The Collaborative Education Mechanism of Ideological and Political Education and Traditional Culture in Higher Vocational English Teaching

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Abstract: *Integrating ideological and political education with traditional culture in higher vocational English teaching serves as an important approach to cultivating students' comprehensive qualities and overall abilities. This study aims to explore how to achieve a collaborative education mechanism between ideological and political education and traditional culture within higher vocational English teaching. By analyzing the current status and challenges of higher vocational English teaching, the study discusses the significance of ideological and political education and traditional culture in English instruction, and proposes specific approaches including the setting of teaching objectives, content integration, methodological innovation, and evaluation optimization. The research shows that the collaborative education mechanism not only helps improve students' English proficiency, but also enhances their cultural identity and ideological-political qualities, providing strong support for the reform and innovation of higher vocational education.*

Keywords: *higher vocational English teaching, ideological and political education, traditional culture, collaborative education mechanism, educational reform*

Introduction

With the acceleration of globalization, English, as an international lingua franca, plays an increasingly important role in higher vocational education. However, mere language skill training no longer meets society's demands for the comprehensive qualities of higher vocational graduates. Therefore, integrating ideological and political education with traditional culture in higher vocational English teaching becomes especially important. On one hand, ideological and political education aims to cultivate students' correct values, outlook on life, and worldview, promoting their all-round development; on the other hand, traditional culture, as the spiritual foundation of the Chinese nation, can enhance students' cultural confidence and national identity. Hence, organically combining ideological and political education with traditional culture to build a collaborative education mechanism is an inevitable choice for improving the effectiveness of higher vocational English teaching and cultivating high-quality technical and skilled talents.

1. Current Status and Challenges of Higher Vocational English Teaching

1.1 Current Status of Higher Vocational English Teaching

In the current higher vocational English teaching, educational goals and content have gradually diversified to adapt to the ever-changing social demands. Higher vocational colleges generally adopt a teaching model focused on cultivating students' practical application abilities, emphasizing the important role of English as a tool language in professional skill development. In terms of curriculum design, higher vocational English teaching not only covers the transmission of basic language knowledge and skills but also gradually incorporates practical course modules such as vocational English and business English to enhance students' competitiveness in employment.

Moreover, teaching methods in higher vocational English have been continuously innovated. Traditional lecture-based teaching is increasingly replaced by more interactive teaching models, such as project-based learning and task-driven teaching methods. These approaches emphasize student participation and practice, improving students' English application abilities through situational

simulations and case analyses. At the same time, multimedia technology and informatization means have been widely applied in higher vocational English teaching. Emerging teaching formats like online courses and virtual classrooms provide students with more learning resources and pathways.

However, despite certain progress in goals, content, and methods, significant disparities remain in teaching effectiveness. Some higher vocational institutions still rely on traditional teaching models, with monotonous teaching content and insufficient cultivation of students' practical application skills. This results in generally low English proficiency among students, making it difficult to meet the demands of the job market.[1]

1.2 Main Challenges in Higher Vocational English Teaching

Despite continuous development and improvement in higher vocational English teaching, numerous challenges remain in its practical implementation.

Firstly, the variability in students' English proficiency presents a major difficulty. Students entering higher vocational colleges generally have a weak English foundation, with significant differences in proficiency levels among them. This creates great challenges for teaching design and classroom management. Teachers often need to spend considerable time and effort balancing the learning needs of students at different levels, which to some extent affects teaching effectiveness.

Secondly, the shortage of teaching resources is another important issue faced by higher vocational English teaching. Although the application of informatization provides more resources for English instruction, many higher vocational institutions still lack adequate multimedia teaching resources due to limitations in equipment and technology. Additionally, teachers' professional competence and teaching skills need further enhancement, as many teachers lack systematic training and opportunities for professional development, making it difficult to effectively apply modern teaching technologies and methods.[2]

Lastly, the absence of traditional cultural elements in English teaching is a problem worth noting. Under the background of globalization, students tend to have more knowledge about Western culture but insufficient understanding of their own traditional culture. This not only affects students' cultural confidence and sense of identity but also weakens their cultural soft power in international communication to some extent.

2. The Importance of Ideological and Political Education and Traditional Culture in Higher Vocational English Teaching

2.1 The Connotation and Goals of Ideological and Political Education

Ideological and political education refers to the educational process that guides students to establish correct worldviews, outlooks on life, and values through systematic educational activities and methods, cultivating their political literacy and moral qualities. Its core lies in nurturing new-era talents with firm ideals and beliefs, good moral cultivation, a strong sense of social responsibility, and noble spiritual pursuits. Ideological and political education is not only an important component of higher vocational education but also a key approach to achieving comprehensive education.

The goals of ideological and political education in higher vocational English teaching mainly manifest in the following aspects:

Firstly, enhancing students' ideological and political literacy. By integrating ideological and political education content into English teaching—such as patriotism education and the core socialist values—students are helped to establish correct political concepts and a sense of social responsibility, fostering their patriotism and social commitment.

Secondly, improving students' moral qualities. Ideological and political education emphasizes the cultivation of moral qualities. Through moral education and behavioral norms education, students develop good moral literacy and habits, becoming responsible and moral citizens.

Thirdly, promoting students' all-round development. Ideological and political education not only focuses on students' ideological and political literacy and moral qualities but also pays attention to their comprehensive development. By incorporating ideological and political education content into English teaching, students' horizons are broadened, knowledge is increased, and overall competence is enhanced,

facilitating their all-round development in morality, intelligence, physique, aesthetics, and labor.[3]

2.2 The Value of Traditional Culture in English Teaching

Traditional culture represents the spiritual wealth of the Chinese nation and serves as an important symbol of the country and its people. Integrating traditional culture into higher vocational English teaching not only helps improve students' language abilities but also enhances their cultural confidence and national identity. The value of traditional culture in English teaching mainly manifests in the following aspects:

Firstly, strengthening students' cultural confidence. By incorporating traditional cultural content—such as classical Chinese literature, traditional festivals, and folk customs—into English teaching, students learn English while gaining understanding and recognition of their own culture, thereby boosting their cultural confidence and pride, and enhancing their cultural soft power.

Secondly, enriching teaching content and methods. Traditional culture provides abundant content resources and diverse teaching methods for English instruction. By embedding traditional cultural elements into English textbooks and classroom teaching—such as telling Chinese stories, introducing famous Chinese figures, and conducting cultural experience activities—teaching content is enriched, students' interest is stimulated, and teaching effectiveness is improved.

Lastly, promoting students' all-round development. Traditional culture emphasizes the educational philosophy of comprehensive development in morality, intelligence, physique, aesthetics, and labor. By integrating traditional culture into English teaching—such as Confucian ideals of benevolence, righteousness, propriety, wisdom, and faith, and Daoist ideas of natural harmony—students are helped to establish correct values and outlooks on life, enhance their moral cultivation and overall quality, and achieve comprehensive development.[4]

3. Implementation Paths for the Collaborative Education Mechanism of Ideological and Political Education and Traditional Culture in Higher Vocational English Teaching

3.1 Setting Teaching Objectives

When setting teaching objectives in higher vocational English teaching, the collaborative education mechanism of ideological and political education and traditional culture should be emphasized, closely integrating the cultivation of language skills with the enhancement of political literacy and cultural identity. Specifically, the teaching objectives should include the following aspects:

Firstly, improving students' English application abilities. Through systematic training in English language knowledge and skills, students should develop comprehensive abilities in listening, speaking, reading, and writing, enabling them to use English fluently in practical work and daily life. To achieve this goal, course design should cover highly practical English usage scenarios, such as business communication, professional interaction, and daily conversations. The teaching process should emphasize interactivity and practice, encouraging students to engage in language practice through role-playing, situational simulations, and other methods, thereby enhancing their language expression and communication skills.

Secondly, enhancing students' ideological and political literacy. By integrating ideological and political education content—such as the core socialist values and patriotism—into English teaching, students should be guided to establish correct worldviews, outlooks on life, and values through thematic speeches, case analyses, group discussions, and other formats. This approach cultivates students' sense of social responsibility and political literacy. For example, teaching materials can include articles or cases reflecting social realities and showcasing China's development achievements, enabling students to receive ideological and political education while learning English, thus strengthening their social awareness and responsibility.

Lastly, promoting students' all-round development. Teaching objectives should focus on students' comprehensive development, cultivating their overall competence and cross-cultural communication skills, enabling balanced progress in morality, intelligence, physique, aesthetics, and labor, and shaping them into high-quality technical talents with international vision and competitiveness. To this end, course design should include content related to moral education, aesthetic education, and physical education. Diverse teaching activities—such as cultural arts festivals, sports competitions, and social practices—

should be employed to comprehensively enhance students' overall qualities. At the same time, cultivating students' innovative thinking and practical abilities should be prioritized, encouraging continuous exploration and innovation in practical operations, thereby strengthening their professional competitiveness and social adaptability.

3.2 Integration of Teaching Content

In higher vocational English teaching, realizing the collaborative education mechanism of ideological and political education and traditional culture requires systematic integration of teaching content to ensure students can comprehensively enhance their political literacy and cultural identity during language learning. The specific paths include the following aspects:

Firstly, optimizing English textbook content. When compiling or selecting English textbooks, attention should be paid to organically incorporating ideological and political education and traditional cultural elements into the materials. For example, including articles that reflect the core socialist values, chapters introducing Chinese traditional culture, and stories that promote patriotism in reading materials enables students to receive ideological and political education and cultural influence while learning English. Additionally, selecting articles that compare Chinese and foreign cultures helps students understand cultural similarities and differences, fostering their cross-cultural communication skills and cultural confidence.

Secondly, designing diversified teaching modules. Teaching content should cover multiple modules, including basic language knowledge, vocational English skills, ideological and political education, and traditional culture. By means such as project-based learning and case analysis, English language learning can be combined with real work scenarios, ideological and political education, and traditional culture. For example, the vocational English module can include situational simulations related to students' future job positions, enabling them not only to improve language application skills while completing tasks, but also to deeply understand the importance of professional ethics and social responsibility. In the ideological and political education module, analyzing classic cases and current hot topics can guide students to think about social issues and establish correct values and outlooks on life.[5]

Lastly, enriching teaching content with multimedia and information technology. Various forms, such as online courses, virtual classrooms, and cultural experience videos, can vividly present ideological and political education and traditional cultural content to students. For instance, videos about traditional Chinese festivals, cultural customs, and historical figures can be produced and played in class to enhance students' cultural experience. Meanwhile, virtual reality (VR) technology can simulate scenes of cultural exchanges between China and foreign countries, allowing students to deepen their understanding and recognition of traditional culture and ideological and political education content through immersive learning.

3.3 Innovation in Teaching Methods

Firstly, adopt project-based learning (PBL) and task-driven teaching methods. By designing authentic projects and tasks, ideological and political education and traditional cultural elements are integrated into these assignments, enabling students to not only learn English language knowledge but also receive ideological and political education and traditional cultural influence throughout the project completion process. For example, a project on "Chinese Traditional Festivals" can be designed, requiring students to collect information, write reports, prepare presentations, and conduct classroom presentations. During this process, students enhance their English application skills while gaining in-depth understanding of Chinese traditional culture and strengthening cultural confidence.

Secondly, apply flipped classroom and blended teaching models. By combining online courses with classroom interaction, ideological and political education and traditional cultural content are incorporated into English teaching to enhance students' engagement and autonomous learning abilities. In the flipped classroom model, students first learn relevant knowledge online by watching instructional videos and participating in online discussions to grasp foundational content. Then, in class, activities such as group discussions, case analyses, and practical exercises further deepen students' understanding of ideological and political education and traditional culture. For instance, when studying the topic of "Professional Ethics," students can watch case videos related to professional ethics online, then discuss in groups during class, share their viewpoints and experiences, and eventually reach a consensus.

Lastly, leverage information technology to enhance teaching effectiveness. Using multimedia

technology, virtual reality (VR), and other modern information technologies, ideological and political education and traditional cultural content are presented to students in vivid and engaging ways, improving their learning experience and outcomes. For example, VR technology allows students to "immerse" themselves in traditional cultural settings, thereby enhancing cultural identity and learning interest. When studying "Chinese Traditional Virtues," VR technology can enable students to "visit" historical sites and cultural landmarks, vividly and intuitively experiencing the charm of traditional culture. In addition, multimedia courseware, interactive whiteboards, and other tools can display complex ideological and political education and traditional cultural content in visually rich formats, stimulating students' learning interest and improving teaching effectiveness.

3.4 Optimization of Teaching Evaluation

Teaching evaluation is a crucial link to ensure the quality and effectiveness of instruction. In higher vocational English teaching, achieving the goal of collaborative education through ideological and political education and traditional culture requires optimizing and innovating teaching evaluation. Specific approaches include:

Firstly, constructing a multidimensional evaluation system. Teaching evaluation should cover multiple dimensions such as language proficiency, ideological and political literacy, and cultural identity, comprehensively reflecting students' learning achievements across these aspects. Traditional single-exam methods cannot fully assess students' comprehensive abilities, so diverse evaluation methods should be introduced. For example, final exams assess students' language knowledge and application skills; project reports examine their ability to research, analyze, and express in English comprehensively; classroom performance evaluates participation and interaction; social practice assesses their application abilities and ideological literacy in real life and work. Additionally, presentation and reporting formats can be introduced, allowing students to demonstrate their understanding and recognition of ideological and political education and traditional culture through speeches, debates, and similar activities[6].

Secondly, establishing a dynamic feedback mechanism. Teaching evaluation should focus not only on learning outcomes but also on formative assessment and timely feedback. Through regular testing, classroom observation, and questionnaires, students' learning status and needs can be promptly understood. Feedback information should guide adjustments in teaching content and methods to improve effectiveness. Teachers should regularly communicate with students to understand difficulties encountered during learning and provide targeted guidance and support. At the same time, modern information technologies, such as online platforms and learning management systems, should be utilized to collect and analyze students' learning data scientifically and adjust teaching strategies accordingly. For example, teachers can assign phased tasks on online platforms, monitor completion in real time, and enhance interactivity and engagement through online discussions and feedback.

Thirdly, emphasizing student self-evaluation and peer evaluation. By guiding students to conduct self-assessment and mutual assessment, their autonomous learning ability and critical thinking can be cultivated. In self- and peer-evaluation, students can reflect on their learning processes and outcomes, learn from others' experiences and views, and improve their comprehensive qualities. The self-evaluation phase can involve students keeping learning logs to reflect on achievements and shortcomings at each stage; the peer-evaluation phase can organize group discussions and mutual assessments, promoting mutual learning and joint progress through communication. Additionally, teachers should guide students to remain objective and fair during evaluation and learn to provide constructive feedback to help others improve.

Lastly, focusing on establishing long-term mechanisms. Teaching evaluation should emphasize the establishment of sustainable mechanisms, continuously tracking and assessing students' learning and development, providing targeted guidance and support to ensure the achievement of collaborative education goals integrating ideological and political education and traditional culture. To this end, teachers should establish student learning portfolios, recording performance and progress throughout the learning process, conducting regular comprehensive evaluations, and offering personalized guidance based on evaluation results. Meanwhile, schools should establish sound teaching evaluation systems, regularly conduct overall assessments and feedback on teaching effectiveness, and continuously optimize teaching strategies and methods. In addition, schools should value teaching research, encourage teachers to engage in instructional reform and innovation, and share experiences and achievements through teaching seminars, demonstration classes, and other activities to jointly improve teaching quality.

Conclusion

This study analyzes the current status and challenges of higher vocational English teaching, discusses the importance of ideological and political education and traditional culture in English teaching, and proposes specific approaches for setting teaching objectives, integrating content, innovating methods, and optimizing evaluation. Although this study explores, to some extent, the implementation pathways for the collaborative education mechanism combining ideological and political education with traditional culture in higher vocational English teaching, certain limitations remain. Future research should further refine specific implementation strategies and verify their effectiveness through larger-scale empirical studies. Additionally, attention should be given to differences across regions and disciplines, exploring more diversified and personalized collaborative education models to better meet the developmental needs of higher vocational education.

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