

# Research on the Integration of Ideological and Political Elements in the Curriculum Construction of Vocational Colleges: Taking the Course of "Youth Psychological Counseling and Service" as An Example

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**Abstract:** *Systematically excavating the classic psychological counseling theoretical techniques and cases rich in Chinese local elements in "Youth Psychological Counseling and Services", and provide ideological and political materials for similar curriculum education. Exploring and practicing the ideological and political education of "Youth Psychological Counseling and Services", improving the quality of teaching, and providing reference for "full staff education, full process education, and comprehensive education". Exploring the quantitative indicators of the ideological and political evaluation system in vocational colleges, and providing reference for the ideological and political reform of similar colleges.*

**Keywords:** Ideological and Political Elements, Curriculum Construction, Vocational Colleges.

## 1. The Current Research Status and Trends of Integration of Ideological and Political Elements in the Curriculum

Ideological and political work is directly related to the fundamental issue of what kind of people to cultivate, how to cultivate them, and for whom to cultivate them. The Party and government attach great importance to ideological and political education work consistently.

### 1.1 Defining the Concept of Ideological and Political Education in Curriculum

There is no consensus in the academic community on the definition of "curriculum ideology and politics". Scholars have proposed three perspectives: firstly, based on the "three comprehensive education" perspective, aiming to form a comprehensive education pattern for all employees, the entire process, the entire curriculum, and all aspects[1]; Secondly, based on the curriculum, it is believed that the curriculum is a carrier with distinct educational functions and value orientations; Ideological and political education is the soul[2]; Thirdly, based on the curriculum perspective, it is believed that "ideological and political education in curriculum" is the integration of ideological and political content into curriculum design and teaching, integrating ideological and political education in all aspects of curriculum teaching and reform, and achieving the goal of cultivating morality, cultivating people, and moistening things silently[3].

### 1.2 The Research Status of Professional Curriculum "Curriculum Ideology and Politics" in Vocational Colleges

1.2.1 The "two skin" of curriculum ideological and political

education and professional education

After years of development, the application research of curriculum ideological and political education has been increasing, and vocational colleges have also included curriculum ideological and political education in the scope of curriculum evaluation. However, compared to the increase in research volume, the phenomenon of "two skins" between professional education and ideological and political education still widely exists. Firstly, the ideological and political reform of the curriculum remains at the scientific research level, without normalization, and lacks institutionalization, standardization. Secondly, the teaching method of ideological and political education in the curriculum is single, focusing on "direct teaching" and "multimedia teaching", with insufficient resources, resulting in low implementation effectiveness and low student recognition.

1.2.2 The depth and breadth of ideological and political construction in vocational colleges' professional courses are insufficient.

At present, the ideological and political construction of curriculum in various universities is still in the exploratory stage, with superficial understanding of curriculum ideology, fragmented project implementation, and hollow standards and norms. However, there is a phenomenon of "one size fits all" in the current ideological and political construction of curriculum, with related construction standards being generalized and rough, unable to reflect the characteristics of different disciplines and majors. [4] However, there are still problems in vocational colleges, such as the mismatch between ideological and political theory courses and vocational education talent cultivation models, and the insufficient depth and breadth of ideological and political content selection in other courses.

1.2.3 The ideological and political evaluation system of the curriculum is not sound.

The deep-seated problems in the current teaching of ideological and political courses are rooted in tilted educational concepts, inadequate talent cultivation mechanisms, and inadequate management systems. The concept of "Three Comprehensive Education" and the viewpoint of "Great Moral Education" have long been proposed, but due to the lack of a truly effective mechanism and platform, the above concepts have not been fully implemented. From the perspective of ideological and political education curriculum construction, it is urgent to form a new model of ideological and political education that integrates disciplines, courses, teachers, and teaching.

## **2. Research Status Of Integrating "Ideological AND Political Elements" INTO Professional Courses In Vocational Colleges**

### **2.1 Professional Courses in Vocational Colleges are More Conducive to the Integration of "Ideological and Political Elements"**

In the traditional teaching of professional courses in vocational colleges, more attention is paid to the cultivation of skills and technologies. The teaching environment includes a large number of simulation training bases, allowing students to clearly perceive the development and changes of society and the specific requirements of society for talents. At the same time, they will also face more confusion: how to position their life and career goals in social development, how to penetrate the essence of social hot spots through phenomena, what should be the legitimate value demands and channels of demands, etc. The attitude, behavior, and handling methods towards these issues largely reflect students' comprehensive literacy, especially the actual cultivation of ideological and moral qualities, socialist core values, rational thinking, dialectical thinking, and other qualities. Therefore, this stage is very conducive to ideological and political education for students. Therefore, these provide very favorable conditions for the integration of ideological and political education elements into professional practical teaching[5].

### **2.2 Vocational Colleges Need to Integrate "Ideological and Political Elements" into Teaching Objectives, Teaching Content, Teaching Evaluation, and other Aspects**

Tang Haifeng believes that in order for vocational colleges to effectively complete the transformation of curriculum ideological and political education, they mainly integrate ideological and political education from the construction of teaching systems, determination of teaching objectives, determination of teaching content, and teaching evaluation methods[6]. Tao Yufang also believes that vocational education should integrate ideological and political elements into the formulation of teaching plans, arrangement of teaching content, implementation of specific teaching steps, and teaching evaluation.

Through literature review, it can be found that the vocational

education context is more conducive to the integration of "curriculum ideological and political" reform and "ideological and political elements", but there are still shortcomings in the implementation process, specifically manifested in the following three aspects.

- 1) The integration of "ideological and political elements" is not deep enough, and there is a phenomenon of "two skins" in teaching objectives and content.
- 2) The excavation of "ideological and political elements" belongs to "individual combat", which is not systematic and has limited coverage.
- 3) The teaching evaluation methods are broad and lack corresponding evaluation indicators.

In response to the above three points, this study aims to make breakthroughs from three aspects.

- 1) Dig deep within and form deep integration.
- 2) Selected ideological and political content, with stories running throughout, forming a comprehensive education system for all employees, the entire process, and the entire curriculum. Change the content of ideological and political education from dull lectures to vivid story cases, and establish a course ideological and political case library. Expanding from "point" to "line" to "surface", a story tells a clear ideological and political element, each teaching task delves into a typical case story, establishes an ideological and political case library, and runs through the entire course teaching process.
- 3) Establish scientific evaluation indicators and use data to demonstrate effectiveness. Using a single group pre and post test teaching experimental research method, investigate the feelings and changes of students and teachers in the use of professional ideological and political material libraries, and test the research effect.

## **3. The Practical and Theoretical Significance of this Research Topic**

### **3.1 Theoretical Significance of Integration of Ideological and Political Elements in the Curriculum Construction of Vocational Colleges**

Firstly, we delved into the ideological and political elements in the course of "Youth Psychological Counseling and Service", set ideological and political teaching goals, reform teaching content, establish curriculum ideological and political evaluation indicators, and explore the ways and mechanisms of integrating ideological and political elements into professional education, making up for the shortcomings in the research on the ideological and political construction of youth work and management courses.

Secondly, using experimental methods to study the impact and role of ideological and political elements in professional curriculum education, establishing a pre and post measurement table, is conducive to establishing a scientific experimental system for exploration and testing the

effectiveness of curriculum ideological and political education.

### 3.2 Practical significance of Integration of Ideological and Political Elements in the Curriculum Construction of Vocational Colleges

Firstly, the integration of ideological and political elements into the construction of professional courses has adapted to the new requirements of the Party for higher education in the new era, which helps to promote the development and progress of the new era. As socialism with Chinese characteristics enters a new era, facing the new changes in the world pattern and the strong impact of Western ideology and culture, it is particularly urgent and important to conduct comprehensive and in-depth research on the integration of professional courses into ideological and political education work.

Secondly, integrating ideological and political elements into the construction of professional courses can create a synergistic educational effect between professional courses and ideological and political courses. The ideological and political education work in vocational colleges has long relied excessively on professional ideological and political theory courses, resulting in a single form of ideological and political education work and low student acceptance. Integrating ideological and political elements into professional courses can achieve a synergistic educational effect on the goals of ideological and political education, and integrate ideological and political work into the talent cultivation system.

Once again, this study has reference significance for the ideological and political reform of courses in similar universities. The reform of ideological and political education in courses is still in the exploratory stage. This study can explore the organic integration of ideological and political elements in professional courses from a practical perspective, in order to formulate ideological and political goals for professional courses, reform ideological and political education content, establish a case library of ideological and political education in professional courses, improve evaluation indicators for ideological and political courses, and provide reference for similar universities to explore the development of ideological and political construction in courses, thereby promoting the promotion and development of ideological and political reform in courses.

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