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Research and Construction of Ideological and Political Education Resource Base of General English Curriculum in Higher Vocational Colleges

-- Taking multiple higher vocational colleges in Zhejiang Province as examples

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Abstract: Through the investigation on textbooks of general English curriculum in Zhejiang Province and vocational colleges in Wenzhou City, this paper finds that there is a serious lack of ideological and political education resource especially excellent traditional Chinese culture in the textbooks, which is not conducive to the development of ideological and political education in the curriculum. By clarifying the ideas for the construction of ideological and political resource database of general English courses in higher vocational colleges, and by investigating the contents of general English textbooks used by many vocational colleges in Zhejiang Province, this paper sorts out the four main lines of ideological and political infiltration teaching, and integrates these elements with the contents of current general English courses in many vocational colleges in Zhejiang Province in scientific and clever ways, so as to conduct exploration and research. The result will be greatly improving the integration of both ideological-political elements and curriculum.

Keywords: General English Curriculum; Ideological and Political Education; Resource Base.

1. Introduction

The Guidance Outline of Ideological and Political Construction in Higher Education Curriculum (2020) issued by the Ministry of Education points out that: to comprehensively promote ideological and political construction in the curriculum is to guide the values in knowledge imparting and ability cultivation, and help students to build up the correct attitudes towards world, life and values, which is the due meaning of talent training, and is more essential content. The content of ideological and political construction in the curriculum should firmly focus on strengthening students' ideals and beliefs, patriotism, socialism, the people and the collective as the main line, and optimize the supply of ideological and political content in the curriculum focusing on political identity, feelings of home and country, cultural accomplishment, awareness of the constitution and rule of law, and moral cultivation. Education on socialism with Chinese characteristics and the Chinese dream, core socialist values, the rule of law, labor, mental health, and fine traditional Chinese culture has been systematically conducted.

Through the investigation of textbooks in general English curriculum of many higher vocational colleges in Zhejiang Province and Wenzhou City, it is found that: The contents of these textbooks fully consider the study life, current situation and future of college students in today's electronic age, as well as various customs and practices in Western countries. However, the content of "curriculum ideology and politics" accounts for less than 10%, which is lack of systematic and normative content on the whole, and its applicability is still to be discussed. For example, in New Horizons College English (second edition), the information in the complete set of four textbooks mostly involves people, deeds, festivals and local customs in Britain and America, while the content about Chinese culture is less than 1.3% [1]. Take the New Generation of English as an example. Among the 10 units in the two-volume textbook, only one unit mentions China's "Double Eleven", while the other nine units are related to British and American novels, science and technology, lifestyle, entertainment, consumption, etc. Excellent traditional Chinese culture hardly takes up a significant part in general English classes. In addition to Jinhua Vocational and Technical College, higher vocational colleges in the province have no clear regulations and implementation methods for the integration of ideological and political thinking into general English courses. The compilation of textbooks used by higher vocational colleges makes the excellent traditional Chinese culture neglected and weakened in the content selection of these general English textbooks. Western culture accounts for a large proportion, and college students are too much influenced by Western festivals, Western culture and ideology, which is unfavorable to the establishment and cultivation of socialist core values. This phenomenon of paying too much attention to foreign culture while downplaying the export of Chinese traditional culture will lead to students' blind worship over Western culture and weaken their recognition of Chinese traditional culture, which will affect the foothold of Chinese excellent traditional culture and external exchange.

Through extensive collection, analysis, induction and research of the contents involved in vocational general English textbooks, this paper extracts the ideological and political highlights, accurately penetrates and integrates them with ideological and political elements, and provides practical samples for reference and promotion for the ideological and political curriculum of vocational general English, which is quite lacking in current teaching.

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2. Current Situation Analysis

2.1. Lack of Guiding Documents and Corresponding Teaching Materials

Since the introduction of "curriculum ideology and politics", except for the program and policies at the national level, local governments and various educational subjects have not issued corresponding guiding documents. There are no corresponding regulations on what kind of ideology should be guided by "curriculum ideology and politics", what aspects should be included, what responsibilities should be borne by various educational subjects, and what effects should be achieved. "Curriculum ideology and politics" without the guiding documents cannot do a good job in the top-level design and overall planning of ideological positioning.

2.2. Teachers Tend to Neglect Ideological and Political Education in English Teaching

The development of general English teaching in higher vocational colleges is in the initial stage of attaching importance to ideological and political education and the effective integration of ideological and political education and teaching contents of various majors. Some teachers have not formed a comprehensive cognition of ideological and political education. The teaching focuses on the teaching of knowledge points and the training of teaching skills. In the course preparation process, it over-relies on teaching materials, pays too much attention to the teaching of English vocabulary and grammar and other theoretical knowledge, and pays more attention to the English grade passing rate and the performance of various competitions, but neglects the cultivation of students' ability to discover, propose and solve problems. Neglects the ideological and political element in teaching - educating function. Some teachers only pay attention to the cultivation of English theoretical knowledge and ability, but do not pay attention to the penetration of relevant ideological and political content, and think that they belong to the "two courses". Some even think that "curriculum ideological and political" is to politicize specialized courses, destroying the pure attribute and professional positioning of specialized courses. Under the guidance of this kind of thought, English teachers in higher vocational colleges separate ideological and political lessons from English teaching, ignore the excavation of moral education in textbooks, and find it difficult to infiltrate ideological and political contents into language teaching. They blindly emphasize the spread of knowledge and culture, and ignore the overall development of students and the improvement of ideological and political ability.

2.3. Students' English Learning is Highly Utilitarian

Under the current social environment, the profit-driven economic model has a great impact on the values of college students. Many college students are eager for quick success and instant benefits, but not strong political consciousness, no firm, noble ideals and beliefs, also lack of social responsibility. The main purpose of many college students to learn English is to get grades and pass grade exams, so as to facilitate their future study or work. These utilitarian goals make them ignore humanistic factors and ideological and political factors in English textbooks. Vocational college students' employment tendency and demand are more obvious, so personal development becomes their active motivation to learn English. In addition, some teachers did not dig deeply into the ideological and political materials in the course of teaching, but forced to increase the content of ideological and political learning. As a result, students became disgusted with the disordered teaching of ideological and political learning and classroom content, and further rejected the English classes that were infused with ideological and political education.

2.4. The Absence of Traditional Chinese Culture in Vocational College General English Textbooks

Through the study of general English teaching materials of Wenzhou Vocational and Technical College, Zhejiang College of Industry and Trade, Wenzhou Technician College, Wenzhou Business College, Wenzhou University City College, Jinhua Vocational and Technical College, Zhejiang Security Vocational and Technical College, Ningbo Institute of Technology, Zhejiang Mechanical and Electrical Vocational and Technical College, Zhejiang Post and Telecommunications Vocational and Technical College and other key colleges in the province, The main materials and contents of these textbooks are basically from media reports and literary works of western countries, which tend to transfer Western culture and values. The lack of teaching content that carries forward the excellent Chinese traditional culture and the spirit of The Times results in the lack of the inheritance of Chinese traditional culture, which makes the educational function of the textbooks **cannot** be reflected. A single cultural input **cannot** help students have a deeper understanding of the values and systems embodied in the two cultures, and **cannot** better cultivate students' cross-cultural communication ability. The lack of Chinese traditional culture subtly affects the three views of higher vocational students, making them unable to clearly distinguish the dregs and essence of Western culture, and avoid bad culture. Finally, those negative western thoughts will have a negative impact on the values, outlook on life and world of higher vocational students. [2]

2.5. Single and Rigid Teaching Methods and Contents in the Course of Ideological and Political Education

At present, although the English teaching in higher vocational colleges emphasizes the integration of diversified ideological and political education elements, in the actual teaching, due to the lack of training and guidance of teachers and the deep digging of the textbook content, teachers simply present the ideological and political content in isolation in the actual course of ideological and political content, which is mainly about current affairs and news, and each class is simply added to the end of the course content. This operation is very blunt, so that the classroom content and ideological and political content of the disconnect, no reasonable use and sublimation of classroom knowledge, it is very abrupt. Students are forced to indoctrinate a content unrelated to classroom knowledge, so it is difficult for students to empathize with ideological and political education in the form of simple preaching, which will lead to the decline of students' interest in learning in the long run, thus affecting their learning efficiency.

3. The Connotation Analysis of Vocational General English Curriculum Ideological and Political

Ideological and political thinking in higher vocational English courses refers to that when teachers conduct English classroom teaching, they will dig out ideological and political ideas and elements contained in textbooks by telling students about professional knowledge related to English and giving full play to their own subjective initiative, so as to help students understand or imperceptitiously carry out ideological and political education for students. Finally, the education goal of "cultivating virtues and cultivating people" advocated by the educational circle is realized, aiming at cultivating all-round talents with comprehensive quality. Teachers should pay attention to the understanding of ideological and political education in the curriculum, organically integrate ideological and political elements consistent with the teaching content based on the content of the course textbook, and make students feel the importance of ideological and political education while teaching professional knowledge points, so as to imperceptibly educate students. [3]

4. Necessity of "Curriculum Ideology and Politics" in Vocational College General English

Vocational colleges and universities must put moral education in an important place in the teaching process, so called education is the foundation, moral education is first, especially now our higher education gradually popular, so should. At present, many college students are inconsistent with traditional culture and concepts, such as indifferent interpersonal relationship in school and dormitory, dilution of ideals and beliefs, deviation of moral choice, lack of moral behavior, confused outlook on life and values and so on. There is no doubt that these problems are ultimately the problem of education. We should start from the "curriculum ideological and political" education in schools, and eventually form a good and positive school atmosphere.

As a language, English is not only a curriculum, but also a cultural and moral bridge between English and the target language. Language's function of tool, interaction, inspiration, imagination and information determines that it plays an indispensable role in education system. This requires a change in national and school policies, as well as in the attitudes of teachers and students, so that qualified socialist builders and successors can be trained under the new situation, tight time and urgent tasks. "We should attach great importance to the ideological and political work of the young generation, improve the system of ideological and political work, constantly innovate the content and forms of ideological and political work, educate and guide the young people to form a correct world outlook, outlook on life and values, increase confidence in the path, theory, system and culture of socialism with Chinese characteristics, and ensure that the young generation will become builders and successors of socialism." [4] Therefore, the teaching of general English is not only the teaching of pure basic language knowledge, but more importantly, through the subtle and silent edification and influence of Chinese and foreign excellent traditional culture, such as Chinese and western culture and values, to shock students' thoughts, learn to distinguish right from wrong, good from evil, and form effective social governance and good social order. Through moral education of "curriculum ideology and politics", we can stimulate students' patriotic enthusiasm, enhance their national pride, and help them form a positive life value system.

5. Thoughts on the Construction of Ideological and Political Resource Library for General English Courses in Higher Vocational Colleges

5.1. Reconstruct Ideological and Political System and Fully Explore Ideological and Political Elements in Textbooks

Chen Fachun [5] put forward that "the current teaching materials for foreign language majors have rich ideological and political ideas that can be explored, and the breadth, depth and temperature of them have great space to be expanded." In recent years, a number of domestic universities have carried out pioneering construction of curriculum ideological and political system resource base. Take the School of Foreign Languages of Northwest Normal University as an example. Its resource base contains six modules, covering "national policies", "provincial situation", "Chinese culture", "Overview of the Belt and One Belt" and so on. Each module also includes interpretation of the latest national current affairs, policies and related materials such as "Learning Power", and all resources are in English and Chinese. The construction of the resource library is based on the political, ideological and scientific construction concepts and different themes. Guiding documents and supporting resources for the development and application of the ideological and political content of the theme are set up to facilitate teachers to carry out teaching and research activities accordingly. These teaching resources, with their richness, vividness and authenticity, can arouse students' interest in learning, teaching and learning, so that English knowledge and curriculum ideology and politics perfect integration. The content of general English textbooks for higher vocational colleges is very rich, involving politics, economy, culture, history and other aspects of the content, each point can be divergent and expanded, from a multi-dimensional ideological and political integration.

5.2. Associated with the Network Platform, Comprehensively Collected and Integrated Ideological and Political Resources

Today's network platform, abundant resources. When creating a resource library, plan and specify the selection criteria, specific direction and content in advance, so that available resources are not omitted and irrelevant resources are not stored in the repository, so that the quality and quantity of the resource library can be maintained. After the collection of resources is completed, useful resources can be selected, and content related to the teaching content can be selected for classification and integration. It can be classified and filed according to teaching chapters. Although such classification will be more cumbersome in the early stage, it can effectively classify resources into different categories, at a glance, and also very convenient to check the gaps and fill in the gaps.

5.3. Create a New Teaching Model to Deeply Construct the Harmony and Unity of Multi-Dimensional Objectives

While combining teaching material content with ideological and political resources, the author fully considers the learning preferences and style characteristics of contemporary college students, and uses mixed teaching mode to expand the deep integration of modern information technology and general English classroom teaching, so as to achieve the integration of ideological and political goals of "smooth things silently". This teaching mode requires teachers to fully and deeply combine teaching content, ideological and political content and students' characteristics in teaching design. At the same time, they should cooperate with scientific online and offline teaching modes, make full use of resources, so that ideological and political materials can penetrate without trace, students can accumulate effective experience in information-based learning, and improve students' learning autonomy. The extension of students' learning boundary can make students feel the initiative of learning subjects. Blended teaching mode enables students to truly realize mobile learning and autonomous learning in the era of information and intelligence, and harmoniously unify multi-dimensional objectives.

5.4. Practical Cases of the Construction of Ideological and Political Resource Library for Vocational College General English Courses

In the investigation of a number of key universities in the province (including: general English textbooks for Wenzhou Vocational and Technical College, Zhejiang College of Industry and Trade, Wenzhou Technician College, Wenzhou Business College, Wenzhou University City College, Jinhua Vocational and Technical College, Zhejiang Security Vocational and Technical College, Ningbo Institute of Technology, Zhejiang Mechanical and Electrical Vocational and Technical College and Zhejiang Post and Telecommunications Vocational and Technical College), combined with vocational students' learning interests, learning methods, etc. A new idea of precise multi-dimensional penetration and integration of ideological and political elements and teaching content has been sorted out, that is, to explore new ways of natural integration of ideological and political elements from multiple dimensions of "ancient and modern, China and foreign, home and country, man and nature". The teaching content will reflect the penetration of Chinese excellent traditional culture, the connection between Chinese and Western culture, the integration of responsibility and safety education, the establishment of the scientific concept of nature and harmony, and other aspects. The main line of content is as follows:

5.5. Ancient and Present: The Penetration of Chinese Traditional Culture

5.5.1. Political Thought

The contents of ancient ideological values mentioned in the textbook can be compared and integrated into the value cases of today's society. For example, if the theme of the unit is the description of the appearance of the characters, the ugly description of the bell ringer Quasimodo and the good character of kindness and self-sacrifice in the last century literature "Notre Dame de Paris" can be shown to the students; At the same time, we can show the students the "Back" of Mr. Zhu Ziqing, a modern Chinese work, which describes his father's back in simple language. The figure is not beautiful in appearance, movement and language, but the figure is not perfect, but there is a great father's love. Combining these two "ancient and modern" materials can lead students to a highly educational ideological and political element, that is, don't judge people by their appearance.

5.5.2. Economic Development

If the content of the textbook involves early economic topics, such as the "Ponzi scheme" in the 19th century, it can be related to economic scams in today's society, such as: Pyramid scheme, "pyramid scheme" and so on, can be combined with college students consumption fraud cases and other news materials, can also be linked to the modern society of new consumption mode -- cashless payment and mobile payment, electronic shopping platforms, large shopping festivals with Chinese characteristics, the different performance of the "ancient and modern" are compared, and finally introduce the "correct concept of consumption" this ideological and political element.

5.5.3. Social Civilization

It is possible to compare the contents of ancient Western civilization with modern Chinese civilization, such as democracy, industry, science, etc. If some students question the level of modern science and technology in China and worship the advanced science and technology of the West, especially the United States, teachers can analyze the historical reasons and list the cases of China's Tianyan Sounding, Shenzhou Flying Sky, Mozi message transmission, Beidou network, supercomputer, Dongfeng missile, etc., so as to deeply cultivate the ideological and political elements of civilization confidence and cultural confidence in students' hearts.

5.6. Chinese and Foreign Countries: The Connection Between Chinese and Western Cultures

5.6.1. Traditional Festivals

It can be combined with the teaching time cycle or relevant content of the textbook, such as western traditional festivals. For example, when it comes to traditional festivals such as Thanksgiving Day in the West, ask students to think about which Chinese Thanksgiving Day is? The students will be further presented with the English background knowledge and festival customs of traditional Thanksgiving festivals such as Father's Day, Mother's Day and Double Ninth Festival, so that students can deepen their understanding of their own traditional culture while learning western traditional festivals.

5.6.2. Arts and Crafts

The content of the textbook involves Western arts or traditional crafts, etc., which can be timely combined with domestic or local characteristic intangible cultural heritage projects for teaching; Such as calligraphy, paper cutting, shadow play, opera, Chinese kung fu, tea culture and so on.

5.6.3. Literature and Great Masters

When the content of the textbook involves Western literary works, it can guide students to pay attention to the English knowledge of excellent Chinese literature, such as the four Great Classics; Western literature can also be linked together with the same achievement writers or excellent representative works in our country at the same period. They can also find

out the Chinese and English versions of Chinese poems and poems on the same theme, so that students can feel the most beautiful and romantic expressions in traditional Chinese culture. Let the students truly feel the aesthetic standards of Chinese and Western literature and taste the sweet literary fruits produced by the long history of Chinese civilization.

5.6.4. Living Habits

The contents related to the western life scenes shown in the textbook can be compared to the life scenes of Chinese people. For example, the parallel comparison of different contents between China and the West, such as home layout, family relationship, travel mode and food culture, will give students a strong intuitive feeling and better understand the difference in life style caused by the difference in thinking mode brought by different social civilization.

5.7. Home and Country: Integration of Responsibility and Safety Education

5.7.1. Humanity and History

When talking about Western humanistic and historical stories, we can list and compare similar contents belonging to China. For example, the theme of the unit is about Noah's Ark. We can compare it to Yu the Great who controlled the flood in China. The theme is about Western military. We can find corresponding content from Sun Tzu's Art of War or famous battles in history according to the content.

5.7.2. Current Affairs and Politic

To pay attention to the ideological and political trends of students in class, teachers should be concerned about international and national affairs every day, and can introduce the most concerned or controversial current affairs news into class for appropriate discussion; Teachers can take advantage of the platform of learning Power, draw the most positive views from the platform to give students the most correct guidance, establish students' sense of responsibility, cultivate students' patriotic sentiment, and prevent them from being induced by bad and untrue reports, unfirm stance and anti-social words and deeds.

5.7.3. Safety Education

Some English content of safety education can be added to the textbooks related to campus life, such as related English news. The English news that is closely related to students' campus life can be used as excellent resources for ideological and political education, such as the international epidemic, anti-fraud cases being carried out in a large area in China, healthy friends, water and electricity safety in dormitory life and so on. To prevent students due to lack of life experience and curiosity, be used by evil people, harm others.

5.8. Man, and Nature: The Establishment of a Scientific View of Natural Harmony

Some of Chinese traditional idioms like: The east wind rises in the middle of the night, and the weather will be fine tomorrow can also be combined with the social resource sharing, paperless office, garbage sorting, green transportation, etc., which are the most familiar environmental protection concept English knowledge to the students, for students to establish the scientific concept of ecological and environmental protection, and correctly handle the relationship between human and nature.

By understanding the content and direction of general English teaching materials of Wenzhou Vocational and Technical College, Zhejiang Institute of Industry and Trade, Wenzhou Technician College, Wenzhou Business College, Wenzhou University City College, Jinhua Vocational and Technical College, Zhejiang Security Vocational and Technical College, Ningbo Institute of Engineering, Zhejiang Mechanical and Electrical Vocational and Technical College and other key colleges in the province, the content is summarized into seven categories of teaching content.

6. Conclusion

This paper puts forward the idea of constructing ideological and political resource database for general English courses in higher vocational colleges. After investigating the contents of general English textbooks used by many higher vocational colleges in Zhejiang Province, it sorts out four main lines of ideological and political infiltration. According to the topics and contents involved in the current general English textbooks in Zhejiang Province, it digs the ideological and political points of the textbooks to refine and sublimate the themes. Collect the ideological and political content of the course from multiple channels and classify and integrate it; Finally, we will integrate the ideological and political thinking into the multi-dimensional curriculum of higher vocational general English to achieve the educational goal of "precise penetration and collaborative education".

The final implementation of general English curriculum ideology and politics in higher vocational schools needs teachers to start from the teaching content, study its essence, improve and sublimate it, and carry out teaching with the help of scientific teaching design and teaching methods. These include: 1. Teaching objectives: demonstrable emotions, attitudes and values (moral education objectives) 2. Teaching methods: Scientific and effective situational teaching method, multi-modal teaching method, discussion method, online and offline mixed teaching, etc. 3. Modern teaching AIDS, such as PPT, video, audio, network resources, network teaching platform, mobile teaching APP, etc.

Under the current ideological and political situation, it is of great significance to carry out ideological and political thinking in general English courses in higher vocational colleges and further promote the reform of general English ideological and political teaching in higher vocational colleges. Common English courses basically cover every major within higher vocational colleges, which is one of the most extensive courses within the whole higher vocational colleges. Through the ideological and political teaching reform of general English courses in higher vocational colleges, ideological and political education courses can cover most students in higher vocational colleges, and can effectively implement ideological and political education under the premise of combining general English courses. This paper explores and studies the principle of scientific and ingenious integration of ideological and political elements with the content of the current general English courses in higher vocational colleges. The result will be to greatly improve the compatibility of the integration of curriculum and ideological and political elements, and the operability of curriculum ideological and political elements is relatively high.

The results of this study aim to help teachers effectively use the corresponding contents and concepts in the curriculum design through the integration of ideological and political elements in the teaching of general English courses in higher vocational colleges, so that students can fully understand the excellent traditional culture of China in combination with the

reality of China while learning foreign culture and values, and effectively compare the differences between Chinese and Western cultures. To better establish students' national cultural confidence and enhance their cultural critical thinking ability and knowledge quality level, and effectively avoid the occurrence of aphasia problems in domestic traditional culture. The results of this study can be flexibly used in general English textbooks of higher vocational colleges with different topics and contents, which has strong operability and feasibility.

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