

An Exploration of the Practical Application of the Ideology of Moral Education in Ideological and Political Education in Higher Vocational Colleges

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Abstract: With the continuous deepening and popularization of the new curriculum reform, fostering virtue through education has gradually become the core goal of ideological and political education in vocational colleges. This goal not only requires cultivating students' professional abilities and comprehensive qualities but also consistently implementing a student-centered teaching philosophy. This approach highlights the students' dominant position in ideological and political education, aiming to develop professionals who integrate both professional skills and moral qualities to meet societal needs. Therefore, by exploring practical strategies for fostering virtue in ideological and political education in vocational colleges, the practical value of virtue cultivation can be fully utilized, further guiding college students to establish correct values.

Keywords: Fostering virtue through education; Ideological and political education in vocational colleges; Practical strategies

In the ideological and political education of vocational colleges, it is imperative to implement the teaching goal of fostering virtue through education. However, in reality, current vocational colleges overly emphasize improving students' theoretical foundations and professional skills while neglecting the impact of ideological and political education on students' moral concepts. This results in students' understanding of ideological and political education remaining superficial. Based on this, vocational colleges must actively take effective measures to deeply explore practical methods of fostering virtue in ideological and political education, expand diversified channels for virtue education, and lead students to actively participate in various ideological and political practice activities. This will lay a solid foundation for the healthy development of ideological and political education.

1. Analysis of the Current State of Ideological and Political Education in Vocational Colleges

In recent years, ideological and political education in vocational colleges has made some progress but still faces many challenges and issues. Currently, ideological and political education in vocational colleges mainly relies on political theory courses and some moral education activities. These courses and activities have certain standards and requirements regarding curriculum design, teaching methods, and educational content. However, this traditional model of ideological and political education presents several problems in practice.

Many vocational colleges primarily use a theoretical indoctrination approach in their political courses. The content is relatively dry and lacks relevance to students' actual lives and career development, resulting in low student interest and classroom participation. The course content often remains theoretical, lacking practical cases and experiential components, making it difficult for students to internalize theoretical knowledge into their values and behavior guidelines. Traditional lecture-based teaching methods are still the main approach, with teachers unilaterally imparting knowledge while students passively receive it. This teaching method fails to stimulate students' initiative and creativity, leading to limited teaching effectiveness.

Moreover, the application of information technology in ideological and political education is insufficient. Modern multimedia and internet technologies are not fully utilized, failing to capture the attention of the new generation of students. The number of ideological and political educators in many vocational colleges is inadequate, and some teachers lack a systematic background in ideological and political education and professional training. Their teaching abilities and levels need improvement. The personal qualities and professional ethics of teachers in moral education also directly affect the educational outcomes.

Due to the heavy ideological and political education workload in vocational colleges, teachers often feel significant work pressure and limited career development opportunities, impacting their work enthusiasm and teaching quality. Furthermore, the content of political courses and their educational goals often disconnect from students' vocational education and future development needs, failing to play a guiding role

effectively. The evaluation system mainly relies on exam scores, which cannot fully reflect students' moral education levels and comprehensive qualities. This one-sided evaluation method leads students to focus on exam scores, neglecting the true purpose of ideological and political education, which is to cultivate sound character and good moral qualities.

Lastly, campus cultural activities and social practices are important components of ideological and political education in vocational colleges. However, many schools currently do not invest enough in or pay sufficient attention to these aspects. Campus cultural activities are monotonous and lack innovation, failing to effectively attract student participation. Social practice activities are often superficial and do not genuinely integrate with the goals of ideological and political education, affecting the cultivation of students' sense of social responsibility and practical abilities.

2. Practical Strategies for Implementing the Concept of Fostering Virtue Through Education in Vocational College Ideological and Political Education

2.1 Strengthening the Construction of Ideological and Political Educators, Enhancing Teacher Morality

Building a team of ideological and political teachers to improve teaching quality is essential. As the main implementers of the goal of fostering virtue through education, ideological and political teachers occupy an important position in vocational college education. Based on the development needs of the education industry in the new era, vocational colleges can evaluate candidates from aspects such as professional theoretical knowledge, comprehensive vocational qualities, and core moral literacy when appointing ideological and political teachers. This ensures that the entire team of teachers maintains consistent levels of age, qualifications, titles, and comprehensive qualities, promoting the sustainable development of the team. Meanwhile, vocational colleges can use a qualification entry system to screen potential ideological and political teachers and organize regular professional training activities for teaching staff to further enhance their professional qualities.

Building a team of counselors to enhance students' professional skills is also crucial. Vocational colleges should place high importance on the role of counselors in ideological and political education and continuously optimize and improve the configuration, management, and development system of the counselor team. This includes considering the structure of the counselor team, training, communication platforms, research outcomes, and evaluation. It also involves integrating the results of counselors' evaluations, title reviews, promotions, and cadre selection into their professional skills, assessment criteria, and salary packages. Additionally, vocational colleges should strengthen counselor training and develop targeted training programs to utilize the counselor team to hone students' professional abilities and innovative thinking.

2.2 Expanding Ideological and Political Education Channels Based on Student Characteristics

Improving students' overall moral qualities and promoting quality education reform are critical. Vocational colleges should guide students to establish correct socialist values and integrate these with ideological and political education to build a comprehensive quality education system. Under the guidance of ideological and moral education, vocational colleges should permeate quality education into students' daily lives and provide scientific career guidance during extracurricular time to deepen the reform of students' professional quality education. Additionally, vocational colleges should continuously track students' growth, actively offering quality education modules in innovation and entrepreneurship, psychological education, career planning, and artistic specialties to fully develop students' creative and open thinking.

Leveraging internet resources to maintain control over ideological and political education is essential. In the context of rapid internet development and popularization in the new era, online information increasingly influences students' thoughts, values, lifestyles, and consciousness. Vocational colleges can design targeted online ideological and political teaching plans and use the campus network to promote ideological and political education concepts. Additionally, vocational colleges can utilize platforms such as WeChat and Weibo to promote national laws and policies, provide detailed introductions to the school's background, major historical events, and changes over time, genuinely considering issues from students' perspectives. This approach meets students' actual learning needs while offering life and career guidance to alleviate their anxiety about future development.

2.3 Achieving Comprehensive Virtue Education and Creating a Positive Ideological and Political Education Atmosphere

Strengthening campus discipline construction to create a strong learning atmosphere is fundamental. Vocational colleges should recognize the importance of campus discipline construction and actively create a strong learning environment. This includes establishing a comprehensive campus discipline system, expanding diverse channels for promoting campus discipline, and promoting the positive significance of campus discipline construction from the top-level, secondary colleges, and class management. This approach cultivates students' good behavior habits and thinking consciousness. Additionally, vocational colleges can organize class advisors to establish inspection teams, campus discipline promotion teams, and attendance groups among students, effectively preventing tardiness, absenteeism, and misconduct from the source. Addressing and reporting campus discipline issues promptly ensures rapid implementation of rectification measures.

Mobilizing the enthusiasm of all stakeholders in student education to fully protect students' healthy growth is essential. To some extent, the goal of fostering virtue through education requires the joint efforts of schools, parents, and society. Vocational colleges should proactively establish friendly communication relationships with students' parents and collaborate with external enterprises and community leaders to implement an integrated education mechanism involving the campus, parents, and community. Additionally, vocational colleges should actively involve parents in fostering virtue through education activities by forming parent committees to supervise students' daily behaviors and habits. Encouraging parents to share their views and insights maximizes the enhancement of students' cultural literacy and moral standards.

3. Conclusion

Fostering virtue through education plays a significant role in ideological and political education in vocational colleges. It not only critically influences the improvement of students' professional skills and core qualities but also promotes the comprehensive and balanced development of college students. This approach genuinely implements the goals of the new curriculum reform and quality education. In the practical implementation of ideological and political education in vocational colleges, efforts can be made to strengthen the construction of the ideological and political educator team and enhance teacher morality. Expanding ideological and political education channels based on student characteristics and achieving comprehensive virtue education to create a positive ideological and political education atmosphere further promotes the healthy growth of college students.

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