

# *Research on Teaching Strategies to Promote the Participation of Higher Vocational Students in Ideological and Political Classes*

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**Keywords:** Higher Vocational Education; Ideological and Political Teaching; Student Participation; Teaching Strategy

**Abstract:** The participation of higher vocational students in ideological and political classes is generally low, which makes it difficult for the teaching effect to achieve the expected results. To solve this problem, this paper proposes a series of teaching strategies to promote the participation of higher vocational students in ideological and political classes. First, this paper guides students to resonate with and be interested in classroom content by establishing teaching cases closely related to students' lives; then, group discussion and interactive teaching methods are adopted to encourage communication and cooperation among students; then, multimedia technology and situational simulation are used to enhance the liveliness and fun of the classroom; finally, a classroom feedback mechanism is implemented to understand students' learning status in a timely manner and provide personalized tutoring. In the experiment, the number of classroom speeches in the experimental group increases from 12 to 25, an increase of 108%; the number of questions increases from 5 to 12, an increase of 140%; the number of participants in group discussions increases from 8 to 15, an increase of 87.5%. In addition, the students' participation and presentation quality have been improved in the group presentation, and their performance in actual case analysis has also gradually improved. In the scenario simulation feedback experiment, the score of Group 1 increases from 6 points to 9 points, an increase of 50%. In the above data conclusion, the proposed strategy significantly improves students' participation and learning effects in ideological and political classes, verifying its practicability and effectiveness in higher vocational teaching.

## **1. Introduction**

With the rapid development of vocational education, ideological and political education has become increasingly important in cultivating students' qualities. However, the current ideological and political classrooms in vocational colleges generally suffer from low student participation and a single classroom atmosphere, which affects teaching effectiveness. The core of ideological and political education is to help students establish correct values, but traditional teaching methods are difficult to effectively stimulate students' interest and participation. How to enhance students'

participation in the classroom has become the key to improving the effectiveness of ideological and political education. Therefore, exploring innovative teaching strategies to stimulate students' thinking and emotions has become an effective way.

This paper proposes a series of innovative teaching strategies, including real-life cases, group discussions, multimedia technology, and situational simulations, aimed at improving students' classroom participation. Through experimental research, the effectiveness of these strategies in enhancing student interactivity, learning interest, and critical thinking has been verified. This paper provides new ideas and methods for ideological and political education in vocational colleges, and supports the practicality and effectiveness of these strategies through data analysis.

This paper first introduces the background and significance of the research; the second part reviews relevant research and points out the shortcomings of current research; the third part describes the research methodology and elaborates on the design and implementation of teaching strategies; the fourth part presents the empirical analysis results and analyzes the effectiveness of each strategy; the fifth part is the conclusion, summarizing the research results and looking forward to future research directions.

## 2. Related Works

Many scholars have conducted research on the problem of insufficient participation in ideological and political education classes in higher vocational colleges. For instance, Liu et al. [1] gave a thorough overview of the composition and methodology of political and ideological education at Chinese colleges, showing how it has grown into a formalized system. Gao [2] helps students to correct their learning attitude, cultivate good character, and establish correct values, outlook on life, and morality. Zhang [3] has refined his working methods and promoted the high-quality development of ideological and political work. Yu[4] summarized the characteristics of the new media era, analyzed its impact on ideological and political education and the current changes, and explored ways to improve the effectiveness of ideological and political education for college students in the new media era. Li et al. [5] improved the traditional information management process and classification algorithm, effectively supporting the completion of online education tasks. The research established by Zheng Rong and Zheng Gang [6] fully demonstrates that the fuzzy neural network comprehensive evaluation model for ideological and political education of college students is scientifically effective. Xia [7] constructed a management model for ideological and political education in universities, which has excellent performance and practical application value. Huang et al. [8] enable managers to timely grasp key information in complex problems, providing support for further decision-making. However, these studies also face some problems in practice. For example, the implementation of situational teaching methods requires a lot of teaching resources, and interactive teaching has limited effect when the class size is large, which makes it impossible to comprehensively improve the classroom participation of all students. Therefore, the current research still has certain deficiencies in effectiveness and feasibility.

In order to address these issues, some researchers have tried to apply project-based learning and group cooperative teaching to ideological and political classes. For example, Guan and Pan [9] improved the project-based teaching design based on a series of competitions and integrated ideological and political elements into the content of management courses to stimulate students' interest in learning and enhance their professional confidence and Chinese cultural confidence. Based on the concept of ideological and political education in the curriculum and combined with the characteristics of the "Building Structure Earthquake Resistance" course, Hu et al. [10] introduced project-based teaching methods into the classroom, which not only enhanced students' ability to solve practical problems, but also improved their interest in learning. However, these

methods still have shortcomings in terms of systematic teaching design and continuous motivation. Therefore, this paper will combine various teaching strategies, including situational teaching, interactive teaching, and project-based learning methods.

### **3. Methods**

#### **3.1 Guidance through Life-Related Cases**

Through life-related cases, ideological and political theories can be made concrete and life-oriented, making it easier for students to understand and resonate. For example, we can select social hot topics that are closely related to students' daily lives, such as employment issues, social morality, environmental protection, etc., and use these cases to guide students to think deeply and discuss. These cases often arouse students' strong interest, because they not only reflect the social problems faced by students, but also help students realize the application value of ideological and political knowledge in solving practical problems. Through case analysis, students are no longer passive recipients of knowledge, but participants who can actively think and analyze.

The introduction of life-like cases can also effectively promote students' critical thinking. When students face a specific social problem, they need to analyze, judge and discuss it from multiple perspectives, which prompts them to not only pay attention to the surface phenomenon of the problem, but also to explore its root causes and possible solutions. During the discussion, students can freely express their own opinions, challenge traditional concepts, and exchange ideas with their classmates. This interactive approach not only makes the classroom atmosphere more lively and active, but also cultivates students' critical thinking and independent thinking abilities[11].

In addition, real-life cases can significantly improve classroom interactivity and enhance students' sense of participation. The previous teaching model often focused on one-way teaching by teachers, and students lacked sufficient opportunities for expression. Through case discussions, students can not only actively express their opinions, but also communicate and collaborate with other students through group cooperation. Everyone participates in the case analysis, and in the process of discussing problems together, students' learning enthusiasm and initiative are effectively stimulated, and the classroom atmosphere becomes more harmonious.

#### **3.2 Group Discussion Promotes Communication**

Group discussion provides students with a freer and more open communication platform. In group discussion, each student has the opportunity to express his or her own views and ideas and express his or her own understanding. This way of communication breaks the limitation of one-way knowledge transfer in the classroom and enables students to shift from passive reception to active thinking. Students must listen to and respond to the opinions of others during the conversation in addition to articulating their own. This interaction promotes the collision of ideas among students and inspires more creativity and ideas. Especially for some more abstract ideological and political theories, students can combine them with their actual life and social experience through discussion, thereby deepening their understanding of knowledge.

Another advantage of group discussion is that it can cultivate students' teamwork spirit. In ideological and political classes, students often come from different backgrounds and have different perspectives and experiences. Through group discussion, students can not only share their own thinking, but also learn how to collaborate with others to solve problems together. This spirit of cooperation is not only helpful for ideological and political studies, but also of great benefit to students' future careers.

In addition, group discussions can effectively stimulate students' learning interest and class

participation. Class participation can be expressed by formula (1):

$$C = \frac{1}{N} \sum_{i=1}^N p_i \quad (1)$$

Among them,  $p_i$  represents the participation degree of the  $i$ -th student, and  $N$  represents the number of students participating in the discussion. Due to the flexible and lively discussion format, students' active participation has been significantly improved. Different from traditional classroom teaching, group discussion breaks the "teaching-listening" mode between teachers and students, and students' thinking is given more space. During the discussion, students can not only deepen their understanding of classroom knowledge through communication with their peers, but also enhance their self-confidence by sharing their personal insights. As participation increased, students' classroom performance gradually became more active, and the classroom atmosphere became more lively and interactive.

### 3.3 Multimedia Technology Enhances Interest

First, multimedia technology can combine abstract ideological and political theories with specific social cases to help students understand complex concepts more intuitively. In ideological and political courses, many theoretical contents, such as the basic principles of Marxism and the core values of socialism, may be difficult for higher vocational students to understand. By using multimedia resources such as videos, animations, and charts, these abstract theories can be presented through vivid scenes. For example, teachers can use animation to showcase socialist core values, which can effectively help students connect theoretical knowledge with practical life, thereby improving their understanding and memory [12].

Secondly, multimedia technology can increase the interactivity of the classroom and make the learning process more interesting and diversified. In traditional classrooms, students are mostly in a state of passively receiving knowledge, while multimedia technology can stimulate students' interest in learning through highly interactive content and forms. For example, by using highly interactive teaching software or platforms, teachers can allow students to participate in real-time question-and-answer, voting, discussion and other activities in the classroom, thereby promoting student participation and the atmosphere of collective discussion. Through real-time feedback, students can timely understand their learning progress and adjust their learning methods based on feedback, thereby improving learning efficiency and classroom participation. The relationship between participation and learning effect is shown in formula (2):

$$L = a \cdot M + b \cdot P + c \quad (2)$$

Among them,  $L$  is the learning effect,  $M$  represents the frequency or quality of multimedia use, and  $a$ ,  $b$  and  $c$  are constants. In addition, multimedia technology can also increase students' learning motivation. The traditional classroom teaching form is relatively single, which often makes students feel bored, while multimedia technology can cleverly combine different learning elements to make the class more colorful. Through these methods, students can master knowledge imperceptibly, maintain a high level of concentration, and enjoy the fun of learning in a relaxed atmosphere.

In addition, the introduction of multimedia technology can also adapt to the learning styles and needs of different students. In a class, students have different learning styles and receptive abilities. Some students are good at visual learning, while others prefer to learn through hearing or practice. Through a variety of expressions, including audio, video, and graphics, multimedia technology may accommodate the learning demands of various students and assist them in learning in the most effective manner for them. Through this personalized learning experience, students can better

absorb knowledge and enhance their sense of participation in class and learning effect.

### **3.4 Scenario Simulation Improves Experience**

Scenario simulation can help students combine theoretical knowledge with real life. In traditional ideological and political education, students are often exposed to abstract theoretical knowledge, such as social responsibility, the relationship between individuals and the collective, etc. These contents are far from students' daily lives and are difficult to arouse their emotional resonance. Through scenario simulation, teachers can create scenarios that are closely related to students' real lives, such as simulating students' moral choices in the job search process, simulating value conflicts in social hot issues, etc., so that students can experience the emotions and conflicts in person.

Situational simulations can also cultivate students' critical thinking. In the simulation process, students are not just spectators, but actively participate in decision-making and action. When faced with complex social situations, students need to analyze, judge and choose, and consider the possible consequences of different decisions. This experiential learning encourages students to examine problems from multiple perspectives and cultivate their critical thinking and practical problem-solving abilities. For example, when simulating social conflicts or ethical dilemmas, students need to analyze different social roles in combination with ideological and political knowledge and think about the value orientation and social significance behind each choice. Through this in-depth thinking, students' critical thinking is effectively exercised, and this way of thinking plays an important guiding role in their future decision-making and actions in society[13].

In addition, scenario simulation can significantly enhance students' sense of classroom participation. Traditional ideological and political classes are usually teacher-led, with relatively single forms of student participation, and the classroom atmosphere can easily become dull and boring. Scenario simulation stimulates students' enthusiasm and initiative by placing them in dynamic and challenging situations [14]. During the simulation, students not only need to ask questions and make decisions, but also discuss and collaborate with other students to share their views and ideas. This highly interactive teaching method not only allows students to gain knowledge through thinking, but also allows them to experience the power of ideological and political theory in practice. Through group cooperation and role-playing, students' sense of participation and responsibility are further enhanced, and the classroom atmosphere becomes more lively and dynamic.

## **4. Results and Discussion**

### **4.1 Classroom Interaction Observation Experiment**

This experiment aims to evaluate the impact of new teaching strategies on the interactive participation of higher vocational students in ideological and political classrooms. Two groups of students were selected, namely the control group and the experimental group. The control group adopted traditional teaching methods, while the experimental group implemented new strategies such as life cases, group discussions and multimedia technology. The experiment lasted for four weeks, and classroom interaction observations were conducted once a week to record the number of students speaking, asking questions, and the number of participants in group discussions, as shown in Figure 1:

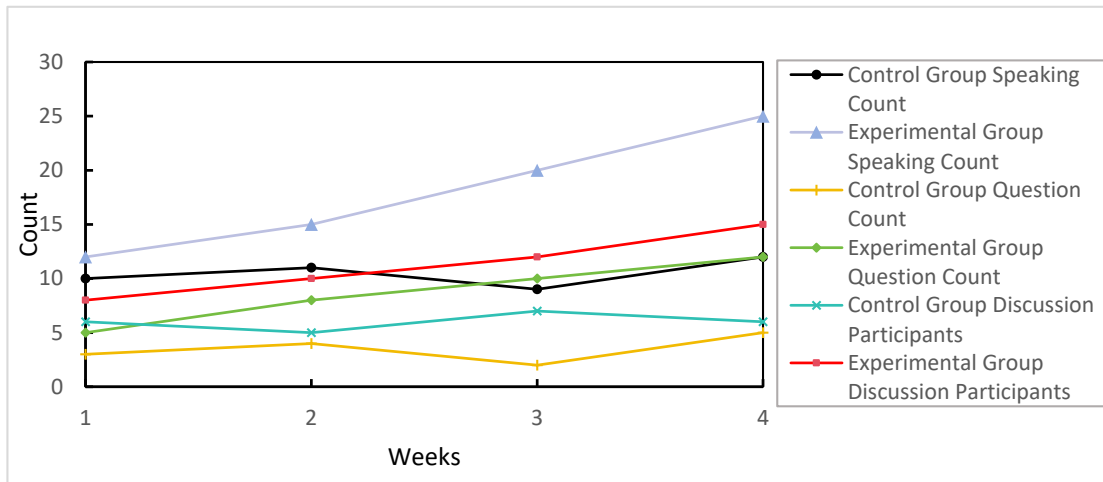


Figure 1: Classroom interaction observation assessment

Through four-week experimental observation, the results show that the experimental group's classroom interaction participation is significantly higher than that of the control group. Specifically, the number of speeches in the experimental group increases from 12 to 25 in the first week, an increase of 108%; the number of questions increases from 5 to 12, an increase of 140%; the number of participants in group discussions also increases from 8 to 15 people, an increase of 87.5%. These data indicate that the implementation of new teaching strategies such as life oriented cases, group discussions, and multimedia technology reflects the practicality and effectiveness of teaching strategies.

#### 4.2 Group Results Presentation Experiment

The purpose of this experiment is to assess how group results presentations affect upper vocational students' involvement in class. The experimental subjects are several student groups, each consisting of 4 to 5 people. 15 minutes before the end of each week, students will present their results around the discussion topic. This paper records the scores of each group and analyzes the number of participants. The experiment lasted for four weeks. By observing the changes in scores, it aims to reveal the impact of different teaching strategies on student performance and provide data support for future classroom design, as shown in Figure 2:

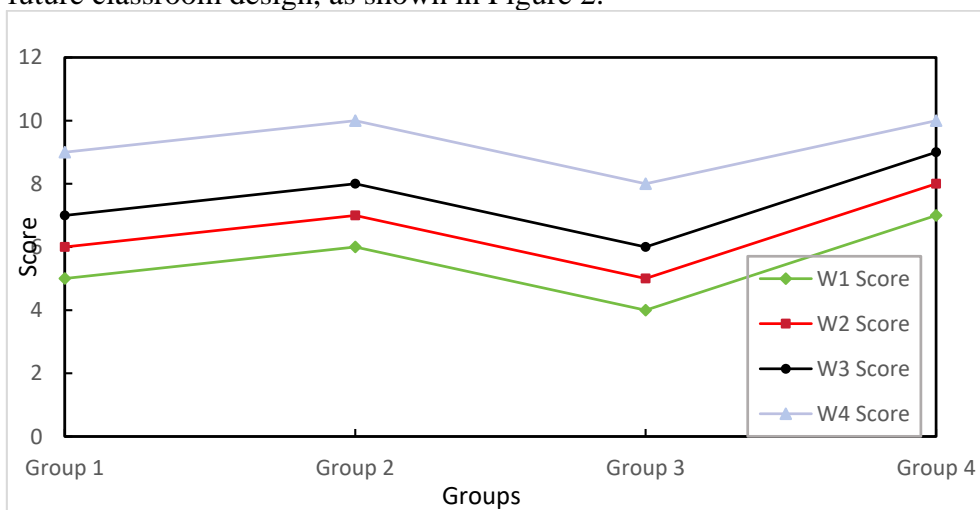


Figure 2: Group presentation and evaluation

Through the evaluation of the group's presentation of results, it can be seen that the implementation of teaching strategies significantly improves student participation and presentation quality. Specifically, the score of Group 1 increases from 5 points in the first week to 9 points in the fourth week, an increase of 80%; the score of Group 2 increases from 6 points to 10 points, an increase of 66.7%. The score of Group 3 increases from 4 to 8, a 100% increase, while that of Group 4 increases from 7 to 10, a 42.9% increase. In the above data, the group discussion and results presentation method effectively stimulates the students' initiative, improves their expression ability and teamwork awareness, and fully verifies the effectiveness of the new teaching strategy.

### 4.3 Actual Case Analysis Experiment

The practical case analysis experiment tested the ideological and political knowledge application ability of vocational college students. This paper selects several representative social cases and discusses them in four weeks. Every week, students need to analyze the designated cases and present the results before the end of the course. This paper will record the scores of each group and the number of speeches in the discussion to measure their participation and understanding, as shown in Figure 3:

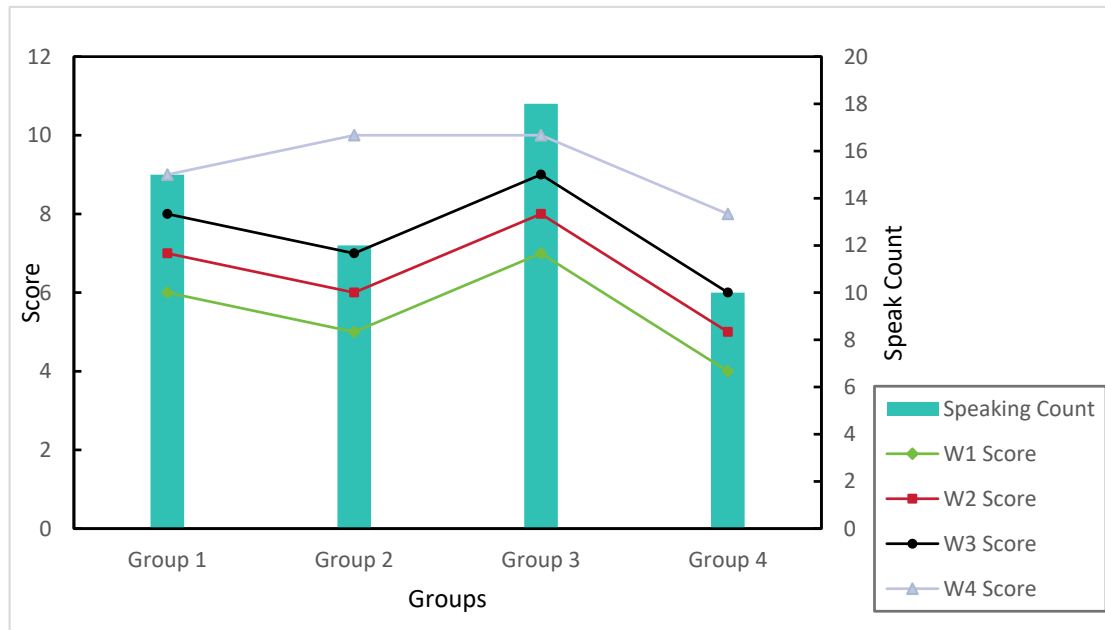


Figure 3: Actual case analysis

In Figure 3, the score of Group 1 increased by 50% from 6 points in the first week to 9 points in the fourth week; The score of Group 2 has increased from 5 points to 10 points, achieving a 100% improvement. The scores of Group 3 and Group 4 also showed significant improvement, with Group 3 increasing from 7 points to 10 points, an increase of 42.9%; Group 4 has increased from 4 points to 8 points, with a 100% increase. The scores of Groups 3 and 4 also improve significantly. Group 3 increases from 7 points to 10 points, an increase of 42.9%; Group 4 increases from 4 points to 8 points, an increase of 100%. In addition, the total number of speeches in the four weeks is 55, which shows the enthusiasm of students to participate in discussions. These data show that through actual case analysis, students' ability to apply ideological and political knowledge has been significantly enhanced.

#### 4.4 Situational Simulation Feedback Experiment

This experiment aims to improve the application ability of higher vocational students of ideological and political knowledge through scenario simulation activities. This paper sets up multiple scenarios related to social hot spots, allowing students to perform role-playing and decision-making analysis in the simulation. After a weekly simulation, students need to get scores based on their performance and provide feedback on the activity. The data will help this paper analyze students' understanding and coping abilities in different scenarios in order to optimize subsequent teaching strategies and enhance classroom effectiveness. The specific scores are shown in Table 1:

Table 1: Scenario simulation feedback evaluation

Group	Week 1 Score	Week 2 Score	Week 3 Score	Week 4 Score	Student Feedback Score
Group 1	6	7	8	9	4.5
Group 2	5	6	7	9	4
Group 3	7	8	9	10	4.8
Group 4	4	5	6	7	3.5

The experimental results show that students' performance in the scenario simulation gradually improves, reflecting the increase in participation. Specifically, the score of Group 1 increases from 6 points in the first week to 9 points in the fourth week, an increase of 50%; the score of Group 2 increases from 5 points to 9 points, an increase of 80%. The score of group 3 is more outstanding, increasing from 7 points to 10 points, an increase of 42.9%. These data indicate that scenario simulation effectively enhances students' mastery of ideological and political knowledge.

#### 5. Conclusion

This paper focuses on improving the participation of higher vocational students in ideological and political classes, using a variety of teaching strategies such as group discussions, actual case analysis, and scenario simulations. By systematically designing and implementing these strategies, this paper observed significant increases in student engagement in the classroom, as reflected in their frequency of speaking, presentation scores, and positive feedback on activities. These findings demonstrate that creative teaching strategies may successfully pique students' curiosity and initiative in their studies while also improving their capacity to apply political and ideological information. Although the experiment has achieved positive results, there are still some shortcomings. For example, a small sample size may affect the generalizability of the results, and future research may consider a larger sample size. In addition, the long-term effects of different teaching strategies need to be further explored. Future research should focus on further optimizing teaching methods to achieve more comprehensive student development and explore how these strategies can be more widely applied to other courses to provide support for the overall improvement of higher vocational education.

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