

Exploration on the Construction and Implementation Strategies of Ideological and Political Teaching System for Higher Vocational Maritime English Courses

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Abstract: This paper focuses on the ideological and political teaching system of navigation English courses in higher vocational education, analyzing its construction background, current status, and challenges, while proposing targeted practices and solutions. It discusses the construction background from the perspectives of policy drivers and industry demands, expounds the current status with survey data, dissects issues in teaching concepts and teaching staff, and provides solutions from dimensions such as conceptual innovation and teacher team construction. The aim is to promote the development of ideological and political teaching in navigation English courses for higher vocational education and cultivate high-quality navigation technical talents with both moral integrity and professional skills.

Keywords: Higher vocational education; navigation English; curriculum ideology and politics; teaching system; practical strategies.

1. Construction Background of the Ideological and Political Teaching System for Higher Vocational Navigation English Courses

(1) Policy Guidance and Educational Requirements

In recent years, the state has attached great importance to the construction of curriculum ideology and politics, issuing a series of policy documents to promote the integration of ideological and political education with professional courses. The Guidelines for the Construction of Curriculum Ideology and Politics in Institutions of Higher Learning clearly states that comprehensively advancing curriculum ideology and politics is a strategic measure to implement the fundamental task of fostering virtue through education. It requires all types of courses to align with ideological and political theory courses and form a synergistic effect [1]. In the field of vocational education, the National Vocational Education Reform Implementation Plan emphasizes that vocational education should adhere to the principle of prioritizing education and moral cultivation, cultivating students' professional ethics, vocational skills, and employment-entrepreneurship capabilities [2]. As one of the core courses for the navigation technology major in higher vocational colleges, navigation English actively responds to policy calls. Constructing an ideological and political teaching system for the course is an inevitable requirement to implement national education policies and achieve the talent cultivation goals of vocational education.

(2) Industry Development and Talent Demand

With the rapid development of China's shipping industry and the increasing frequency of international shipping trade, the demand for navigation talents has grown continuously, along with higher requirements for their comprehensive qualities. Navigation work is characterized by internationality, arduousness, and high risk. Practitioners need not only solid professional knowledge and skills in navigation English but also good ideological and political literacy, professional ethics, and an international vision. Navigation talents with a

sense of national sentiment, responsibility, and teamwork spirit can better safeguard national interests and ensure navigation safety in complex and changing international navigation environments. Therefore, constructing an ideological and political teaching system for higher vocational navigation English courses helps cultivate high-quality navigation technical talents that meet industry development needs and promotes the sustainable development of China's shipping industry.

(3) Talent Cultivation Orientation of Higher Vocational Education

Higher vocational education aims to cultivate advanced technical applied professionals adapted to the frontlines of production, construction, management, and service. During talent cultivation, it emphasizes the coordinated development of students' vocational skills and professional qualities. As an important course for higher vocational navigation majors to enhance their professional capabilities, the navigation English course shoulders the mission of cultivating "high-quality applied navigation talents with Chinese sentiments and international visions, well-versed in international maritime rules, and proficient in using foreign languages to participate in global maritime transportation trade" [3]. Integrating curriculum ideology and politics into the course enables students to master English language and navigation professional knowledge while shaping correct values and professional spirit, achieving the organic unity of knowledge imparting, ability cultivation, and value guidance, and better aligning with the talent cultivation orientation of higher vocational education.

2. Current Status of Constructing the Ideological and Political Teaching System for Higher Vocational Navigation English Courses

(1) Teaching Concepts and Awareness

At present, the vast majority of vocational colleges have

recognized the importance of curriculum ideology and politics in navigation English teaching and begun to attempt integrating ideological and political elements into teaching. However, some institutions still have insufficient understanding of curriculum ideology and politics, with teaching concepts not fully transformed. They still focus primarily on traditional language knowledge and professional skill instruction, neglecting the infiltration of ideological and political education in curriculum teaching. This has led to issues among current navigation technology students, such as vague professional understanding, unstable vocational ideology, insufficient attention to national affairs, lack of in-depth thinking about social problems, and weak awareness of contemporary responsibilities [4].

(2) Teaching Content and Resources

In terms of teaching content, while some institutions have mined certain ideological and political elements in navigation English textbooks—such as introducing ancient Chinese navigation achievements when explaining navigation history to stimulate students' national pride—the integration of ideological and political elements as a whole lacks systematicness and depth, especially a lack of in-depth analysis of disciplinary characteristics and professional characteristics. In teaching resource construction, teaching resources specifically targeting ideological and political aspects of higher vocational navigation English courses are scarce. Only about 20% of institutions have established curriculum ideology and politics case databases, and these cases are limited in quantity and not updated in a timely manner, making it difficult to meet teaching needs.

(3) Teaching Methods and Evaluation

In teaching methods, most institutions still primarily use traditional lecture-based approaches. Although some teachers have attempted to integrate ideological and political elements through case teaching, situational teaching, and other methods, their practical application in teaching is not widespread or in-depth enough. In terms of the evaluation system, current evaluations of higher vocational navigation English courses still focus mainly on assessing language knowledge and skills. There is a lack of scientific and reasonable standards and methods for evaluating students' ideological and political literacy and professional values, making it difficult to comprehensively reflect students' comprehensive qualities.

3. Main Problems Faced in Constructing the Ideological and Political System for Higher Vocational Navigation English Courses

(1) Lagging Teaching Concepts and Weak Integration Awareness

Some teachers do not deeply understand the connotation and value of curriculum ideology and politics, separating navigation English courses from ideological and political courses. They believe that ideological and political education is the responsibility of ideological and political teachers, lacking the awareness and ability to actively integrate ideological and political elements into teaching. Meanwhile, the teaching management departments of some institutions do not attach sufficient importance to curriculum ideology and politics construction, lacking corresponding policy support

and incentive mechanisms, resulting in slow progress in constructing the ideological and political teaching system for the course.

(2) Need to Improve the Ideological and Political Literacy of the Teaching Staff

Most higher vocational navigation English teachers graduate from English language and literature or navigation-related majors, lacking sufficient professional knowledge reserve in ideological and political education theories and methods. They face difficulties in mining ideological and political elements from the curriculum and designing ideological and political teaching links, making it difficult to naturally and organically integrate ideological and political content with navigation English teaching content, which affects the teaching effect of curriculum ideology and politics. Many teachers simply understand the integration model of curriculum ideology and politics as a rigid implantation of "playing videos before class and sharing reflections after class," failing to reflect the organic combination of ideological and political elements with language knowledge and language skill application.

(3) Lack of Teaching Resources and Incomplete System

As mentioned earlier, resources suitable for ideological and political teaching in higher vocational navigation English courses are scarce, and a systematic ideological and political teaching resource system for the course has not been formed. There are deficiencies in textbook compilation, supporting courseware, case databases, practical teaching resources, etc. Teachers lack effective references and support when carrying out ideological and political teaching for the course, restricting the development of curriculum ideology and politics teaching and the improvement of teaching quality.

(4) Unsound Evaluation Mechanism, Difficult to Guarantee Teaching Effects

The current teaching evaluation system cannot comprehensively measure students' performance in ideological and political learning of the course, and evaluation indicators for achieving ideological and political objectives have not been established. Most evaluations rely on teachers' subjective impressions of students in the "usual performance" of final exams, lacking objectivity and accuracy. This makes it difficult for teachers to understand the actual effects of ideological and political teaching in the course, unable to adjust teaching strategies in a timely manner, and un conducive to the continuous improvement of students' ideological and political literacy. The comprehensive evaluation method of academic performance assessment with the "four combinations" of "process and result, quantitative and qualitative, individual and team, ability and literacy" needs further improvement.

4. Practical and Solution Strategies

(1) Updating Teaching Concepts and Strengthening Integration Awareness

Institutions should enhance the promotion and training of curriculum ideology and politics, organizing teachers to deeply study national policy documents and educational concepts on curriculum ideology and politics, and improving teachers' understanding of its importance. Meanwhile, teachers should be encouraged to actively carry out teaching research and practical exploration of curriculum ideology and politics, regularly organize teaching seminars, share teaching experiences and cases of curriculum ideology and politics,

and create a good atmosphere for full participation in curriculum ideology and politics construction. Teaching management departments should formulate relevant policies, incorporate curriculum ideology and politics construction into teaching assessments and teacher evaluation systems, establish incentive mechanisms, commend and reward teachers who excel in curriculum ideology and politics teaching, and promote the construction and improvement of the curriculum ideology and politics teaching system.

(2) Strengthening Teacher Training and Enhancing Teachers' Ideological and Political Teaching Competence

A systematic teacher training system should be established, and higher vocational navigation English teachers should be regularly organized to participate in special training on curriculum ideology and politics. The training content should include ideological and political theory knowledge, curriculum ideology and politics teaching design methods, and skills for mining ideological and political elements. Experts in ideological and political education and outstanding teachers in curriculum ideology and politics should be invited to give lectures and share experiences. Through various forms such as special lectures, case studies, and teaching observations, teachers' ideological and political teaching competence should be improved. In addition, teachers should be encouraged to carry out interdisciplinary exchanges and cooperation, jointly develop curriculum ideology and politics teaching resources with ideological and political course teachers, and design teaching plans to enhance the level of curriculum ideology and politics teaching.

(3) Enriching Teaching Resources and Improving the Curriculum Ideological and Political Teaching System

Developing Characteristic Textbooks: Professional teachers and ideological and political course teachers should collaborate to compile higher vocational navigation English textbooks integrated with ideological and political elements. Ideological and political contents such as patriotism, professional spirit, and legal awareness should be systematically integrated into the textbook content, making the textbook an important carrier of curriculum ideology and politics.

Building a Teaching Resource Database: All parties' resources should be integrated to build a curriculum ideology and politics teaching resource database for higher vocational navigation English courses, covering various forms such as teaching courseware, case databases, video resources, and online courses. Teachers should be encouraged to actively collect and organize excellent ideological and political teaching cases, regularly update the content of the resource database, and provide rich reference materials for teaching.

Designing Practical Teaching Resources: Combining the characteristics of practical teaching in navigation majors, practical teaching projects and activities with ideological and political educational significance should be designed. For example, in navigation English simulation training, practical scenarios such as international rescue and maritime dispute handling should be set up, allowing students to exercise their English application abilities in practice while cultivating teamwork spirit, a sense of responsibility, and an international vision.

(4) Optimizing the Evaluation Mechanism and Scientifically Assessing Teaching Effects

A diversified curriculum ideology and politics teaching evaluation system should be constructed, combining process evaluation with summative evaluation, and integrating

teacher evaluation, student self-evaluation, and peer evaluation. Assessment contents for students' ideological and political literacy, professional values, and moral character should be added to the evaluation indicators, and specific and operable evaluation standards should be formulated. For example, teamwork spirit and sense of responsibility can be observed through classroom performance, group cooperation, and project practice; ideological understanding and values can be understood through course papers and experience reflections. At the same time, information technology should be used to establish students' curriculum ideology and politics learning files, comprehensively recording their growth and progress in the course learning process, and providing a basis for scientifically assessing teaching effects.

5. Conclusion

Constructing the ideological and political teaching system for higher vocational navigation English courses is an important measure to adapt to national education policy requirements, meet industry talent needs, and achieve the talent cultivation objectives of higher vocational education. Despite the many challenges faced in the construction process, implementing practical strategies such as updating teaching concepts, strengthening teacher training, enriching teaching resources, and optimizing evaluation mechanisms can effectively promote the improvement and development of the curriculum ideology and politics teaching system. In the future, it is necessary to continue deepening the curriculum ideology and politics teaching reform, continuously exploring and innovating teaching models and methods, improving the quality of curriculum ideology and politics teaching in higher vocational navigation English courses, and cultivating more high-quality navigation technical talents with both moral integrity and professional competence who meet the development needs of the shipping industry in the new era.

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