

Design of Project-based Teaching Case for Maritime English based on Curriculum Ideology and Politics

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Abstract: Curriculum ideological and political education is a comprehensive educational concept that constructs a pattern of education for all student, the entire process, and the entire curriculum. It aligns various courses with ideological and political theory courses, forming a synergistic effect, and regards "cultivating morality and talent" as the fundamental task of education. The teaching of maritime English courses also requires exploring the ideological and political elements in professional knowledge and cleverly integrating them into practical teaching. The current implementation of ideological and political education in maritime English courses should follow the following principles: based on teaching content, refining ideological and political elements; Cleverly integrating into teaching and avoiding rote imitation; Combining "explicit" and "implicit"; Combining in class and out of class. This article attempts to deeply understand the connotation and implementation principles of ideological and political courses, and apply them in project-based teaching of maritime English, in order to provide experience for frontline teaching.

Keywords: Course Ideological and Political; Navigation English; Project-based Teaching Practice.

1. Introduction

Since 2004, the central government has successively issued documents on further strengthening and improving the ideological and moral construction of minors and the ideological and political education of college students, gradually exploring and forming a top-level content system framework with socialist core values as the core education direction. Universities across the country have responded to policy calls, actively carrying out ideological and political work, deeply tapping into ideological and political education resources in professional courses, and organically integrating them with classroom teaching to enhance the educational function of classroom teaching.

2. Curriculum Ideological and Political

(1) Curriculum Ideology and Politics

1)The Concept of Curriculum Ideological and Political Education

The so-called curriculum of ideological and political education refers to the integration of ideological and political education such as ideological concepts, political viewpoints, and moral norms into the teaching of professional courses (non ideological and political courses) in universities. According to the characteristics of the curriculum, we will integrate ideal and belief education, Chinese excellent traditional culture education, Chinese excellent traditional virtues, professional culture, craftsmanship spirit, revolutionary traditional education, national defense education, labor education, etc. into professional course teaching, guiding students to establish correct worldviews, outlooks on life, and values.

2)The Connotation of Curriculum Ideological and Political Education

The course of ideological and political education is not a specialized course, but a brand new educational concept. The essence is indirect moral education, which refers to the education of moral infiltration into students at various levels

such as subject teaching, school and curriculum management, auxiliary service work, and school collective life. It is not a requirement to add a new course, but to organically integrate ideological and political education into all courses in universities; It is not about using ideological and political education as a substitute for professional course education, but rather taking professional courses as a foothold, using the thinking of ideological and political education to extract the ideological and political elements contained in professional courses, so that students can achieve an improvement in their ideological and moral realm through the "moistening and silent" knowledge learning, and thus achieve an organic combination of teaching and education. Curriculum ideological and political education not only requires explicit education, but also implicit education. It not only needs to face the theme directly, but also needs to experience the job context of vocational education.

3)Principles for implementing ideological and political education in courses

1.Based on the teaching content, extract ideological and political elements

The ideological and political course has a clear theme and clear guidance, while as a professional course, the ideological and political course in Maritime English is not prominent in its Explanatory articles. Therefore, teachers must use the curriculum as a carrier, based on the teaching content, fully utilize classroom teaching as a means to explore the ideological and political elements in the curriculum content, and extract and apply them. Without the teaching content, the Curriculum Ideology and Politics has reverted back to ideological and political course.

2.Cleverly integrate into teaching and avoid rote imitation

After extracting ideological and political elements, it is not enough to add them to the teaching process at any time or randomly. Instead, it is necessary to skillfully and timely integrate them into the classroom according to the actual situation of teaching in order to achieve better educational results. Otherwise, mechanically applying them can easily lead to a dilemma of being tired of preaching.

3. Combining "Explicit" and "Implicit"

Ideological and political education can directly face the theme, but if ideological and political education in the curriculum is blindly rigid and preaching, it will not achieve the effect of inspiring students. Good moral education not only relies on preaching and indoctrination, but also on learning to make reasonable use of implicit education in order to achieve enlightening educational effects.

4. Combining in class and out of class

Curriculum ideological and political education cannot be separated from the course content, let alone the classroom. Curriculum ideological and political education needs to make good and full use of the classroom to ensure that educational work runs through the entire process of education and teaching. The so-called entire process of education and teaching not only refers to the classroom, but also refers to the entire process and time period of combining knowledge orientation and value guidance around the main theme of education

3. A Practical Case of Project-based Teaching of Maritime English Based on Curriculum Ideology and Politics

(1) Course content

The course content of this case is the basic project of the self compiled textbook "Maritime English". Task 4 Boarding Preparation: "Responsibility for Different Positions on Board". Maritime English (Basic) "is a new form of maritime English course that meets the requirements of the STCW Convention and the requirements of the national maritime crew English certification. It has emerged to complement the project-based teaching of maritime English. Before the ship sets sail, interns need to have a specific understanding of the basic department composition and the main work background of personnel responsibilities, explain the English vocabulary, expressions, and sentence structures of personnel and related job responsibilities in the three core departments of the ship; Through task learning, students can briefly describe and learn to describe the personnel and related job responsibilities of the three core departments in English, and cultivate their sense of responsibility and mission during the course of learning; Guide students to collaborate in a team to reproduce the interns' job responsibilities for different positions on board, and make role-based presentations.

(2) Teaching target

The teaching target is second year students majoring in navigation technology in vocational colleges. They already have preliminary professional knowledge in navigation, have mastered a certain level of vocational English vocabulary, and are able to engage in simple and fluent daily language conversations. However, when it comes to crew daily work and responsibilities, their English proficiency is weak, requiring teachers to accurately check the pulse, create specific situations, and improve their English communication skills in a targeted manner. In terms of learning characteristics, students have a spirit of teamwork, strong information technology learning ability, and are willing to learn language skills that are close to their real job needs. At the same time, we also understand that they lack oral skills, are not good at knowledge transfer, and have a fear of difficulty in expressing relatively professional English, lacking initiative and enthusiasm for learning. But it has not been elevated to the level of national sentiment and values, and requires timely

and appropriate guidance from teachers.

(3)Teaching objectives

By setting up cadet who need to understand the background of personnel and their responsibilities in various departments of the ship for the first time on board, they can stimulate their desire for language expression and help them master English words, phrases, and sentence structures related to inquiring about ship related departments and positions; Create a relatively relaxed daily working environment for ships, stimulate students' divergent thinking, and improve their maritime English speaking ability; By introducing the job responsibilities and importance of crew members, integrating ideological and political education into the curriculum, cultivating students' patriotism, sense of job responsibilities, spirit of struggle, and correct values.

(4)Teaching strategies

Based on the course content and the characteristics of the teaching audience, teachers create a virtual context for understanding the responsibilities of the driving position, allowing students to immerse themselves and enter the role. Gradually improve the conversation content through group collaboration and group communication, and finally improve oral skills through dialogue exercises. Due to students' weak ability in real-time oral communication, it is allowed for them to first organize and pre-prepare oral content through group cooperation. At this stage, teachers actively guide and skillfully integrate into the ideological and political aspects of the course

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 an 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.

《航海英语》学习任务单（小组合作版）	
姓名/学号	组别/姓名
Project One Evaluation Preparation	
Task 4. Captain of Job Responsibilities on Board (1)	
组名	组长
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, CO, S.O, T.O bosun/competent cadet, AB, OS C/E, S/E, T/E, electrician, boiler purser, chief cook, steward	
Useful Sentences	
Main responsibilities of personnel at all ports in the three major departments of the ship ... belongs to ... department ... is responsible for take charge of ... Everyday ... During navigation ... In port ...	
知识类	任务类
Task 2	
1. The whole class is divided into five 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) respectively to each group. 3. Keep to the topic closely and be creative. (20%) 3.1 Make the presentation smoothly. (10%) 3.2 Apply relative expressions and avoid repetition the passage. (20%) 3.3 Give reasons and support your conclusion. (10%) 3.4 Full emotion and natural act of the presentation. (10%) 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:	
评价标准	任务评价
小组评价	
组名	组长
组员评价	组员评价

Fig 1. Task list before class

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.

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 practice and ideological and political expansion

The teacher platform releases after-school learning tasks, and students form independent groups after class to consolidate oral exercises, cultivate good learning habits, and consolidate internalized learning skills and professional

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

(5) 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 article elaborates on the concept, connotation, and implementation principles of ideological and political courses, and applies them in project-based teaching of maritime English. Based on the above analysis, the case is based on the actual content of maritime English teaching, and according to the actual situation of the teaching objects, adopts teaching strategies such as pre class preheating, ideological and political introduction, scenario creation, task driven, group cooperation, communication improvement, and post class ideological and political expansion. In the stage of project-based classroom introduction, teachers actively guide and lay the groundwork for the integration of ideological and political education in the curriculum; In the stage of communication improvement, teachers timely integrated ideological and political elements, guided students to actively discuss and exchange ideas, and achieved good educational results; Seizing the extracurricular period, focusing on the theme of ideological and political education, assigning extracurricular assignments, and extending the infiltration time of ideological and political education in the curriculum.

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