

# Research on Ideological and political teaching practice of English course in secondary vocational schools based on RICH teaching concept

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**Abstract:** RICH teaching concept, through research learning, integrated curriculum, cooperative learning, to promote the comprehensive development of students' humanistic quality, to achieve English education, humanistic education, teacher education organic integration. This idea is highly consistent with the ideological and political goals of the current curriculum. Taking the English course of secondary vocational school as an example, this paper boldly explores the practice of RICH teaching concept in the ideological and political teaching of secondary vocational English course, tries to carry out a three-stage and nine-step teaching model, and highlights the organic combination of ideological and political construction and language teaching. Further research on the basic theoretical and practical issues of curriculum ideological and political teaching, explore the organic integration of English curriculum knowledge imparts, students' professional ability training and the shaping of values, and enhance the effective supply of curriculum ideological and political teaching for teachers to meet students' learning needs for curriculum ideological and political teaching.

**Key words:** RICH teaching concept; Curriculum thinking and politics; Secondary vocational English; Curriculum practice research

## Foreword

Under the background of the construction of innovative development highland of vocational education and the reform of three education, thinking about how to integrate curriculum ideology and politics into curriculum teaching is a big problem to effectively promote the quality and excellence of vocational education and implement the fundamental goal of cultivating virtues and talents. In addition to improving learners' language application ability, English language teaching in secondary vocational schools is mainly aimed at improving learners' understanding of different cultures, consciously practicing socialist core values, and strengthening their cultural self-confidence. For a long time, the exploration of ideological and political elements of English courses in secondary vocational colleges has been one of the key points and difficulties in the teaching process. Taking the English course of secondary vocational schools as an example, this paper explores the practice of RICH teaching concepts in the ideological and political teaching of secondary vocational English courses, highlights the organic combination of ideological and political construction and language teaching, further studies the basic theoretical and practical problems of ideological and political courses, and organically integrates the knowledge imparts of courses, the cultivation of students' professional ability and the formation of values. To enhance the effective supply of teachers in curriculum ideological and political teaching, so as to achieve the real education goal and realize the multi-faceted learning needs of students.

## I. RICH teaching concept

RICH teaching concept is a teaching reform initiated by the School of Foreign Languages of Zhejiang Normal University in 1994. It includes research-based learning (research-based learning), IntegratedCurriculum (integrated curriculum), CooperativeLearning (cooperative learning) and HumanisticOutcome (comprehensive development of humanistic quality). First founded by the late American educational philosopher CliffSchimmels, its theoretical system is mainly based on Socrates' "midwife" theory, Socrates' questioning method, Vygotsky's social constructivism theory and Bruner's discovery learning theory. RICH concept is rich in connotation, and its main purpose is to develop students' comprehensive quality, improve students' English application ability and train teachers' basic quality.

First of all, "research-based learning" attaches importance to the participation of students themselves in the acquisition of knowledge and emphasizes the principal role of students in the learning process. In the teaching process, teachers use a variety of methods to stimulate students' interest in learning, and constantly explore learning problems, so that students can better understand the world and society. Secondly, the "integrated curriculum" includes the integration of topic subject knowledge and English skills, the integration of learning content and life world; The comprehensive utilization of social resources, human resources and Internet resources; The integration of learning sites, topics, and learning activities. Thirdly, "cooperative learning" mainly focuses on the construction of learning groups, the guidance and monitoring of teachers, the guidance of students' learning concepts and skills and so on. Finally, "comprehensive development of humanistic quality" is mainly to activate students' personal interest, stimulate individual potential, respect students' learning process, and also emphasize teachers' humanistic autonomy and the improvement of personal practical knowledge. In a word, RICH's teaching concept is the product of the combination of humanistic educational philosophy and English teaching practice.

## II. RICH's teaching philosophy and curriculum thinking and politics

Curriculum thought and politics is to explore the ideological and political theory education resources of various courses, explore and practice to form a collaborative ideological and political work pattern in which various courses and ideological and political theory

courses share the same direction, cooperate with each other, and educate people together. Through comparison, it is found that the spiritual connotation of RICH's teaching idea is highly consistent with some core elements of curriculum ideological and political education. How to carry out curriculum ideology and politics in foreign language teaching, scientifically and reasonably expand the breadth, depth and temperature of professional courses, and enhance the value recognition of secondary vocational students are the common issues faced by secondary vocational foreign language teachers at this stage. Therefore, this paper boldly introduces RICH teaching concept into secondary vocational English curriculum, actively carries out ideological and political construction in the curriculum, effectively promotes the feasibility of integrating ideological and political integration in English curriculum, broadens the breadth and depth of RICH teaching concept, leads the development of English education and teaching in secondary vocational school, and enriches the humanistic connotation of English curriculum.

### III. The ideological and political classroom practice of secondary vocational English curriculum based on RICH teaching concept

According to the internal mechanism of RICH teaching concept, the innovative practice of “top-level design of English course → mining English course materials → refining English teaching process → Innovative evaluation of secondary vocational students” teaching ideas, combined with online and offline mixed teaching practice, try to design a “three-stage and nine-step” teaching model in secondary vocational English classes, and put it into practice. (See Figure 1: “Three paragraphs and nine steps” teaching mode)

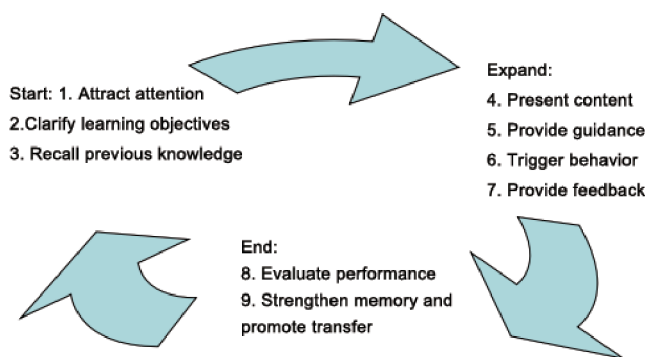


Figure 1: The teaching mode of “three stages and nine steps”

In the implementation of the “three-stage nine-step” course ideological and political teaching mode, according to the layout of the textbook, the course is designed to start, expand and end three major links, each link is implemented step by step, a total of nine steps. The ideological and political elements are integrated into the links before, during and after class, so that English teaching and ideological and political education are in the same direction.

The first step: Start up

Step 1: Get attention

Before the class begins, engage your students' interest and curiosity in a variety of ways (questions, stories, videos, games, research, etc.). First of all, conduct a study situation analysis, understand the students' thinking dynamics, students' topics of concern, current political news or typical social events, etc., and select questions. In the course development, the unit is designed as the class period. In the course design process, unit problems are set scientifically. Based on the reality, unified conception, integration of socialist core values, and comprehensive factors of various disciplines, industries, countries, culture and history, the course ideological and political teaching is carried out from multiple angles.

The second step: clear learning objectives

Establish expectations and specify specific learning goals to be achieved. Teachers post questions on the teaching platform before class, and students think about the questions independently. According to knowledge and skills, process and method, emotional attitude and values to determine the three-dimensional goals, refine the teaching content, the ideological and political quality goals as the key consideration content, guide students to take the initiative to discover new problems, make these problems become the guide of the learning process, effectively mobilize students' learning enthusiasm, improve students' classroom learning efficiency.

The third step: recall previous knowledge

Help students recall relevant knowledge, experiences, etc. that they have learned and make connections with new knowledge. In the course of teaching, it is necessary to guide students to recall the vocabulary and sentence patterns learned earlier. The most important thing is for teachers to guide students to analyze according to the content of the previous unit and express their own views and opinions freely. The process of recalling old knowledge is also a process for students to improve their self-reflection ability. Teachers evaluate students' performance, so as to find the combination of knowledge before and after, and stimulate students' interest in further learning.

The second part: development

Step 4: Present the content

Further study the textbook, analyze the internal ideological and political elements of the course, and transform the knowledge into meaningful patterns, such as text, charts, videos, activities, interactions, etc. In the process of knowledge transfer, it is necessary to respect

the law of foreign language teaching and highlight Chinese characteristics. In this way, students should be led to actively participate in the search for the meaning of the textbooks, and cultivate students' keen observation ability and rigorous analysis ability. Secondary vocational English textbooks carry implicit English ideology. Teachers should be able to identify the conflicts between other countries' cultures and our own, dig deep into the philosophical thoughts, humanistic spirits, values and moral norms contained in the textbooks, and promote the creative transformation and innovative development of the excellent traditional Chinese culture.

The fifth step: Provide guidance

Depending on the state of each student, help the student understand the new knowledge and digest what is being learned. The ideological and political teaching of secondary vocational English course is different from that of other courses. The course not only compares Chinese and Western language and culture, but more importantly, cultivates students' critical thinking, so that students can treat the differences between Chinese and Western cultures dialectically and objectively, strengthen their cultural self-confidence, and establish the correct value orientation. In the course of teaching, teachers should also pay attention to guiding students to deeply understand the connotation of socialist core values and stimulate students' patriotic feelings and national spirit.

Step 6: Initiate behavior

Let the student use the new knowledge, complete a task, and see how well the student has mastered it. After students systematically learn grammar, vocabulary, sentence patterns, chapters and other content, teachers should design relevant teaching activities in a timely manner, while highlighting the characteristics of foreign languages, strengthen the cultivation of students' ideological and political awareness. Making full use of class study groups, teachers should determine group tasks according to task content and teaching objectives, and provide students with appropriate learning and implementation strategies. The supervision mechanism and reward and punishment mechanism should be established in the whole implementation process to mobilize students' enthusiasm for learning, make students clear about their learning tasks, strengthen students' ideological consciousness, and guide them to establish correct values.

Step 7: Provide feedback

Based on the student's performance, provide feedback to ensure that the understanding is correct. In the implementation process, teachers should establish task-centered cooperation in learning actions, and strengthen the sharing of resources among students to effectively improve students' collaborative ability. In the course of teaching, the classroom display, after the end of the questionnaire, survey and other forms of student evaluation, teacher and student evaluation, self-evaluation. The evaluation results are timely fed back to the members of the demonstration group to guide the students in the next stage of content learning. When evaluating, we should always pay attention to the ideological and political goals.

The third part: the end

Step 8: Evaluate performance

Examine how well students remember and apply what they have learned. Curriculum ideological and political education should be well positioned, and an effective dual evaluation system should be established. The evaluation should include not only professional knowledge and skills, but also value orientation, ideas, teamwork and other ideological and political evaluation criteria. In the assessment, the distribution ratio of the two should be scientific and reasonable, and the subject of the assessment should be diversified, with the participation of teachers, teaching supervisors and students to evaluate the overall performance, and conduct a comprehensive assessment of students from the aspects of daily life and discipline professionalism.

## Concluding Remarks

As an important part of education and teaching, the function of curriculum is to realize knowledge imparting and value guiding. The three aspects of research-based learning, integrated curriculum and cooperative learning advocated in RICH's teaching concept play a crucial role in promoting the all-round development of students' humanistic quality and realizing the organic integration of English education, humanistic education and teacher education. In the process of implementation, under the guidance of RICH's teaching concept, this paper innovatively introduces the three-stage and nine-step teaching model into the teaching practice of English courses, which promotes the effective connection between ideological and political education and language education, enriches the teaching content, strengthens the practical ability of education, and further promotes the ideological and political integration of courses, majors and teachers. The next step will continue to carry out research in secondary vocational English teaching, carry out macro design and micro operation, in order to integrate value guidance into the whole process of secondary vocational education and teaching, cultivate students' feelings of family and country, strengthen students' cultural self-confidence, and silently realize the fundamental task of cultivating morality and cultivating people.

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