Research on the Teaching Implementation of Ideological and Political Theory Course in Higher Vocational Colleges with "Five Bases, Two Lines, and Four Alls" as the Core: A Case Study of the Theme-based Teaching Content of the Mao Zedong Thought and Introduction to Theoretical System of Socialism with Chinese Characteristics

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Abstract: Based on the teaching design centered on "five bases" (i.e., the type-based teaching philosophy, concretization-based teaching objectives, theme-based teaching content, professionalism-based teaching strategies, and two-way-based teaching evaluation), the implementation of teaching innovation concerning ideological and political theory course in higher vocational colleges is mainly aimed at creating an online-offline mixed linkage pattern, and using the systematic thinking to carry out the teaching implementation process characterized by "four alls" (i.e., all-member problem investigation, all-around organization model, all-chain production-education integration, and all-process data analysis). On the whole, the implementation of the above-mentioned teaching innovation is committed to promoting the effective aggregation of element units with teachers and students as the common subject, as well as innovating and connecting resource carriers in series with theory as the axis. To this end, the global vision should be used to design the structure of the teaching ecosystem, plan the corresponding operation mode and assessment mechanism, and promote the dynamic and balanced operation of the curriculum teaching ecosystem, with a view to improving quality and enhancing efficiency as well as effectively serving the talent cultivation.

1. Preface

Benefiting from the great improvement of the teaching environment and attention to ideological and political education in colleges and universities, the work of casting-soul education around the thought on socialism with Chinese characteristics for a new era put forward by General Secretary Xi Jinping has been carried out in an orderly and solid manner, covering the comprehensive promotion of various aspects encompassing the construction of ideological and political theory courses, the management of daily ideological and political education, and the curriculum politics. In this context, ideological and political theory courses in colleges and universities, as the key link to strengthening moral education and cultivating people, have consistently been concerned. For instance, General Secretary Xi Jinping expressly pointed out at the national conference on ideological and political work at institutions of higher learning that "we should make full use of classroom teaching as the main channel, persist in strengthening the teaching of ideological and political theory courses based on improvement, and enhance the affinity and pertinence of ideological and political education to meet the needs and expectations of student's growth and development"¹. On the same note, ten departments headed by the Ministry of Education issued the Work Plan for Comprehensively Promoting the Construction of "Great Ideological and Political Course" (J.S.K [2022] No.3), emphasizing the need to "reform and innovate the main channel teaching", "strengthen the research on students' thoughts, psychology and hot and difficult issues of their concern, and formulate targeted teaching plans; to be good at using diversified teaching methods, pay attention to giving full play to students' subjective role, and proactively utilize a range of ways including group research, situational presentation, topic discussion, and classroom debate to organize classroom practice"².
integration of the basic principles of Marxism with the reality of China, that is, the historical leap and theoretical achievements of the localization and modernization of Marxism in China. During the actual teaching process, the course *Mao Zedong Thought and Introduction* mainly reflects the ideological, scientific, professional, and contemporary nature of the ideological and political course in higher vocational colleges, as well as the integration of ideological and political theory knowledge with application scenarios in the intelligent manufacturing industry by connecting curriculum standards with professional talent training programs, rebuilding curriculum structure, optimizing teaching content, and matching level positioning. Meanwhile, the course teaching process is integrated with the guiding principles of the 20th CPC National Congress and takes Chinese modernization as the main thread throughout the historical period, so that students can more accurately understand and grasp the content and historical position of the theoretical system of socialism with Chinese characteristics from the perspective of Chinese modernization.

Based on the teaching design centered on "five bases" (i.e., the type-based teaching philosophy, concretization-based teaching objectives, theme-based teaching content, professionalism-based teaching strategies, and two-way-based teaching evaluation), the implementation of teaching innovation is mainly aimed at creating an online-offline mixed linkage pattern and using systematic thinking to carry out the teaching implementation process characterized by "four alls" (i.e., all-member problem investigation, all-around organization model, all-chain production-education integration, and all-process data analysis). On the whole, the implementation of the abovementioned teaching innovation is committed to promoting the effective aggregation of element units with teachers and students as the common subject, as well as innovating and connecting resource carriers in series with theory as the axis. To this end, the global vision should be used to design the structure of the teaching ecosystem, plan the corresponding operation mode and assessment mechanism, and promote the dynamic and balanced operation of the curriculum teaching ecosystem, with a view to improving quality and enhancing efficiency as well as effectively serving the talent cultivation[5].

2. Teaching Design Centered on "Five Bases"

2.1 Teaching Philosophy: Type-based Circle to Highlight the Subject Consciousness

With the construction of the "Great Ideological and Political Course" as the background and based on social life, the type-based teaching philosophy, on the one hand, aims to promote the extension of school classroom to social classroom, optimize the structural contradiction between ideological and political education in higher vocational colleges and industrial demands, and reconstruct the education chain of industry-education collaboration. On the other hand, it emphasizes guiding students to devote themselves to a lively social life and highlighting their subjective consciousness through the integrated and shared education framework of school-enterprise collaboration[4], thereby forming an innovative situation of the type attributes of ideological and political courses in higher vocational colleges with a broader perspective, pattern, and vision.

2.2 Teaching Objectives:Concretization-based Setting to Navigate Ability Building

With the teaching of students majoring in intelligent manufacturing as an example, according to the curriculum standards of *Mao Zedong Thought and Introduction to Theoretical System of Socialism with Chinese Characteristics*, the Training Plan for Talents Majoring in Intelligent Manufacturing Equipment Technology, and the actual learning situation, the teaching objectives of the course cover the following three aspects:
2.4 Teaching Strategies: Professionalism-based Connection to Focus on the Characteristics of Learning Situation

2.4.1 Analysis of Learning Situation

2.4.1.1 Analysis of Students’ Learning Characteristics

On the whole, students from higher vocational colleges reflect several learning characteristics as shown below. In detail, first of all, they tend to be more practical in learning values but show blindness in learning motivation. Secondly, they tend to be more professional in their learning objectives but show a low level of learning adaptability and weak subjective initiative in seeking knowledge and communication. At last, they tend to be more practical in the form of learning activities but show a certain degree of dependence on learning awareness and methods, and lack the self-confidence to withstand pressure and solve problems independently.

2.4.1.2 Analysis of Students’ Learning Foundation

In the first semester, students are required to learn the pre-course entitled Ideological and Moral Education as well as Rule of Law, which is beneficial to lay a solid foundation for them to establish ideals and beliefs, and enable them to actively cultivate and practice the socialist core values, carry forward the spirit of China, respect and safeguard the constitutional and legal authority, thus continuously developing their moral integrity as well as rule of law awareness. Based on the aforesaid foundation, the teaching of this course aims to guide students to deeply understand the necessity and importance of the CPC’s leadership, and deeply realize that the CPC will always be the backbone of the people of China and the Chinese nation[6], deeply comprehend the historical achievements of the cause of the Party and the country, and further enhance their consciousness of following the Party and its guidance in their thoughts and actions.

2.4.2 Analysis of Teaching Methods

Based on the analysis of the learning situation and the existing teaching resources, the teaching methods selected in the work to solve the teaching difficulties and achieve the teaching objectives can be summarized as follows: the situational teaching method and the task-driven method aiming at stimulating the learning interest of the learners are taken as the premise to emphasize the active participation of the learners during the learning process, stimulate their subjective consciousness, use appropriate learning resources to cooperate with the team members to complete the meaningful construction of knowledge, while the teachers are responsible for the theoretical teaching. The specific applications of the above teaching methods are as follows:
Online-offline Mixed Linkage Pattern

The online-offline mixed teaching linkage pattern of ideological and political courses in higher vocational colleges realizes the reasonable connection between the teaching contents related to teachers (such as learning situation investigation, assignment, case guidance, theoretical explanation, and interactive evaluation) and various teaching links concerning students (such as self-study exploration, presentation before class, peer interaction, self-test expansion, and consolidation after class), thus promoting the organic connection, reasonable embedding, and integrative linkage of online and offline teaching. During this process, the dual-subject status of teachers and students can be highlighted. In particular, based on the ingenious teaching arrangements before, during, and after class, as well as the analysis of the logical relationship among knowledge objectives, ability objectives, and quality objectives, the foregoing pattern promotes students to achieve teaching objectives in the process of knowledge exploration through effective teaching design and implementation, further consolidating teaching results in practice.

Teaching Implementation of "Four Alls"

4.1 Overall Framework

With "learning, thinking, understanding and practice" as the core masterstroke, the implementation process of theme-based teaching follows the regular attribute of ideological and political education, the subject attribute of teacher-student education, and the type attribute of vocational education. Meanwhile, it pays attention to "three explorations" and "three learnings", in which "exploration" emphasizes the process and progression of cognition, whereas "learning" emphasizes the learning methods and their correlation. In other terms, it is a teaching implementation process that emphasizes the exploration of the learning content previewed in the pre-class link, the exploration of the learning content studied in the in-class link, and the exploration of the learning content expanded in the after-class link.

4.2 Implementation Process

4.2.1 All-member Problem Investigation Characterized by "Task-oriented Learning and Success Results from Careful Thinking"

The rapid development of network information technology and network teaching platform makes it possible to design and implement personalized courses. Benefiting from this, this teaching activity uses the teaching network platform to understand a series of factors such as students' professional characteristics, ability foundation, knowledge structure level, and so on through investigation. Based on the foregoing investigation, the knowledge theories that students need to learn are implied in one or several specific tasks, to
fully arouse students' interest in learning and make students change their passive acceptance of knowledge into an active exploration of knowledge, thereby cultivating their problem-solving and innovation abilities. The application of task-oriented learning includes the following steps: creating situations, selecting tasks, conducting autonomous and collaborative learning, and evaluating teaching effects[9]. During this process, teachers pay special attention to designing situational tasks suitable for students' level, professional ability, and knowledge level, thus enabling them to achieve the objective of "success results from careful thinking".

4.2.2 All-around Organization Model Characterized by "Case-based Learning and Enlightenment to the Mind"

Based on the small-class teaching mode, this teaching activity is carried out based on the all-around organization model, and is committed to building a "learning community" through the transformation from the "teaching organization model" to the "learning organization model". This community, which is suitable for students and their peers from higher vocational colleges, aims at knowledge construction and meaning negotiation, and takes the exchange of emotions and cooperation vision as its connotation, with related forms manifested as mutual exploration, exchange, and cooperation. It not only focuses on relevant cases assigned by teachers and encourages students to claim suitable tasks according to their characteristics but also emphasizes inclusiveness, communication, sharing, and mutual assistance. More importantly, this learning community encourages students to achieve a deep understanding of the learning content in the process of learning and inquiry.

4.2.3 All-chain Production-education Integration Characterized by "Professional Perspectives Conducive to Learning and the Cultivation of Moral Quality"

It is regarded as the foothold of curriculum teaching activities to make full use of the advantages of production-education integration to promote the construction of the typed attributes of the curriculum system. In this regard, on the one hand, it is necessary to break through the inherent cognition of the lack of professionalism in ideological and political courses, explore the new path of production-education integration in ideological and political courses, and improve the overall objective of ideological and political courses serving the cultivation of higher vocational talents. On the other hand, it is also strongly suggested to explain relevant political theories effectively, clearly, and thoroughly from a professional perspective, to promote college students from higher vocational colleges to better grasp Marxist viewpoints, positions, and methods, thus leading their professional career development.

4.2.4 All-process Data Analysis Characterized by "Intelligent Supervision of Learning and Win-win between Self and Others"

In line with the development of the era of big data, the teaching activities of this course actively build and apply diversified resources of excellent teachers, encompassing teaching videos, expert explanations, classic cases, etc., and carry out the construction of virtual online learning spaces and digital resources. Meanwhile, the teaching activities of this course also make full use of the fast, accurate, and targeted personality analysis, image description, and data analysis provided by the platform, covering various contents of students, such as classroom feedback, case analysis, and professional cognition. On this basis, targeted teaching follow-up is thus implemented to improve students' convenience, degree of achievement, and sense of acquisition and satisfaction in the learning process.

5. Learning Effect of Students

5.1 Achievement in Learning: Improving the Degree of Achievement of Teaching Objectives

The teaching of this course is helpful to effectively alleviate the resistance of college students from higher vocational colleges to ideological and political theory courses, enhance the interest of teachers and students in the teaching activities of ideological and political theory courses, and mobilize the enthusiasm, interaction, and sense of freshness and acquisition of both teaching subjects. In particular, it can promote harmonious interaction and improve the teaching effect of ideological and political theory courses as well as the degree of achievement of teaching objectives.

5.2 Gains from Learning: Stimulating the Motivity of Cognitive Awakening

Closely around the masterstroke of strengthening moral education and cultivating people as well as following the laws of education, student growth, and ideological and political work, the teaching activities of this course combine the characteristics, career orientation, and training objectives of students in higher vocational colleges to create the whole process from cognition, understanding, perception, identification to acceptance in classroom teaching, thereby outlining a substantial, dynamic, and three-dimensional education and teaching process that is easy for students to accept, share, and immerse. In short, it is beneficial to promote students' spontaneous and conscious cognitive awakening and continuously sublimate this kind of cognition.

5.3 Application of Learned Knowledge in Reality: Strengthening the Identity of Professional Value

The teaching activities of this course aim at guiding the students in higher vocational colleges to overcome the
influence of their irrational professional values on their employability, structurally improving the employability of students in higher vocational colleges, and then helping them to correctly handle the relationship between the state, the collective, and the individual. Additionally, it is committed to guiding students to strengthen their sense of identity with factors including professional values, beliefs, ideals, and values, and integrate this sense of identity into their employability[10].

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**Author Abstract**

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**References**


