

Construction and Application of Ideological and Political Online Platform for Higher Vocational English Courses in the New Era of Vocational Education

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Abstract: Against the backdrop of the new era vocational education reform, the construction and application of ideological and political elements in higher vocational English courses have become an important approach to implement the fundamental task of fostering virtue through education. Based on the blended teaching model, this paper explores how to integrate ideological and political education into the entire process of higher vocational English teaching through the construction and application of online platforms. The article analyzes from three aspects: platform construction, application, and effectiveness. Research shows that the construction of online platforms can not only enhance teaching effectiveness but also effectively achieve the organic integration of language learning and value guidance.

Keywords: Curriculum Ideology and Politics; Blended Teaching; Online Platform; Higher Vocational English

1. Introduction

With the rapid development of information technology and the deepening advancement of educational modernization, vocational education reform has entered a new era. As an essential component of vocational education, higher vocational education bears the significant mission of cultivating high-quality technical and skilled talents. However, traditional English teaching models in higher vocational education tend to overemphasize language skill acquisition while neglecting the integration of ideological and political education, resulting in insufficient value cultivation and cultural identity formation among students. The concept of "curriculum ideology and politics" has emerged as a new direction for reforming English teaching in higher vocational education. This approach emphasizes incorporating ideological and political education into all aspects of curriculum teaching, achieving an organic integration of knowledge transmission and value guidance.

Concurrently, the rise of blended teaching models has provided technical support for implementing curriculum ideology and politics. By deeply

integrating online and offline classroom instruction, blended teaching breaks the temporal and spatial constraints of traditional teaching, enabling innovation in resource integration and pedagogical methods. As a crucial vehicle for blended teaching, online platforms can effectively consolidate teaching resources, optimize instructional processes, and enhance teaching effectiveness. Therefore, constructing an online platform for ideological and political education in higher vocational English courses based on blended teaching models has become an important research topic in the new era of vocational education reform.

2. Construction Of the Online Platform

2.1 Integration of Teaching Resources and Methods for Holistic Education

In higher vocational English teaching, textbooks serve as crucial carriers for ideological and political education. However, traditional textbook designs primarily focus on language skill training, with relatively weak integration of ideological elements. Therefore, educators need to thoroughly explore ideological resources within existing textbooks and supplementary materials, reorganizing teaching content by breaking conventional unit structures to achieve organic integration between ideological elements and language learning.

Taking Unit 8 "From Fat to Fit" from New Practical English 1 as an example, which covers health and medical consultation topics, teachers can utilize traditional Chinese medicine (TCM) culture as an ideological entry point. They may design teaching activities themed "Promoting TCM Culture and Enhancing Cultural Confidence" - incorporating TCM-related English videos and audio materials in listening/speaking exercises to demonstrate fundamental theories and practices; selecting comparative articles on Chinese and Western medicine for reading comprehension to analyze differences and commonalities; and assigning English composition tasks introducing TCM to develop cross-cultural communication skills. This approach not only cultivates language proficiency but also fosters students' recognition and pride in traditional Chinese culture.

2.2 Designing Pedagogical Plans to Enhance

Teaching Efficiency

Instructional design constitutes the cornerstone for implementing curriculum-based ideological education. When developing teaching plans, educators must consistently integrate ideological elements to enhance pedagogical efficacy. This integration should permeate the entire teaching process through three interconnected phases: pre-class, in-class, and post-class activities.

Pre-class Preparation:

Educators should leverage online platforms to distribute language materials and contextual background information relevant to course content. For instance, when preparing to teach the "From Fat to Fit" unit, instructors may assign pre-class readings such as English articles or videos about Traditional Chinese Medicine (TCM) culture, accompanied by guided reflection questions. This approach serves dual purposes: familiarizing students with lesson content while subtly exposing them to ideological elements, thereby establishing a foundation for subsequent classroom learning.

In-class Implementation:

Classroom instruction should systematically incorporate ideological content across all language skill domains. Listening comprehension exercises may utilize English audio clips introducing TCM principles, followed by targeted questioning. Speaking activities can involve structured group discussions comparing Chinese and Western medical traditions while examining their cultural contexts. Reading sessions should guide students to identify and analyze ideological dimensions within texts, fostering critical engagement. Writing assignments might include composing English essays introducing TCM, thereby developing cross-cultural communication competencies. This comprehensive methodology simultaneously cultivates linguistic proficiency while nurturing appropriate worldview formation, value systems, and ethical frameworks.

Post-class Consolidation:

Designed as a crucial reinforcement mechanism, post-class assignments should adopt open-ended formats that provide creative expression opportunities. For example, students might create English-language video presentations about TCM or compose cultural essays for platform-based peer sharing. These activities serve to consolidate acquired knowledge while practically enhancing both language skills and ideological literacy through applied learning experiences.

3. Application Of the Online Platform

3.1 Blended Online-Offline Instruction for Enhanced Teaching Effectiveness

The application of the online platform demonstrates significant advantages in enhancing the teaching

effectiveness of curriculum-based ideological education through blended online and offline instruction. At the core of this approach lies the seamless integration of digital and physical learning environments, where the platform serves as both technological foundation and practical implementation channel. This integration enables a continuous educational experience spanning preparatory, classroom, and follow-up activities.

Pre-class Implementation:

During pre-class preparation, instructors leverage the platform's multifunctional capabilities to distribute preparatory materials such as vocabulary lists and audio resources accompanied by structured exercises. More importantly, they utilize discussion boards and survey tools to gauge students' perspectives on ideological topics. For instance, when introducing the "From Fat to Fit" unit, teachers can administer questionnaires assessing students' understanding of Traditional Chinese Medicine culture, gathering valuable insights to inform differentiated lesson planning.

In-class Implementation:

The classroom sessions then build upon these preparatory activities through targeted instruction addressing pre-identified learning needs. Teachers incorporate multimedia micro-lectures that organically blend knowledge points with ideological elements, while utilizing real-time assessments to monitor comprehension progress. The platform further facilitates structured group discussions that evaluate ideological development, as students actively engage by presenting digital learning artifacts, participating in peer evaluations, and tracking individual progress through learning analytics.

Post-class Implementation:

Post-class implementation extends the learning experience through customized language exercises with automated feedback, curated supplementary materials for advanced learners, and innovative assignment formats including multimedia portfolios, oral performance recordings, and interactive discussion forums. This comprehensive approach not only enhances instructional adaptability but also establishes robust data-driven support systems for ideological education.

The platform's application yields multiple benefits: it increases teaching flexibility and personalization, provides data-supported implementation of curriculum ideology, enables real-time monitoring of individual and class performance, allows dynamic adjustment of instructional focus, and ultimately leads to significant improvements in overall teaching effectiveness.

3.2 Expanding Extracurricular Competitions to Strengthen Curriculum-Based Ideological Education Outcomes

Extracurricular activities serve as a crucial supplement to curriculum-based ideological education. By organizing diverse online and offline competitions, educators can effectively reinforce the achievements of ideological education. For instance, instructors may arrange English calligraphy contests, recitation competitions, dubbing challenges, and English singing competitions. The calligraphy events allow students to appreciate the unique aesthetic value of Chinese characters through bilingual writing practice. Recitation and dubbing competitions provide platforms for students to vocally express their admiration for Chinese culture, while singing contests enable them to articulate patriotic sentiments through musical performance.

The competition mechanism leverages the online platform's interactive features, where participants submit their works digitally for peer evaluation through structured voting systems. Faculty members then combine student votes with professional assessments to determine final awards. This approach not only enhances learners' interest in English acquisition but also successfully extends ideological education into extracurricular domains.

4. Effectiveness And Future Prospects of the Online Platform

4.1 High Student Satisfaction

Compared to traditional classroom-only instruction, students reported that the platform enhanced the enjoyment of English learning, increased their learning initiative, improved self-study capabilities, and strengthened their confidence in English acquisition. Furthermore, the integration of ideological content provided students with new perspectives on traditional Chinese culture, teaching them how to convey cultural elements in English while boosting cultural confidence.

4.2 More Timely and Objective Assessment

The online platform enables real-time monitoring and guidance of student learning with detailed data tracking. By implementing a diversified evaluation system that combines classroom and online assessments, along with self-evaluation, peer review, and teacher evaluation, student learning outcomes can be reflected more comprehensively and objectively.

4.3 Need for Enhanced Engagement

Current instructional designs remain relatively conventional, employing methods such as group discussions, competitions, and debates that merely use the platform as a presentation medium without substantial innovation. Moving forward, we will brainstorm and develop more engaging activities to fully utilize the platform's interactive potential.

4.4 Resource Expansion Required

Currently, the platform offers limited resource formats—primarily PPTs, audio/video materials, and web links—in relatively small quantities. While these meet basic teaching requirements, they fall short of supporting student self-directed learning and extended study. Therefore, teachers will continue to develop and source diverse, high-quality online resources to enrich the learning experience.

5. Conclusion

Under the background of the reform of vocational education in the new era, the construction and application of curriculum ideology and politics in higher vocational English courses have become an important way to implement the fundamental task of fostering virtue through education. Through the construction and application of online platforms, teachers can integrate curriculum ideology and politics into all aspects of higher vocational English teaching, achieving an organic combination of language learning and value guidance. Research shows that the construction of online platforms can not only enhance the teaching effect but also effectively achieve the goal of comprehensive education. In the future, teachers should further optimize the functions of online platforms, enrich teaching resources, and improve the interest and interactivity of teaching.

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