mode in the View of New Era Curriculum Ideological and Political Education[J].Journal of Hengshui University, 2019, 30(15):15-24.

[9] Zhuo Y. On the Teaching Reform of Ideological and Political Education in Colleges and Universities [J].Journal of Jiamusi Vocational Institute, 2022, 36(4):11-20.

[10] Rui D. New Thought on the Ideological and Political Education of College Students [J].Journal of Taiyuan University of Science and Technology, 2010, 285(10):8-18.

[11] Silian C. Application of Teacher-student Interaction Pattern in the Ideological and Political Theory Course Teaching[J].Journal of Chongqing University of Technology(Social Science), 2010, 15(4):10-19.