

Value Alignment and Path Reconstruction: The Practical Path of Ideological and Political Education in College Chinese Courses in Vocational Colleges

Yan Jin

Gansu College of Finance and Trade, Lanzhou, Gansu Province, China

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Abstract: The construction of ideological and political education in courses is a key measure for vocational colleges in the new era to implement the fundamental task of fostering virtue and nurturing talent. College Chinese, as a public basic course that combines humanistic, aesthetic and instrumental qualities, contains abundant ideological and political educational resources and has a "unique" natural advantage in the construction of ideological and political education in the curriculum. However, there are still many shortcomings in cognition, methods, resources and evaluation of ideological and political education in college Chinese courses in vocational colleges at present, resulting in a practical gap of "shallow excavation of rich mines". Based on the analysis of the value implications of ideological and political education in college Chinese courses, this paper deeply dissects its implementation predicaments and proposes systematic practical paths from four dimensions: goal reconstruction, content reconstruction, method innovation, and evaluation reform, with the aim of achieving a deep transformation of ideological and political education in college Chinese courses from "having" to "excellent", from "scattered" to "aggregated", and from "surface" to "core".

Key words: Vocational colleges; College Chinese; Curriculum-based ideological and political education; Moral education

1. Introduction

In 2020, the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Education in Higher Education Courses, explicitly stating that it is necessary to comprehensively promote the construction of ideological and political education in higher education courses and build an ideological and political education system that is fully covered, rich in types, progressive in levels and mutually supportive. Vocational colleges are important bases for cultivating high-quality technical and skilled talents. The construction of ideological and political education in courses is not only related to the quality of talent cultivation, but also to the fundamental question of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them". Vocational colleges should focus on the "application-oriented talent" training model, deeply explore educational elements and integrate them into various links such as classroom teaching, skills training, on-campus practical training and off-campus practice, and build a "four-in-one" ideological and political curriculum system that conforms to the characteristics of vocational education, including ideological and political courses, general education courses, professional courses and practical training courses, to foster the literacy of "professional craftsmanship and humanistic sentiment".

In the public basic curriculum system of vocational colleges, college Chinese carries a special educational function. Language and writing are the carriers of culture, and literary classics are the crystallization of the national spirit. College Chinese not only imparts knowledge and skills of language application and literary appreciation, but also shoulders

the mission of cultural inheritance, value shaping and personality cultivation. This discipline trait, which is highly compatible with ideological and political education, makes college Chinese one of the most ideal practical fields for the construction of ideological and political education in the curriculum. However, in reality, the construction of ideological and political education in college Chinese courses in vocational colleges still faces problems such as weak cognition, single methods, fragmented practice and formalized evaluation, and the educational effectiveness of ideological and political education in courses has not been fully demonstrated. How to give full play to the disciplinary advantages of college Chinese and organically integrate value guidance into the entire process of Chinese teaching is an urgent issue that needs to be studied in depth at present.

2. The value Implications of ideological and Political Education in College Chinese courses

The core value of ideological and political education in college Chinese courses lies in its ability to achieve the organic unity of knowledge imparting, ability cultivation and value guidance. The realization of this value is rooted in the unique disciplinary characteristics of college Chinese and meets the educational needs of vocational education.

2.1 Natural Advantages Derived from Disciplinary Characteristics

College Chinese courses have the characteristics of being humanistic, aesthetic and instrumental. Their content covers multiple dimensions such as language and writing, literary classics, and historical culture, and contains rich ideological and political education resources. From the perspective of the educational tradition of "literature conveys the way", any "way" is embodied in a specific form of expression. Incorporating ideological and political education into Chinese language education is a fundamental principle of Chinese language teaching. In terms of content, the classic texts in college Chinese textbooks are both the peaks of language art and the cultural crystallization of national spirit, family and country sentiment, and moral pursuit. Qu Yuan's "Ai Ying" conveys a deep concern for the country and the people, Du Fu's poems are filled with deep concern for the destiny of the nation, and "suhui congzhi" in "jian jia" embodies unwavering perseverance. These texts themselves carry a distinct value orientation and provide a natural content carrier for ideological and political education in the curriculum. The implementation of ideological and political education in College Chinese in technical application-oriented universities not only conforms to the viewpoints of Marxist theory of ideological and political education, but also conforms to the inherent laws of Chinese curriculum and teaching theory, and inherits the concepts and educational traditions of "literature conveys the way", "the unity of literature and way", and "culture influences people" in traditional Chinese cultural educational thought.

2.2 Special educational needs of Vocational Education

The core task of vocational education is to cultivate high-quality technical and skilled personnel for the front lines of production, construction, service and management. Compared with general higher education, students in vocational education have the characteristics of large differences in professional background and clear career orientation. This determines that ideological and political education in college Chinese courses cannot remain at the level of cultivating general humanistic qualities; it must also actively align with professional development needs and career growth goals. As some researchers have pointed out, Chinese education should achieve an organic integration of literary classics, language training and professional context, develop professional-oriented teaching modules, make Chinese courses more "professional" and "practical", and truly achieve "what is learned is what is used". Through ideological and political education in college Chinese courses, the cultivation of professional communication skills can be integrated into language expression training, the spirit of craftsmanship and professional ethics can be nurtured in the appreciation of literary classics, and students' sense of identity and mission towards professional roles can be enhanced in cultural inheritance. As a result, ideological and political education in college Chinese courses becomes an important bridge connecting "skill-based life" and "spiritual growth".

2.3 Intrinsic Coupling with Curriculum-based Ideological and Political Education

The concept of "Big Chinese" advocates comprehensiveness, openness, value and practicality, which is intrinsically coupled with curriculum-based ideological and political education in terms of value isomorphism, content intertextuality, method alignment and resource symbiosis.[1] Course-based ideological and political education emphasizes the organic integration of value shaping into the entire process of knowledge imparting and ability development, and college Chinese can precisely achieve "subtle and imperceptible" value guidance in text interpretation, language application and aesthetic experience. Traditional Chinese language teaching often takes language and character knowledge and literary appreciation ability as the core goals, while college Chinese from the perspective of course-based ideological and political education further highlights the value level - through the "precise drip irrigation" approach of moral education infiltration to cultivate students' patriotic feelings, cultural confidence and professional ethics. This kind of value education, which uses language as a medium, literary classics as a carrier and aesthetic experience as a path, avoids the rigid preaching of ideological and political education and achieves the unique educational effect of cultivating people through culture and cultivating virtue through beauty.

3. Realistic Analysis: Implementation Dilemmas of Ideological and Political Education in College Chinese Courses

Although college Chinese has inherent advantages in integrating ideological and political education into the curriculum, current teaching practices in vocational colleges show unsatisfactory implementation outcomes, with multiple challenges that urgently need to be addressed.

3.1 Cognitive level: Vague concepts and weak ideological and political awareness

On the one hand, some teachers do not have a deep understanding of the connotation of ideological and political education in the curriculum, simplifying it to "talking about politics in Chinese classes", and even developing the wrong tendencies of "hard integration" and "labeling". The core of curriculum-based ideological and political education lies in the organic integration of "like salt in water", rather than the mechanical application of "separate water and oil". On the other hand, some teachers have insufficient ideological and political awareness and moral education ability, and lack the acute ability to identify and transform the rich ideological and political resources in the teaching materials. In fact, the exploration of ideological and political education in college Chinese courses is mostly the practical summary of individual front-line teachers or loose teams, and is often powerless in terms of overall functional positioning, systematic work planning, and scientific assessment and evaluation due to factors such as ideological and political awareness, ability, and work interface of the course. [2]

3.2 At the teaching level: Lagging content and single method

College Chinese has problems such as ambiguous course positioning, lagging teaching content, backward teaching methods, and single teaching evaluation in teaching practice, and the depth of the course serving the profession and the intensity of integrating ideological and political education into the course are relatively weak. In terms of teaching content, many textbooks are compiled with outdated concepts, and a considerable number of articles are repeated, failing to make dynamic adjustments in accordance with the needs of talent cultivation and the actual situation of schools and students. In terms of teaching methods, the one-way indoctrination model of "teachers speak and students listen" is still widespread. Students are in a passive receptive state in the classroom, lacking deep participation and emotional experience, and the effect of ideological and political education in the curriculum is greatly reduced.

3.3 Resource level: Fragmentation and superficiality of element mining

There are obvious deficiencies in resource construction for ideological and political education in college Chinese courses. On the one hand, there is more exploration and utilization of conventional ideological and political elements such as patriotism and moral cultivation contained in the textbook texts, but there is a scarcity of more contemporary

analyses such as global vision, the concept of the rule of law and professional ethics. On the other hand, course-based ideological and political education is often only reflected in a certain article or a certain segment, lacking a systematic design of the entire course and failing to form an overall framework for analyzing the ideological and political goals of the entire book and designing the teaching content more reasonably. In addition, course-based ideological and political education lacks systematic and comprehensive design in practical teaching, and resources are fragmented, making it difficult to form a joint force for education.

3.4 Evaluation level: Lack of standards and Uncertainty of effectiveness

The evaluation system for the implementation effect of ideological and political education in courses is immature, which is a prominent shortcoming in current research on ideological and political education in college Chinese courses. The "Guidelines for the Construction of Ideological and Political Education in College Courses" explicitly states that "a multi-dimensional assessment and evaluation system and supervision and inspection mechanism for the effectiveness of ideological and political education in college courses should be established and improved" and "scientific and diverse evaluation standards for ideological and political education in college courses should be studied and formulated". However, from the existing literature, there are no specialized papers on how to accurately evaluate the implementation effect of ideological and political education in college Chinese courses. Some papers have proposed specific evaluation methods such as the observation method and the investigation method, but it is difficult to quantify the assessment, let alone form a systematic evaluation plan. The absence of such an evaluation mechanism makes it difficult to verify and continuously improve the implementation effect of ideological and political education in the curriculum.

4. Practice Path: Path Construction of Ideological and Political Education in College Chinese Courses

In response to the above dilemmas, the construction of ideological and political education in college Chinese courses in vocational colleges needs to be systematically restructured from four dimensions: goal, content, method and evaluation, and a closed-loop education system of "goal guidance - content support - method innovation - evaluation guarantee" should be constructed.

4.1 Goal Reconstruction: Establishing "three-dimensional integration" educational goals

The implementation of ideological and political education in the curriculum primarily depends on the design of scientific and clear educational goals. The college Chinese curriculum should adhere to the four-in-one educational concept of "value shaping, knowledge imparting, ability development, wisdom enlightenment", and organically integrate value shaping into the entire process of knowledge imparting and ability development. Specifically, a three-dimensional integrated goal system can be established: at the knowledge level, focus on integrating language and characters, literary classics and cultural common sense, and guide students to cultivate and inherit culture through text reading; At the competence level, language application, critical thinking, as well as communication and expression, innovation and creativity in professional contexts are strengthened; At the value level, moral education is instilled through "precise drip irrigation" and "subtle nourishment" to cultivate students' sense of patriotism, cultural confidence and professional ethics. By systematically revising curriculum standards and teaching syllabuses, integrating ideological and political elements into all aspects of teaching, a spiral education path of "knowledge acquisition - ability advancement - emotion internalization - behavior transformation" is constructed to facilitate the transformation and leap of students from "skill-based establishment", "professional success" to "spiritual maturity". [3]

4.2 Content Reconstruction: Building a "macro - meso - micro" three-level integration mechanism for the implementation of ideological and political education in courses, the key lies in systematically embedding ideological and political elements into teaching content.

A "macro-meso-micro" three-level integration mechanism can be constructed to achieve the organic integration of

ideological and political resources.

At the macro level, focus on textbook reconstruction, adhere to the correct political direction and educational orientation, and highlight vocational education and school-based characteristics. Based on a deep insight into the fundamental educational question of "what kind of people to cultivate, how to cultivate them, and for whom to cultivate them", construct a content framework system consisting of three modules: appreciation of classic texts, practical writing, and humanistic training, to achieve the unity of theoretical logic and practical logic, knowledge logic and value logic.

At the meso level, it aligns with the talent growth chain and condenses several unit themes. Focusing on the core literacy of Chinese language, we can condense and propose curriculum ideological and political themes such as "patriotism", "Self-cultivation", "red Inheritance", "Insight into the world", "Learning from history", "Human relations and love", "Harmony with Nature", "unity of knowledge and action", to achieve collaborative education of "one subject, multiple teaching". Centering on the fundamental task of "cultivating virtue and nurturing people", some researchers have further refined the themes into twelve major elements: "patriotism", "self-cultivation", "red inheritance", "Discussing literature and art", "Remembering events and caring for people", "cultivating virtue and ability", "harmony without uniformity", "understanding the world", "learning from history", "human relations and love", "harmony with nature", "unity of knowledge and action", and "teaching multiple subjects" in teaching content. In teaching practice, it closely follows the first and second "two classrooms".

At the micro level, focus on close reading of the text and its relevance to The Times, and explore the moral education entry points in specific texts. For example, when teaching "The Banquet", the background of Li Bai's imperial edict entering the capital can be used to guide students to understand the relationship between confidence and talent. The research team of Zhengde Vocational and Technical College focused on the beauty of artistic conception and emotion in teaching. Through recitation accompanied by the guqin and the construction of multimedia scenarios, they guided students to experience the artistic conception of poetry in an immersive way, naturally triggered value thinking in aesthetic experience, and invisibly integrated "Dao" into "wen", effectively solving the problems of "hard integration" and "superficiality" of value guidance in the literature classroom.

4.3 Method Innovation: Multi-path Activation of Educational Effectiveness

The reform of teaching methods is the key link for ideological and political education in the curriculum to move from concept to practice. The ideological and political education in college Chinese courses in vocational colleges needs to make methodological breakthroughs and explore multiple and three-dimensional educational paths.

The first is to implement situational experiential teaching. Change the previous one-way model of "teacher speaks, students listen" and guide students to shift from passive acceptance to active participation through various forms such as classic recitation, literary situational drama performance, thematic discussion, and creative writing, to understand literary connotations through experience and exercise thinking ability through expression. Second, expand the three-stage progressive practice chain of "in-class - out-of-class - out-of-class", extend the single teaching classroom to the out-of-class "second classroom", and continuously create a humanistic atmosphere of "everyone reads, all the time immersed" through platforms such as campus literary clubs, book sharing sessions, and classic reading competitions. Third, focus on information technology empowerment. Flexibly use information technology means such as multimedia, online learning platforms and virtual simulation in teaching to enhance the immersion and appeal of the classroom. When teaching "Full River Red", playing carefully selected audio and video materials can effectively activate students' emotional resonance and enhance the appeal and effectiveness of education. Fourth, strengthen the integration of Chinese language teaching with the major. For students with different professional backgrounds, integrate core competencies such as craftsmanship, professional communication, and engineering narrative into Chinese language teaching, develop professional-oriented teaching modules, and effectively enhance the application value of the courses.

4.4 Evaluation Reform: Establishing a Sound Multi-dimensional Assessment System

The effectiveness of ideological and political education in the curriculum ultimately needs to be verified and guided by scientific evaluation. Establishing and improving the evaluation system and standards for the implementation effect of

ideological and political education in college Chinese courses, and conducting systematic research from the educational management and top-level design levels, is an important direction that urgently needs to be broken through at present.

5. Conclusion: From "Shallow Excavation of Rich Mines" to "Deep Mining"

The construction of ideological and political education in college Chinese courses is a systematic project, which requires not only the innovation of concepts but also the implementation of actions. At present, the ideological and political education in college Chinese courses in vocational colleges is facing the awkward situation of "shallow excavation of rich mines" - the rich ideological and political resources contrast sharply with the weak educational effectiveness. The root cause lies in the fact that ideological and political education in courses remains at a fragmented and superficial operational level and has not yet achieved a qualitative change from "having" to "excellent", from "scattered" to "aggregated", and from "surface" to "substance".

The construction of ideological and political education in college Chinese courses in the future should develop in a more professional, systematic and refined direction. This requires coordinated efforts at multiple levels: At the teacher level, enhance the ideological and political awareness and moral education ability of Chinese language teachers, making them "teachers" who can both "teach" and "teach"; At the teaching and research level, establish regular collective lesson preparation and teaching and research mechanisms to promote the co-construction and sharing of ideological and political resources in the curriculum; At the management level, optimize the top-level design and give full play to the coordinating and guiding role of teaching management departments and professional academic organizations; At the research level, deepen theoretical exploration and establish an appropriate system for evaluating the implementation effect of ideological and political education in courses.

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Author Biography:

Yan Jin(born August 1996), female, Han ethnicity, Tianshui, Gansu Province; master's student, Gansu College of Finance and Trade, majoring in Vocational Education and Language Literature.