

Research on Ideological and Political Education under the Background of Modern Apprenticeship

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Abstract

In the current ideological and political teaching mode of the apprenticeship system, in order to ensure the quality of teaching, it is necessary to effectively improve the teaching ability of ideological and political teachers themselves. The positions required by the enterprise and the ability development of ideological and political teachers can be used to carry out practical teaching and achieve the purpose of improving the level of talents. For the contemporary ideological and political teaching apprenticeship model, the ability development of ideological and political teaching teachers has a certain role in promoting the construction of double-qualified teachers, and building teachers with certain ideological and political education characteristics.

Keywords

Apprenticeship; Ideological and political education; Double-qualified teachers.

1. The Problems Existing in the Ideological and Political Education of Higher Vocational Colleges in My Country at Present

1.1. Higher Vocational Colleges Do Not Pay Enough Attention to Ideological and Political Education

Vocational college students are about to go to work in the society, and ideological and political education for these students is an urgent and important educational task. The teaching concept of "everything" allows students to learn professional knowledge and theoretical knowledge. In fact, such teaching methods can no longer meet the needs of contemporary students. Therefore, it is said that higher vocational colleges have insufficient understanding and lack of attention to ideological and political education work. One of the problems.

1.2. The Form of Education Is Too Single, Which Affects the Effect of Education

At present, the methods of ideological and political education in higher vocational colleges in our country are relatively simple, and the method of theoretical narration is still adopted. The process is boring and the method is outdated. For example, most of the ideological and political education work in higher vocational colleges is still taught in the two courses of "Mao Zedong Thought and Characteristic Theory" and "Ideological and Moral Cultivation", and no other methods are adopted to publicize this teaching content. , The method is too simple and lacks innovation.

1.3. Out of the Actual Needs of Students

The ideological and political education work in higher vocational colleges should follow the needs of students' growth and psychological characteristics, and then adapt to the needs of students. Now, most of the ideological and political education work in higher vocational colleges is divorced from the actual needs of college students. For example, it only conducts a series of theoretical teachings, such as honesty and patriotism, from childhood, but does not focus on reality, and educates students for lack of self-confidence and lack of learning motivation, and the teaching content is out of the actual needs of students.

1.4. There Are Certain Problems in the Construction of the Ideological and Political Education Teacher Team

This problem is mainly reflected in two aspects: insufficient number of teaching staff and insufficient professional quality. As the number of students in our country's higher vocational colleges is increasing year by year, the number of ideological and political education personnel has not reached the relevant proportion stipulated by the state, and the number of educational personnel is obviously insufficient, which leads to the phenomenon that education is not thorough and too one-sided. In the process of implementing education, most teachers do not have a deep understanding of ideological and political education, many of them are not professionals, their professional quality is too poor, they lack responsibility and emotional investment, and they cannot even solve the problems raised by students, resulting in some bad things happen.

2. Modern Apprenticeship Talent Training Model

2.1. The Concept of Modern Apprenticeships

The modern apprenticeship is different from the traditional apprenticeship. The modern apprenticeship pays more attention to the cultivation of scientific and technological innovation talents, while the traditional apprenticeship is only the training of job skills. Enterprises implement the method of masters and apprentices to cultivate students' basic quality and general skills. It is very important for ideological and political teachers to adapt as soon as possible under such a teaching mode and to expand their own abilities. During the period of ideological and political teaching, the modern implementation of public ideological and political teaching should be displayed, and its characteristics in dual subjects and professional practice should be displayed.

2.2. The Educational Model of Modern Apprenticeship

Modern apprenticeship is a form of vocational education and the business process of modern school apprenticeships, emphasizing the actual position of the enterprise teaching in the form of masters and apprentices, and gradually paying attention to the practical teaching of higher vocational colleges, between the two classrooms An alternative way of engineering the mobility of talents to improve the quality of training. In this mode, English teachers in higher vocational colleges should strengthen their own more training, consciously carry out professional teaching practice ability, improve students' professional English teaching professional quality professional positions; cooperate with enterprises in practice and closely cooperate with professional and technical personnel, Understand the practical needs of our enterprise in ideological and political teaching, in the teaching process, from summarizing and promoting the practice of theory, innovating and developing in practice.

3. New Problems in the Teaching of Ideological and Political Theory Courses in Higher Vocational Colleges under the Background of Modern Apprenticeship

A scientific and reasonable teaching operation mechanism is a powerful guarantee for curriculum development. From textbooks to content, from theory to practice, from methods to means, and from learning to assessment, each link plays an irreplaceable individual role, combined with modern apprenticeship talents. The characteristics and requirements of the training model reflect the teaching process of ideological and political theory courses. The problems are mainly highlighted in the following aspects:

3.1. "Traditionalization" of teaching Objectives - Lagging Talent Demand

For a long time, the ideological and political theory course has been an important position to consolidate the guiding position of Marxism in the ideological field of colleges and universities, adhere to the direction of socialist education, cultivate qualified builders and reliable successors of the cause of socialism with Chinese characteristics, and implement morality. The main channel of the fundamental task is to carry out the core courses of socialist core values education to help college students establish a correct world outlook, outlook on life and values. However, for higher vocational colleges under the background of modern apprenticeship, to cultivate a group of high-quality skilled professional talents, students need not only a firm political stand and good personality, but also a modern occupation. Quality and strong teamwork skills. Obviously, this is beyond the scope of the traditional teaching objectives of ideological and political theory courses in colleges and universities. If it is not adjusted and improved in time, it will seriously affect the ideological and political theory courses in the higher vocational education system status and role.

3.2. "One-size-fits-all" Teaching Content - Difficult to Match the Actual Situation of Vocational Education

According to the "05 Plan" of the Ministry of Education, the teaching of ideological and political theory courses in colleges and universities must use the higher education version of the unified teaching materials to ensure that the content of ideological and political education is unified and the system is complete. This model of "one book" of teaching materials can certainly ensure the ideological, scientific and systematic nature of teaching content to a certain extent, but it cannot meet the actual needs of vocational colleges that pursue "pragmatism". As we all know, the recipients of higher vocational education are mostly students with average college entrance examination scores, learning consciousness and learning ability. For such students, the unified textbooks are too theoretical, less practical, too rigorous in prose, and lack of liveliness in expression, which makes it difficult to arouse students' interest in reading, stimulate students' affirmation and resonance, and thus make higher vocational colleges The school's ideological and political theory courses are limited to teachers' personal classroom teaching art presentation, and the subtle influence between the lines after class is unsustainable. In addition to the two-hour classroom teaching time per week, it is basically impossible to form a continuous and coherent educational environment, and the educational effect is also great discount.

3.3. "Modeling" the Arrangement of Class Hours - The Inability to Alternate Between Work and Study

The ideological and political theory courses in higher vocational colleges have been strictly implemented in strict accordance with the regulations of the Ministry of Education, and the semester arrangements and hours are fixed. Taking higher vocational colleges as an example, "Ideological and Moral Cultivation and Legal Basis" is generally offered in the first grade, which

is divided into two semesters, with a total of 54 hours. Two semesters, a total of 72 credit hours; another 5 semesters (Situation and Policy), a total of 80 credit hours. Under this curriculum arrangement, once students leave the school and enter the enterprise to study, they cannot continue the ideological and political theory courses on campus. In addition to the fact that students frequently travel between schools and enterprises for one academic year or one semester, the teaching work of ideological and political theory courses cannot be carried out normally, and students also do not obtain substantial improvement in personal quality due to the intermittent nature of the courses. Over time, the existence value of ideological and political theory courses in the vocational education system has been diluted. Therefore, the current curriculum hours of ideological and political theory courses and the talent training mode of modern apprenticeships are contrary to the training mode, and maintaining the status quo can only make ideological and political theory Curriculum wanders outside the new vocational education system, which leads to a series of follow-up problems such as difficulty in integration, lack of vitality, and reduced effectiveness.

3.4. "Diversification" of Teaching Methods and Means - A Form of Confusion

Students in higher vocational colleges have less rational thinking, poorer speculativeness, and are more likely to focus on sensory recognition and intuitive feeling, and have high requirements for the freshness of educational methods. The teaching reform of ideological and political theory course focuses on how to enrich teaching methods and innovate teaching methods. But the problem is that too much attention to the diversification of means and lack of corresponding normative mechanism can easily make teaching appear short-sighted and chaotic. For example, the original intention of advocating multimedia teaching is to use modern educational technology to enrich classroom teaching, but there will also be some teachers who rely too much on video and video, and only play without explaining, which makes the cart before the horse; perfunctory things become a mere formality, and so on. Under the environment of school-enterprise cooperation, the society, schools, students and parents focus on practical training and vocational skills, which has invisibly spawned the idea of quick success and instant benefit in the teaching of ideological and political theory courses, so that the teaching methods adopted by some teachers involve grandstanding, To be flashy and unrealistic.

3.5. Teaching Evaluation Is "Unified" - Does Not Conform to Dual Identities

The vocational education model of the modern apprenticeship system gives students dual identities and dual learning spaces, and spends almost as much time in the company as in the school. The learning process of enterprises makes the teaching of ideological and political theory courses appear intermittent and random. In addition, the enterprise lacks instructors who specialize in ideological and political guidance and cognition of industry norms, and the evaluation of students' performance can only be carried out by the teachers of the school, so that the teaching evaluation of the ideological and political theory course can only reflect the evaluation object as "" The performance of the subject status of "student", but the specific performance of the status of "apprentice" cannot be evaluated. Therefore, this "unified" model of evaluation and assessment of students by the school alone is out of the reality of talent training, cannot truly reflect students' ideological literacy and political performance, and cannot reflect the teaching purpose of cultivating modern professional talents with both political integrity and ability.

4. Countermeasures for the Teaching Reform of Ideological and Political Theory Courses in Higher Vocational Colleges Under the Background of Modern Apprenticeship

4.1. Optimize Teaching Objectives to Meet Workplace Needs

First of all, it is necessary to adhere to the fundamental goal of establishing people by virtue, so that students can establish a correct world outlook, outlook on life and values on the basis of a full understanding of the development direction of advanced culture and the laws of human historical development, understand the principles and rules of dealing with others, and be able to leave before leaving. In the future, the society will become a conscious practitioner of the socialist core values and a qualified successor of the socialist cause. Secondly, it is necessary to highlight the basic goal of relying on technology, so that students can understand the actual needs of occupational positions on the basis of mastering professional and technical knowledge, and learn relevant theoretical knowledge such as politics, economics, law, and ethics. Become a modern professional talent with both ability and political integrity. Finally, it is necessary to strengthen the expansion goal of Neng Lixin, so that students should have strong work ability in addition to accurate professional knowledge and profound moral literacy, be good at coordinating and deal with all non-technical problems in the work, and be able to enter people After the workplace, he quickly expanded his interpersonal circle, and gained the affirmation and trust of his peers by virtue of his personal ability.

4.2. Integrate the Content of Teaching Materials to Highlight the Characteristics of Higher Vocational Education

In view of the current situation of vocational education and the characteristics of students themselves, the content of teaching materials for ideological and political theory courses should take into account the differences of teachers and the individualization of students, optimize and integrate in the selection and arrangement, and build a structure oriented to different objects, radiating at all levels, and covering a variety of carriers The three-dimensional teaching material system should reflect professionalism, application and interest. Vocationalism refers to the development status and future trends of vocational education in my country, as well as the professional ethics, occupational regulations, occupational prospects, etc. Strengthen the education and training network for students' professional ethics, professional discipline, professional legal norms, team spirit, and interpersonal skills; practicality refers to the characteristics of ideological and political courses that are too theoretical and based on the current teaching materials of ideological and political theory courses. It enriches the specific content of combining theory with practice, points out the connection point between books and reality, and clarifies the correlation between theoretical knowledge and employment and survival practice; interestingness refers to the individual students based on vocational education. On the basis of the current teaching materials of ideological and political theory courses, typical examples, activity plans, test experiments, film and television recommendations, etc. that can complement the theoretical part of the teaching materials are added to provide flexible and changeable forms and rich connotations. Readability to achieve the connection between teaching materials and teaching.

4.3. Scientific Setting Hours, Suitable for Alternating Between Engineering and Learning

Implementing the teaching mode of integration of engineering and learning, the arrangement of students' study time is more flexible. In order to adapt to this alternate learning rhythm, the curriculum setting and management of vocational colleges must also undergo drastic reforms. For the course of ideological and political theory, there are three aspects of manpower in terms

of course positioning, class hour arrangement and management mode. First, it is necessary to reposition the teaching objectives of ideological and political theory courses. Schools should make it clear that ideological and political theory courses take on the dual tasks of the main channel of ideological and political education and the quality of professional talents in the vocational education system through relevant systems and documents, and affirm the important role of ideological and political theory courses in the vocational curriculum system. Secondly, it is necessary to scientifically plan the hours of ideological and political theory courses. On the premise that the overall number of credit hours is consistent with the regulations of the Ministry of Education, the school can flexibly adjust the semester arrangement, teaching weeks and weekly hours of ideological and political theory courses according to the talent training plan of each major, so as to make it consistent with the theoretical teaching and practice of career change. The transformation progress of training is synchronized, and it can be integrated into the teaching system of modern apprenticeship. Finally, it is necessary to reasonably improve the management mode of ideological and political theory courses. Schools should incorporate ideological and political theory courses into the practical teaching system, and make up their minds to establish a set of plans, hours, syllabuses, and systems that are suitable for school-enterprise cooperation and are as strict as school teaching. Teachers, equipment, workload and teaching operation costs to ensure the curriculum It can be carried out smoothly in the enterprise teaching link.

4.4. Standardize Teaching Methods and Pay Attention to Educational Methods

Under the background of vocational education of modern apprenticeship, the classroom teaching time of ideological and political theory courses will become relatively limited. In addition to adopting some vivid, intuitive, rich and interesting auxiliary teaching methods, teachers can organize various forms and content-rich teaching voluntarily participated by students. Activities to stimulate student interest. Specifically, for multimedia teaching, it is necessary to have clear teaching ideas, both pictures and texts, and inclusiveness, the pictures can be freely converted, the materials can be linked freely, and the core knowledge and relevant background knowledge and other disciplines can be flexibly integrated anytime, anywhere. Teaching process; for film and television teaching, it is necessary to closely follow the content of the teaching materials, to have both views and thoughts, and to complement each other with movement and static. Instructive practical teaching should combine theory with practice, with flexible topic selection and profound content. Students can not only gain a deep understanding of social phenomena through research, but also objectively understand the essence behind the phenomenon through theory, and experience the fun of learning by applying what they have learned; Participatory practical teaching should have both form and connotation, orderly organization and clear purpose, pay attention to students' inner feelings in the process of activities, guide students to pay attention to their own inner changes, and enable students to use their own actual experience to perceptually understand the teaching theme. . In addition, teachers and students can be organized to develop MOOCs and APPs, edit WeChat public accounts, and fine-tune the most valuable content for college students who are not in contact with college students. content, add high-end, vivid and down-to-earth comments, integrate people and strengthen the guiding function, moisten things silently play the role of "propaganda and education", inspire students to think and discuss, and encourage students, teachers, experts, and practical tutors to communicate and discuss in the online community together Answer questions.

4.5. Introduce Dual Assessment to Improve the Assessment System

The first is to combine the needs of modern apprenticeship talent training, modularize and independent the content of the textbooks of ideological and political theory courses, divide the teaching into thematic units, and decompose each knowledge unit into two modules:

theoretical teaching and practical experience. They are independent and complementary to each other, so as to facilitate the application of school assessment theory, enterprise assessment of workplace performance, and to realize the dualization of ideological and political theory course assessment. The second is to give the ideological and political theory teachers the opportunity to enter the enterprise to guide the students' workplace practice, or hire the political staff of the enterprise to serve as part-time teachers of the ideological and political theory course, and specifically undertake the ideological and political education of the students during their study in the enterprise. To guide and evaluate the whole process of students' internship in enterprises. The third is to enrich and improve the assessment and evaluation system of ideological and political theory courses, and to flexibly adopt different assessment methods for different teaching environments and different subject identities, including theoretical tests, organizational seminars, social research, job performance, case applications, etc. , to ensure that the evaluation is objective, fair and convenient efficient.

5. Conclude

Ideological and political education is a practical discipline. Only by adhering to the problem orientation, constantly studying new situations, and solving new problems, can we promote the in-depth development of ideological and political education and the improvement of vocational quality of higher vocational students. Facing the demands of the new era of modern apprenticeships, ideological and political education must adapt to the new situation, make new responses, and promote the ideological and political quality of higher vocational students to go hand in hand with knowledge learning and skill training, and cultivate more excellent professional qualities. Skilled craftsmen who also master skilled technical skills provide solid talent support for my country's economic transformation and upgrading, from "manufacturing power" to "manufacturing power".

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