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Exploration of Course Ideological and Political Education in Higher Vocational Colleges' Railway Passenger Transport Service Major - Taking "Railway Passenger Transport Service Management" as an Example

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Abstract: Using the "Railway Passenger Transport Service Management" course as the vehicle, combined with the course training objectives, the ideological and political elements are distilled and analyzed on how to subtly integrate them into the teaching design process of course design, course implementation, and course evaluation, so as to achieve the effect of nurturing people with ideological and political education in a subtle and pervasive way, thereby achieving the goal of comprehensive ideolo.

Keywords: High-speed railway passenger service specialty; Curriculum ideology and politics; Curriculum implementation

The construction of curriculum ideological and political education is a strategic measure to fulfill the fundamental task of cultivating moral character and integrity in students. The exploration of curriculum ideological and political education can help unleash the educational function of courses and enhance the quality of talent cultivation. The specialty of high-speed railway passenger service was born with the development and operation of China's high-speed railways, with the goal of ensuring the quality of passenger service. It aims to train high-speed train attendants, train captains, and ticketing clerks who can engage in high-speed railway passenger service and management. The specialty is designed to cultivate high-quality and skilled composite talents with corresponding railway professional ethics and spirit. A good professional ethics and spirit requires guiding students to establish the correct values, and by digging out the ideological and political elements in the core courses, it can subtly influence students and enable the professional courses to fully play their educational role.

1. The significance of curriculum ideological and political education construction

In 2023, the national railway passenger traffic volume reached 3685 million trips, accounting for over 30% of the transportation sector, which shows that as people's living standards continue to improve and their travel needs increase, railway passenger transportation services have become increasingly task-heavy and demanding in terms of quality. The industry development characteristics have determined the requirements for industry talent, and the strong railway spirit behind the service for billions of people every year is a testament to the dedication and hard work of many railway workers. The High-Speed Railway Passenger Service major is designed to train high-quality service personnel for the railway industry. Quality service is not only reflected in skills, but also needs to be reflected in the integration of railway people's spirit. Therefore, the integration of railway passenger transport service management courses with ideological and political education is an inevitable choice for the content of the courses and a necessary requirement for the development of the railway industry.

2. Introduction of Railway passenger Transport Service Management course

Railway passenger transport service management is an application-oriented course that covers the knowledge and ability of high-speed railway conductors, and is one of the core courses of high-speed railway passenger transport service specialty. The aim is to let the students understand the basic knowledge and business skills of railway passenger service, benchmark the positions of railway conductor and conductor, and train high-quality skilled talents with railway spirit for the railway passenger transport industry.

According to the concept of integrating post class competition certificate with education, the "Railway Passenger Transport Regulations", "EMU train service quality Standards" and "Conductor operation Instructions" are organically integrated into the curriculum, combined with talent training programs and curriculum standards, relying on real post work, and taking the advancement of students' professional ability and professional literacy as the main line. This course is reconstructed and designed as three modules: basic service, key passenger service and emergency response, with a total of 25 tasks. Students can achieve the overall teaching goal by completing the 25 tasks.

3. Curriculum ideological and political design and implementation

3.1 Curriculum ideological and political objectives

Build the concept of people-oriented and safety first, and temper the professional character of students who dare to be the first and willing to contribute.

Taking the "Passenger Emergency Response" module in the course as an example, the course selects five common passenger emergencies in railway operation as the teaching carrier, including passenger miscarriage, missing carriage emergency response, passenger conflict emergency response, passenger cardiac arrest emergency response, train security incident prevention and emergency response, train fire risk prevention and emergency response. At each task point, we should dig ideological and political elements to set goals and embed them into students' vocational ability training. In the face of the annual migration of hundreds of millions of railway passengers, behind the orderly and safe operation of countless railway people silently pay. Railway passenger transport volume accounts for a large proportion of transportation tasks, and passenger emergencies occur from time to time. In the face of emergencies, it is necessary to train students to have the professional spirit of railway people, the spirit of teamwork, the spirit of pursuing lean craftsmanship, and the spirit of hard working model workers. For example, in the emergency handling process of passengers missing or mistaking, in terms of mentality, students should be able to empathize with passengers, carry forward the spirit of professional responsibility, and actively assist passengers to solve problems. In terms of ability, students should have professional norms and professional abilities to solve problems.

3.2 Curriculum ideological and political implementation

In the course implementation process, ideology and politics run through the class before and after, using good railway cases full of ideological and political elements, telling railway stories with rich ideological and political connotations, and doing a good job of skills demonstration full of ideological and political significance, so that students can fully immerse themselves in ideology and politics in time and space. The following "Passenger cardiac arrest emergency response" as an example, to teach students cardiopulmonary resuscitation technology skills, but also to establish students respect rules and professional responsibility of the concept, enhance students people-oriented and life first awareness, enhance students for the people's railway for the people's career confidence.

3.2.1 Pre-class ideological and political case inspiration

Through the actual ideological and political case of the railway "saving story of the conductor Gu Rong on the G1329 train" enlightening students' interest in learning, and guiding students to think, how to deal with the sudden cardiac arrest of passengers on the train? Learning "Railway Passenger Transport Regulations" enables students to have the awareness of regulations and the concept of professional responsibility.

3.2.2 The student-centered teaching mode in the class

In class, let students explore the emergency response plan, use VR to let students find the deviation of the plan and guide the students to correct the plan, through the inquiry and participatory teaching method, let students make continuous progress in the trial and error, teachers find the difficulties of students to demonstrate and overcome. Editing a number of life relay videos, including transnational elderly people, infants, adult men fell to the ground, railway people did not spare no effort to participate in the rescue, the students watched the whole process and participated in the practice of the rescue process, so that students in the class immersed in the learning skills of the race against the clock to save people, enhance the students' awareness of people-oriented life first.

3.2.3 Construct the teaching space of ideological and political atmosphere

In the classroom, the Chinese railway department "Communist Youth League" love train operation philosophy into a poster, hung in the classroom, build ideological and political space, call on young students to shoulder the burden, the "Communist Youth League" spirit passed on. The students are divided into several crew groups, and the students independently name the crew, show the spirit of service, carry out the service skills group competition, and create the "service star" award. The students enhance the collective cohesion in the competition, and form a classroom atmosphere proud of showing quality service and innovative service actions.

3.3 Evaluation of curriculum education

In order to achieve ideological and political goals, this course examines the education effect in multiple dimensions.

3.3.1 Information enabling process assessment

The evaluation indicators of students' performance focus on process assessment. Through the empowerment of information technology, the assessment indicator system is designed on the learning communication platform, including course points, the number of topic discussions to feedback students' active participation in class, students' completion of homework, frequency of course landing and other indicators, which can fully feedback students' learning attitude, and record students' teamwork to complete skills training. In the implementation process of classroom and task points, the learning platform is used to capture data, monitor students' learning attitude, learn and master the situation, and

form a feedback mechanism. Teachers praise excellent students' practices, stimulate students' drive, remind and urge backward students, guide students to develop the habit of active learning and active learning, and achieve the integration of knowledge and action.

3.3.2 Student assessment highlights the dominant position of students

Student evaluation refers to mutual evaluation among students. Teachers create a good learning atmosphere, build a positive learning field, use flipped classroom throughout the classroom, highlight students' main position, stimulate students' sense of class ownership, and promote thinking through learning. For example, in the assessment of passenger evacuation and fire escape emergency treatment, the entire assessment process of students is recorded, formed videos and uploaded to the learning platform. Students watch the assessment videos online, evaluate the stars, and write comments, which can not only learn from each other, but also participate in the evaluation, stimulate students' enthusiasm for learning, and achieve the role of reflection and improvement.

3.3.3 Evaluation of the standard post

Standard post evaluation refers to the standard assessment of students' professional skills, including ideological and political elements. For example, in the assessment of evacuation and fire escape emergency treatment, the conductor's command process, the actual post requirements, and the assignment of tasks with various post roles, the assessment of whether the conductor can be calm and calm, rapid response, overall scheduling, scientific command.

3.3.4 Evaluation of school-enterprise integration

Enterprise tutors enter the classroom to deepen the integration of production and education, school-enterprise cooperation, and integration practice. In the task teaching of emergency handling of passenger seat conflicts and disputes, the enterprise tutor is introduced into the classroom, the whole process is followed up, and the school-enterprise dual education is realized. The practical experience is sent to the classroom, so that the living railway story can inspire the students' minds, and the students' working scene cognition can be expanded from the practical perspective of the enterprise tutor, and the students' thinking can be enhanced.

Through multi-dimensional evaluation, we can open up students' cognitive perspective, let students perceive the fun of learning process, explore the fun and evaluate the fun, and stimulate students' collective sense of honor through the honor incentive method of "service star" flowing red flag. In the evaluation process, we work hard for honor and nourish students quietly with the ideological and political elements of collective pride.

4. Conclusion

The ideological and political course is not simply superimposed on the ideological and political language in the classroom, but to let students feel the feelings of home and country in the process of learning professional skills, and experience the craftsmanship of a big country in the practice of professional skills. It is necessary to integrate professional skills with ideological and political elements, so that students can enhance their professional quality, temper their professional character, and strengthen their professional belief while improving their skills. Through the construction of the ideological and political system of railway passenger transport service management course, guided by the ideological and political goals, the course implementation process and course evaluation and assessment are designed to build a student-centered ideological and political environment, so as to achieve the ideological and political throughout the whole process of students' learning before, during and after class, and realize the three-in-one education.

References

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