

A Typical Case of *Public English* in Higher Vocational Education Based on the Goal of Establishing Virtue and Cultivating People

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Abstract: Since "making moral education the fundamental task of education" was put forward, various disciplines and majors in higher vocational colleges and universities have been integrating curriculum thinking and politics into various aspects of teaching. This paper takes Reading "Working for peanuts" in Unit 3 of Book 2 of General English (Foreign Studies) as an example to explore the content of the course and design a typical case.

1. Introduction

The 18th Party Congress first proposed "making moral education the fundamental task of education". This further emphasizes the importance of moral quality, as worldview, outlook on life and values are the core of cultural literacy. Moral quality and cultural quality complement each other and promote each other. Students in higher vocational colleges and universities are in the plucking and gestation period of their life view, world view and values, and their ideal beliefs are not firm. In addition, we are in the process of building socialism with Chinese characteristics, and college students are in the wrapping of diversified thoughts, influenced and impacted by various trends, if they are not timely educated and guided, some students may fall into the mud and cannot extricate themselves. At the same time, many college students are on campus, far from their parents, and entering the society alone for the first time, so it is especially important for teachers to guide their ideology, ideology, value perception and quality consciousness.

2. Connotation of Curriculum Civic Politics

Curriculum Civic Politics refers to a comprehensive education concept of building a whole staff, the whole process, the form of the whole curriculum education pattern of all kinds of courses and ideological and political theory courses in the same direction, forming a synergistic effect, the "moral education" as the fundamental task of education. The essence of the curriculum is to establish moral education, "educate people" first "educate moral", focusing on the organic unity of teaching, educating and educating, is the fine tradition of China's education.

Ideological and political work is mainly to solve the problem of "what kind of people to train" and "how to train people" is the lifeline of the work of the party and the state. To establish oneself with morality, to establish learning with morality, to teach with morality, to actively guide students to establish a correct view of the country, the nation, history and culture, so as to train qualified builders and successors for the cause of socialism with Chinese characteristics. The form of curriculum thinking and politicalism is to integrate the thinking and political elements into each course to influence the students' ideology and behavior in a subtle way.

3. the Advantages of Public English Course Civics

The English course in higher vocational institutions is a public basic course, which has the characteristics of many hours, long duration, wide audience and high attention, so it should become the main battlefield of course Civics. The advantages of the public English course are as follows:

1. public English courses are offered to non-English majors in all institutions of higher education, and the time of English courses varies from school to school, but most schools offer 3-4 courses.

Most schools offer English courses for 3-4 semesters, 4-6 hours per week. It can be said that public English course is a public basic course with the most hours, the longest duration and the widest audience in higher vocational colleges. In addition, English course is a compulsory subject for senior vocational students to take the "college entrance examination", and it is also a compulsory course for them to enter undergraduate institutions. At the same time, employers often consider English level certificates as one of the screening conditions for recruiting graduates, so most students pay

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more attention to English courses.

2. Public English courses are usually offered from the first semester of freshmen, when students are new to campus, and their desire for knowledge is strong and their ideas are malleable, so teachers' guidance is more likely to be effective. Therefore, the teachers of public English courses should make full use of the main position of classroom teaching to provide students with adequate and systematic ideological education.

Language is an important carrier and medium of communication for culture and ideology, so English is both a language and a culture course. In the teaching of English in higher education, students are more exposed to Western culture and ideology, and teachers' interpretation of Western culture and ideology and the timely introduction of traditional Chinese culture and ideology are essential. Thus, it is clear that teaching Civics from the perspective of culture and ideology in public English teaching is undoubtedly highly compatible with ideological and political education.

4. Content Elements of Curriculum Thinking Politics

In 2020, the Ministry of Education issued the "Guideline of Curriculum Civics Construction in Higher Education Institutions", which clearly points out that the content of curriculum Civics construction should be closely focused on strengthening students' ideals and beliefs, with love for the Party, the country, socialism, the people and the collective as the main lines, optimizing the supply of curriculum Civics content around political identity, national sentiment, cultural literacy, awareness of the Constitution and the rule of law, moral cultivation, etc., and systematically providing education on Chinese characteristics and Chinese dream, socialist core values, rule of law, labor education, mental health education and Chinese traditional culture. Socialism and Chinese dream education, socialist core values education, rule of law education, labor education, mental health education, and education of excellent Chinese traditional culture.

Teachers of public English courses in higher vocational institutions should study, analyze and fully understand the connotation and requirements of the Guidance Outline, and select the content and elements of the course of thinking and politics in the context of the profession and future job requirements of the students they teach and the specific content of teaching English courses, and integrate the content of thinking and politics into the teaching in an appropriate way.

5. Typical Case Design of Civics in Public English Course

Public English course is an integral part of the curriculum system of higher vocational education and is a compulsory public foundation course for higher vocational students, which is both instrumental and humanistic. It aims at cultivating students' English application ability in the workplace and laying a good English foundation for their

future study and lifelong development. The public English teaching in our school strictly implements the 18th CPC National Congress, which puts forward "making moral education a fundamental task of education", and has formulated practical "curriculum standards", "overall design", "unit design" and "assessment plan".

5.1. Public English Course Objectives

The goal of the public course is to establish the correct values, worldview and outlook on life through the study of this course; master the basic knowledge of English phonetics, vocabulary, grammar, discourse, usage and culture necessary for daily life; have certain literacy in foreign-related communication in the workplace, multicultural communication, language thinking improvement and independent learning improvement; understand the commonalities and differences between Chinese and foreign cultures, feel the importance of China's excellent culture in the world culture. The students will understand the common and different cultures in China and abroad, feel the important status of Chinese culture in the world, and spread the voice of China in English.

5.2. Refinement of the ideological elements of the curriculum

In the design of the course, it is required that "there is thinking and politics in every lesson and in every class". The main textbook currently used in our school is "General English for the Workplace" (Foreign Studies), and each unit of this textbook is a relatively independent theme. In addition to achieving certain knowledge goals and ability goals, we also design different thought political content according to different themes to achieve the thought political goals of the unit. Take the first book of this textbook as an example for illustration:

Unit 1 quality objective: to firmly establish ideals and beliefs, and to establish correct values, worldview and outlook on life;

Unit 2 quality objectives: to correctly understand and practice the core socialist values, including the national level: wealth and strength, democracy, civilization and harmony; the social level: freedom, equality, justice and rule of law; the civic morality level: patriotism, respect for work, honesty and friendliness;

Unit 3 quality objectives: to have a sense of social responsibility, to care about the collective, society, and the fate of all mankind, and to have the courage to contribute to the service of the collective, society, and people around them;

Unit 4 quality objectives: to deepen their identification and understanding of the excellent Chinese traditional culture, revolutionary culture and advanced socialist culture through cultural comparison, to inherit and spread the excellent Chinese culture, and to enhance their cultural confidence;

Unit 5 quality objectives: to adhere to the Chinese position, to have an international perspective, and to cultivate a broad-mindedness and a sense of home and

country (a sense of identity, belonging, responsibility, mission and achievement) towards foreign cultures that seek common ground while reserving differences, are compatible and inclusive, and are mutually tolerant and understanding;

Unit 6 Quality Objectives: To cultivate students' awareness of labor, to gradually develop good habits of life, study and work that love labor, and to further understand the Marxist scientific assertion that "labor creates man himself".

Of course, teachers should also select some typical cases in their lesson plan design, so as to really enlighten students' hearts and minds, and really make things silent.

5.3. Typical Case Design of Curriculum Civics

In this paper, the author learns and implements the requirements of the Guidance Outline, insists on student-centered and output-oriented, and takes Reading "Working for peanuts" in Unit 3 of Book 2 of General English (Wai-Yen-She) as an example to demonstrate the design concept of curriculum thinking and government.

Public English course is a compulsory public foundation course for higher vocational students, which is both instrumental and humanistic. It aims to cultivate students' ability to apply English in the workplace and to lay a good English foundation for their future study and lifelong development.

This course is selected from the Reading section of General English 2, Unit 3, "In the Workplace". The title of the lesson is "working for peanuts? The teacher took "working for peanuts" as the main theme, and integrated the elements of Civics into all aspects of the lesson before, during and after the lesson. Before the class, the teacher issued a pre-study task through the class enterprise WeChat group: collect stories of successful people or enterprises through the Internet and other means, which can reflect the relationship between "small things" and "big business". Students complete the pre-study tasks independently, and their independent learning ability will be improved continuously, which is crucial for cultivating good learning habits and meeting the future learning and working needs of higher vocational students; in the lesson, the teacher firstly introduced the theme of the course with the touching story of Zhang Guimei, the principal of Lijiang Huaping Senior High School. Zhang Guimei, the principal of Lijiang Huaping Senior High School for Girls, did a lot of "ordinary" things, but made many poor students get a "new life", and she won the title of "Model of the Times" and the "July 1st Medal" awarded by the Party Central Committee. She was awarded the "July 1st Medal" by the Party Central Committee. In the "Questions and Discussion" session, the teacher guided the students to consider what kind of professionalism they should cultivate. In the "Questions and Discussion" session, teachers guide students to consider what kind of professionalism they want to cultivate. Based on a thorough discussion, teachers can set the task of working in groups to develop practical workplace norms based on the characteristics of students' majors. In the "showcase" session, teachers can ask students to present their pre-

study results and tell stories about "small things" that led to "big things", especially the Chinese story. Based on the analysis of the text and class discussion, the teacher can evaluate the theme: work should not be done just to earn a small amount of money, and in future jobs, you should not give up just because the salary is small. Finally, teachers guide students to cultivate a sense of labor, gradually develop good habits of life, study and work that love labor, and further understand the scientific assertion of Marxism that "labor creates man himself". Through vivid Chinese stories, students are convinced that as long as they are down-to-earth and active, and do every "little thing" around them, they will surely achieve great things. The teacher's guidance and encouragement will create a proper sense of work and inspire students' self-confidence. After the lesson, students are asked to organize and memorize the vocabulary and important sentence patterns in their notes to consolidate their learning achievements. The post-lesson consolidation session will be a good way to develop students' critical thinking skills and positive values through the three stages of "drive-facilitate-evaluate".

6. Conclusion

Teachers of English courses should carefully explore the course thinking points and carefully design the course thinking cases according to the requirements of the Guideline for the Construction of Course Thinking in Higher Education Institutions, so as to continuously improve the awareness and ability of course thinking and contribute to the cultivation of high-quality skilled talents in higher education institutions.

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