

Exploration of Ideological and Political Construction in Maritime English Curriculum based on Blended Teaching Model

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Abstract: In order to better achieve ideological and political education for all staff, the whole process, and all aspects, and to fully utilize the educational function of professional English courses, this article attempts to explore the construction of the ideological and political system of maritime English courses based on blended online and offline teaching, and apply it in practical teaching, reflecting on teaching. The purpose of this article is to provide experience for the teaching of professional English courses in vocational colleges.

Keywords: Blended Teaching Model; Maritime English; Ideological and Political Construction.

1. Introduction

The National Conference on Ideological and Political Work in Higher Education Institutions pointed out that China's higher education should integrate ideological and political work into the education and teaching process, excavate and sort out the moral education elements of each course, improve the curriculum system construction of ideological and political education, fully play the educational function of each course, and achieve comprehensive, whole process, and all-round ideological and political education for all staff. With the advancement of technology and the updating of teaching concepts and methods in higher vocational education, various online teaching models such as MOOC teaching, SPOC teaching, and micro courses have also been widely developed and applied in the teaching of higher vocational colleges, forming a very beneficial teaching influence.

The "Maritime English" course is a fundamental course aimed at improving the communication skills of maritime students, including the ability to read and understand maritime literature and English communication skills in maritime work. It is also an important compulsory course offered by maritime colleges to ensure that the students trained can meet the requirements of the STCW Convention for the competence of seafarers in English communication. [1] The correct application of it in the professional field is of great significance for the safe navigation of ships and the efficient transportation of maritime powers. Therefore, adopting a blended online and offline teaching model can not only introduce the theoretical foundation of the English language in the course, but also closely align with the situational application based on job responsibilities. This student-centered learning model can better integrate ideological and political elements silently, achieving the goal of comprehensive education in higher education.

2. Thoughts on Course Ideological and Political Construction under the Blended Teaching Mode

(1) Blended learning mode

Blended learning is a type of teaching that combines the

advantages of online and traditional teaching, known as "online" and "offline" teaching. Blended learning can not only give full play to the leading role of teachers in guiding, inspiring, and monitoring the teaching process, but also reflect the enthusiasm, initiative, and creativity of students in the learning process. By organically combining two forms of teaching organization, learners can be guided from shallow to deep learning.

The blended learning model can break down the barriers of time and space. Its core is student-centered, and teachers mainly play the roles of organizers, supervisors, and regulators. Online teaching resources are abundant, and MOOC teaching, SPOC teaching, micro lessons, videos and other resources can be combined according to actual situations. Offline courses mainly focus on questioning, discussion, and tutoring to evaluate and revise the learning effectiveness of online courses.

(2) Course Ideological and Political Construction in Professional Courses

The construction of ideological and political education in professional courses mainly includes theoretical dissemination, ideological guidance, value orientation, spiritual shaping, and moral and ethical education.[2] It can utilize implicit education methods to play the role of ideological and political education in professional courses. The vast majority of students have special emotions and interests in professional courses. For a long time, advanced achievements have emerged in various industries and fields in China. Typical cases in professional fields are more closely related to students' learning and life, often more attractive and infectious to students, and easier to evoke emotional resonance. [3] So in the blended learning mode, diversified teaching methods can be used to invisibly integrate ideological and political elements into curriculum teaching, achieving a silent effect. At the same time, multiple resources can be combined to timely combine current affairs, politics, leading trends in the navigation industry with ideological and political education.

The ideas for the construction of ideological and political education in courses under the blended learning mode are as follows:

- Combining leadership and subjectivity, the main task of

teachers in the teaching process is to arrange the teaching process reasonably, cleverly integrate ideological and political elements into relevant professional knowledge explanations, guide students to learn, and play a supervisory and guiding role in the learning process;

- Combining value shaping with knowledge imparting: We should seek the embodiment of value in knowledge, extract knowledge from value, use professional knowledge as a medium of dissemination, extract the ideological value and spiritual connotation in professional knowledge, transform knowledge points into values, and combine socialist core values with professional knowledge;
- Combining emphasis and diversity, current online teaching platforms such as Navigation Teaching Resource Library, Learning Pass, and Chinese College Student MOOC are all aimed at the public. They can mainly explain knowledge points through high-quality courses on online teaching platforms, and integrate ideological and political elements with corresponding video resources. Offline, students can be spiritually shaped through questioning and discussion. The combination of implicit and explicit elements of ideological and political education should quietly integrate into professional courses. After the end of teaching, the online evaluation of the course can explicitly reflect the content of ideological and political education, allowing students to deeply understand the core socialist values and professional ethics cultivation through reflection.

3. The Ideological and Political Construction of Maritime English Curriculum under the Blended Teaching Mode

(1) Overall framework

The ideological and political construction of maritime English courses under the blended learning mode. Online courses mainly focus on self-directed learning, while offline courses mainly focus on giving examples, asking questions, and discussing. Throughout the teaching process, the main focus is on socialist core values. In the professional knowledge explanation, patriotism and mission, ideals and beliefs, teamwork and overall perspective are integrated. The ideological values and spiritual connotations of professional ethics and craftsmanship spirit.

(2) Teaching Practice

a. Analysis of teaching background

The course mainly adopts a blended online and offline teaching mode, and online self-study is divided into three parts: 1) mainly based on self-recorded micro course videos and theme related content videos collected by the teaching course team for maritime English; 2) course ideological and political related videos; 3) Use the Learning Platform for online teaching evaluation. Offline teaching is divided into: 1) reviewing the key and difficult points of online self-directed learning through various activity methods; 2) Provide examples to explain the content of online learning; 3) Ask questions and engage in discussions regarding online content. Regarding the online and offline teaching content, with the socialist core values as the main thread, corresponding ideological and political elements are integrated into different

teaching modes, emphasizing the combination of "explicit" and "implicit", and the combination of in class and out of class.

1) Design of ideological and political education courses for online teaching.

The integration of ideological and political elements into online teaching mainly reflects two parts: relevant videos of online self-directed learning and online teaching evaluation. In the teaching project of familiarizing oneself with ships in Chapter 1, the responsibilities of various departments on ships were first expanded through two videos to broaden students' basic understanding, and also made them feel the important mission and significance of the responsibilities of various positions on board. Secondly, conducting ideological and political discussions through the vocational education cloud platform: What is your dream position as an intern? How to achieve it? So as to stimulate students' patriotism and sense of mission, and enhance their interest in learning. In the later stage of the course, an online questionnaire survey was conducted to evaluate the teaching effectiveness. The questionnaire survey mainly aimed to understand whether students knew about the socialist core values, whether they had watched documentaries such as "Great Craftsmen", whether they had team spirit, what patriotic methods they believed, and the international status of China in the field of artificial intelligence research.

2) Typical Cases of Course Ideological and Political Education Design for Offline Teaching

1). Task driven

Assign a pre-class task list. Require students to complete the preview work of keywords and key sentence patterns on the task list before class. Combining professional and English courses to awaken old knowledge and reserve new knowledge. And conduct ideological and political discussions on online teaching platforms: What is your dream position as a cadet? How to achieve it? Students independently think about the job responsibilities they will be competent for, enhance their sense of mission and responsibility, enhance their learning motivation, and establish the determination to study hard and serve the motherland.

2) Introduction of ideological and political education

In class, the teacher organized the students to first listen to the story of Song Yin, the first female maritime search and rescue captain of China, which sparked students to think about how as a builder of a maritime power, one should fulfill their responsibilities and achieve their own value in life. According to the number of students in the class, the teacher reasonably divides them into 5 groups and assigns different group names to each group, namely, the MV Fuqiang, MV Mingzhu, MV Hexie, MV Aiguo, and the MV Jingye

3) Create scenarios and standardize language demonstrations

In the project-based task preparation stage, the group first displays the results of the pre class preview through various forms of practice. The teacher demonstrates the operation, emphasizes the students' pronunciation and sentence structure errors, and guides them to complete the language task preparation work from easy to difficult. The teacher provides students with some standard demonstration sentence patterns, guides them in preliminary practice, explains necessary language points, selects phrases, sentence patterns, or commonly used expressions that are suitable for their project tasks, and provides students with reference to standardized sentence patterns to independently complete dialogue project tasks.

《航海英语》学习任务单（小组协作版）					
授课教师	Project One Embarkation Preparation		授课班级	航海技术	
项目名称	授课日期 年 月 日				
任务名称	Task 4. Cognition of Job Responsibilities on Board (1)				
组号	组长	组员	①	②	③
知识点	Key Words				
	1) the names of the three major departments on board in English. deck department: engine department, service department				
	2) the names of personnel in each of the three major departments of the ship. officers, ratings captain/Master, C/O, S/O, T/O bosun;carpenter/cadet, AB, OS C/E, S/E, T/E, electrician, boiler, purser, chief cook, steward				
	Useful Sentences				
	Main responsibilities of personnel at all posts in the three major departments of the ship belongs to department is responsible for..... take charge of..... Everyday..... During navigation,he..... In port,he.....				
	Task 2				
	1.The whole class is divided into six groups, one for every five or six people. 2 You are required to present the description of the responsibilities of relevant personnel of the deck department (first mate, second mate, third mate and on duty sailor) assigned to each group.				
评价标准	1.Keep to the topic closely and be creative (20%) 2.Make the pronunciations accurately (30%) 3.Apply relative expressions and well organize the passage (20%) 4.Good teamwork and engagement among members (15%) 5.Full emotion and natural act of the presentation (15%)				
任务实施 (小组合作填写)	You are required to fill in the following in this column: ① Specific tasks of each team member; ② the specific content of the tasks.				
小组评价 组号()					
组员评价	①	②	③	④	⑤

Fig 1. Task list before class

4). Group cooperation

Assuming that each group of students holds a position in the deck department, the group members engage in active discussion and cooperation, select the content of the introduction, divide the work reasonably, and use tools such as mobile phones and computers to search for common sentence patterns and responsibility expression methods through textbook text and online search. After completing the prefabricated content, group members will engage in oral practice, and finally select the best performing student in their group as a representative to participate in the "work report" through the "competition for positions" method.

5). Communication improvement

In the implementation stage of the project-based course, once the students are ready, the "captain" invites representatives from each group to begin the introduction of crew responsibilities, recording the strengths and weaknesses of each group's performance, and voting for the group they think is the best through an online platform. The "report" ends in a relaxed atmosphere, where each group carefully listens to the opinions and suggestions of other groups, further improves their prefabricated content, and expresses themselves better, Improve English speaking ability. Through the online platform voting system, it was found that the top two with the most votes were the Fortune Round and the Dedicated Round. In the process of implementing this lesson project, a multidimensional and three-dimensional evaluation system will be formed by combining individual process evaluation and group achievement evaluation. The evaluation process not only considers the language itself, but also integrates ideological and political evaluation points in each item. The teacher guides students to analyze and explore, strengthen key points, resolve difficulties, cultivate students' ability to coordinate and cooperate with teams, as well as their self-learning ability and knowledge review ability, Looking back at the previous introduction of ideological and political

education, we once again emphasize that as builders of a modern maritime power, we must be brave enough to undertake our mission and use proficient English language to showcase the charm of China's maritime power

6). After class expansion

- After class exercises and ideological and political expansion

The teacher platform releases after-school learning tasks, and students form independent groups to consolidate oral exercises, cultivate good learning habits, and consolidate internalized learning skills and professional qualities. And in my spare time, I will further understand the history of China's shipbuilding development, understand the expression methods of new ship construction technologies and new ship types, understand the rapid development of China's marine industry, and lay a solid foundation for my good career planning

- Online Q&A

Teachers track the learning situation of students, provide precise guidance to students with learning difficulties through online Q&A, and further grasp the ideological dynamics of students, consolidating the ideological and political achievements of the course.

7). Teaching Summary and Reflection

Summary: This course always adheres to student-centered and teacher led teaching, focusing on problem-solving. By creating a specific environment, it stimulates students' desire for language expression, cultivates their sense of professional identity, sets lofty aspirations, and cultivates the spirit of striving for excellence in work attitude and language use as a great craftsman; Through task driven and group collaboration, students' ability to collaborate and explore and solve problems is promoted; The improvement of students' English speaking ability has been promoted through communication; Adhering to the "construction of a maritime power" and the "image of high-quality Chinese sailors", cleverly integrating

ideological and political education of loving the party, patriotism, innovation and struggle.

Reflection: It is possible to provide students with some relevant knowledge introductions as early as possible before class, so that they can have a deeper understanding of the relevant content, enhance the depth of classroom discussions, and improve teaching efficiency.

4. Conclusion

The blended learning model is a product of the development of higher education with technological progress. It breaks down the barriers of time and space, integrates high-quality teaching resources, and conforms to the requirements of the times. Due to the diversity and flexibility of its teaching methods, the ideological and political elements integrated into the teaching process are more infectious, conducive to guiding students and stimulating their subjectivity. In today's world where more and more courses are adopting blended learning models, this article attempts to promote the ideological and political construction system in maritime English courses. In future practice, we will continue to reflect and summarize in order to better carry out ideological and political education in professional courses, in order to achieve

the ultimate goal of "cultivating morality and nurturing talents".

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