

The Application of Ideological and Political Interaction Sheet Mode in English Teaching in Higher Vocational Colleges

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Abstract: To achieve the ideological and political goals of higher vocational English curriculum, language materials should be used as the carrier, and language interaction should be carried out to promote the expression and internalization of students' thoughts in language activities. This paper emphasizes the interactivity of language, and carries out a mode of ideological and political interaction sheet in teaching. Language activities are carried out in four aspects: vocabulary use, paragraph points, theme expansion and practical application. Students are required to complete three tasks on the ideological and political interaction sheet: in-depth understanding of language, exploration of ideological and political elements, and interactive value evaluation. In this way, students feel the charm of language, optimizing the learning experience, and finally achieving the goal of internalizing ideological and political values in the heart.

1. Introduction

According to the *Guiding Outline for Ideological and Political Construction of the Curriculum in Colleges and Universities* (2020), the content of ideological and political construction of the curriculum should focus on strengthening students' ideals and beliefs, and systematically carry out education on socialism with Chinese characteristics and the Chinese Dream, socialist core values, rule of law, labor education, mental health education, and excellent traditional Chinese culture education. The ideological and political development of English curriculum in higher vocational colleges puts students' social moral development and language cognitive development in the same position, and requires teachers to promote students' positive development and continuous progress in the process of language activities (Qi Jing [1], 2020). Language is interactive and instrumental, and language interaction is an important way to improve language ability. Therefore, curriculum thinking and politics should make full use of the interactivity of language and carry out the interactive ideological and political teaching mode in order to effectively realize the educational goal of curriculum thinking and politics.

2. Vocational English and Interactive Teaching Mode

At present, the English foundation of students in higher vocational colleges is generally weak, and the efficiency of English teaching in higher vocational colleges is low. In this regard, many researchers have adopted interactive mode in English teaching in higher vocational colleges. Zhang Shuxin[2] made full use of new media technology to innovate interactive teaching mode, strengthen students' English application and communication ability, and improve the quality of English teaching in higher vocational colleges in view of the existing problems in English teaching. Lei Xia[3] proposed strategies to improve the effectiveness of teachers' discourse in interactive English classrooms in vocational colleges by using practical, simple and understandable teaching languages and designing interactive topics, so as to improve teaching efficiency. Lv Yan[4] proposed that a multi-interactive vocational English assessment model should be built in vocational English teaching to achieve the docking with the vocational talent training model and improve and optimize the teaching effect. Wang Nan[5] also advocated the research on the establishment of a multi-interactive assessment model for English in higher vocational colleges. In order to truly improve and enhance the teaching effect of English in higher vocational colleges, front-line teachers need to break free from the deep-rooted traditional examination model and reform the examination methods and contents, so as to reflect and realize the training objectives of higher vocational education. It can be seen that the interactive teaching mode has greater advantages than the traditional mode in higher vocational English teaching. In the course of ideological and political, we should also make full use of interactive ways to help the effective realization of ideological and political goals. This paper proposes to use the interactive mode of thinking and politics to achieve the goal of thinking and politics in higher vocational English teaching.

3. Different Types of Ideological and Political Interaction Sheet

Ideological and political interactive sheet means that each student is distributed an ideological and political task sheet, requiring students to carry out ideological and political exploration on the basis of language understanding, and exchange ideological and political sheets with peers for interactive evaluation. In the process of language use, students dig deeply into the ideological and political elements elaborated in the language, and fill in the ideological and political task sheet. After the ideological and political elements are filled in, students exchange task sheets with their partners, carry out interactive evaluation, and give scores on the ideological and political values, scoring using a ten-point system. According to the types of language activities, this paper divides ideological and political interaction into four types: vocabulary use, paragraph points, theme development and practical application.

3.1. Ideological and Political Interactive Sheet in Vocabulary Usage

The basic unit of language is vocabulary, and students start language learning from the use of vocabulary, so the ideological and political interaction sheet can start from the use of vocabulary. When carrying out the ideological and political interactive sheet of vocabulary use, each student is given a task sheet and asked to copy words on the sheet. The sources of words can be words from the vocabulary sheet or words found in reading the text, as long as the words related to the text can be copied. After copying the word, students should make a sentence according to the meaning of the word. You can choose the original sentence in the text, you can also create your own sentence, you can also find sentences from other resources, such as dictionaries or network platforms. The sentences created should be able to keep pace with The Times and have certain ideological and political value. The task sheet also requires students to analyze and fill in the ideological and

political points contained in the sentences found, reflecting students' ideological and political understanding of the language. The last column of the ideological and political task sheet asks students to evaluate the ideological and political value of each other's sentences. After completing the task sheet, students have to interact with their partners and exchange the task sheet to evaluate the ideological and political value of the sentences taken by the other side, and the evaluation of their ideological and political value is evaluated using a ten-point system. Through interaction, students' understanding and mastery of ideological and political points have been internalized, and the reasons for evaluation have been discussed at the same time. Finally, the task sheet was submitted, and the teacher selected the ideological and political task sheet with high evaluation for display. The specific forms included in the sheet of ideological and political activities of vocabulary use include vocabulary extraction, vocabulary sentence making, ideological and political elements and ideological and political evaluation. The interactive part is mainly in the evaluation part, where students exchange each other's task sheets and evaluate each other's ideological and political value of vocabulary use (10 points scale).

The use of vocabulary is based on allowing students to feel the multiple aspects of vocabulary and the unique connotations it contains. Students are required to extract words from the text, and grasp the meaning of the word, the most important thing is to use the word as a tool to dig out its connotation. Such as the word opportunity, some students make sentences for We need to have patience to find the current opportunity to make us become better. The ideological and political element of this sentence is: do things with patience. Take advantage of the opportunity presented to you. In the interactive part, the peer evaluation was scored 5 points; We need to explore new world in the new school, everything is new. The ideological and political elements in this sentence are: pioneering spirit, innovative spirit. The peer rating was 6 points. The ideological and political elements and evaluation scores on the ideological and political interaction sheet require students to carry out language interaction, discuss and evaluate the values shown in the sentences, and fully develop their interactive language ability and improve their ideological value simultaneously. By copying and understanding this sentence, students have a deep understanding of the connotation of the vocabulary, and reflect a positive attitude towards life by thinking about the ideological and political elements of the sentence. Students can also be original and create sentences that inspire them. For example, the theme of the text is about the beautiful university life. The headmaster of the school put forward suggestions and hopes for the new students, and the theme itself is very positive and sunny. Students can come up with more positive sentences when making sentences. In the process of interactive evaluation, students' own language materials and ideological realm get new development in the process of learning from each other. The diversity and quantity of vocabulary give students more creative space, provide students with more expressive materials, enrich students' interactive language, and fully reflect students' independent creativity. It cultivates students' innovative spirit and practical ability, which meets the requirements of language teaching in the new era. In the process of vocabulary use, if you encounter difficulties, you can make full use of the advantages generated by AI. Machine translate the language you want to express, master the correct expression, use vocabulary to generate positive language, and then interact. This forms a good strategy for stimulating the student's heart.

In the course of ideological and political thinking, teachers usually spend a long time looking for ideological and political points in textbooks, but also from extracurricular resources to find related ideological and political points to supplement, in fact, vocabulary use provides sufficient ideological and political materials. In the process of using vocabulary, students gradually discover the beauty of language, explore language learning strategies, improve the process of language learning, and promote the full development of language thinking. It enables students to use vocabulary to create positive language, transforming language learning from the main body of

teachers to the main body of students, fully mobilizing students' subjective initiative, and enabling language learning to reach a new height. The mode of using vocabulary to carry out interactive ideological and political task sheet fully mobilizes students' autonomy, so that ideological and political learning is no longer boring, but full of interactive interest. Students can enrich their inner spiritual world while appreciating the rich connotation of different words.

3.2. Ideological and Political Interactive Sheet in Paragraph Key Points

In order to express the central idea of the text, the paragraphs will be closely related to the theme to elaborate the central idea. The task sheet design of paragraphs requires students to find out the relevant key sentences or central sentences according to the main points of each paragraph, and then explore the deep value and ideological and political value expressed by them. In the process of searching for the central sentence, each student has a different understanding of the sentence, which will lead to their different grasp of the central sentence, but each sentence found can express certain values. Students are required to evaluate each other's ideological and political values and demonstrate the important value of the central sentence when interacting. In the process of exploring the key points of this paragraph, the connotation of language and ideology and politics have been deepened.

The texts of each unit are elaborated around the theme. Each paragraph will have specific points, according to the points of each paragraph, let students carry out ideological and political interaction. Each unit theme will have 2 to 3 texts for students to explore the language. In the process of exploration, in addition to indispensable vocabulary learning, students should also deeply understand the meaning of each sentence and the relationship between sentences. Compared with vocabulary learning, this process is more difficult to learn. The ideological and political task sheet in this section asks students to identify the key points in the essay that are closely related to the theme. These key sentences can basically express certain values and positive elements of the author. In the process of searching, students' inner heart is impacted, and this implicit ideological and political power is gradually strengthened. We have confidence that your journey toward self-discovery in your progress toward finding your own passion will yield more than personal advancement. Taking this sentence as an example, through the interpretation of this sentence, students understand that only by self-learning and self-discovery can they make progress, find passion, and create more progress. Meet new people in a new school, new things will always have new discoveries, even if sometimes a little backward, but still can adjust themselves, better forward. For example, in paragraphs 6-7, the sentence is: Everyone, let's have a bright future as long as we can go on and on. This sentence shows a good mind full of confidence in the future. 5 points for peers. In the process of interaction, students' mentality is also positively affected by the sentences. Mankind is developing, society is progressing, and the development of society depends on the development of mankind. In the new campus, students can continue to grow and move towards the future through continuous language learning and language interaction.

The paper comes to light. Only when language exploration is carried out seriously can language be internalized into students' minds. When students interact around the ideological and political sheet, they must first understand each key point, on this basis, they can deeply understand the ideological and political elements of these key points, and therefore evaluate the value of ideological and political. Language itself has a very strong interaction, and this task sheet fully taps the interaction of language, and students can feel the unique charm and value of language when facing the sentences that directly touch their hearts. In the process of discussing the ideological and political points in the sentences, students interact with the language constantly, dig out the important value in the sentences, the collision of thinking sparks, in the exchange of different points of view,

learn to communicate and exchange, but also improve the ideological realm. Language interaction is diverse, and this ideological and political interaction is tantamount to a spiritual baptism.

3.3. Ideological and Political Interactive Sheet in Theme Expansion

After exploring the connotation of each unit of discourse, we can carry out thematic expansion. For example, the topic of the unit is "Security" and the topic of the discourse is "How to survive an earthquake?" "How to survive in an earthquake" focuses on how to deal with natural disasters such as earthquakes. And there are many similar safety topics, such as swimming safety, traffic safety, fire safety and so on. As a result, other types of security issues can be explored as you expand your topic. This kind of topic expansion helps students broaden their horizons, draw inferences from one another and cultivate divergent thinking. The specific development mode is to allow students to construct the main framework of other topics according to the framework of the learned texts. In the essay "How to Survive an Earthquake?" The author focuses on the escape skills when the earthquake disaster comes, including: do not take the elevator; Can hide under hard objects; Escape to the clearing; Stay away from cars and water. The mastery of such escape skills is very important for every citizen. This text belongs to a typical practical exposition, and the ideological and political elements also have very explicit characteristics, that is, in the face of crisis, we should keep calm and think positively, love for life, mastering escaping skills. When the theme is expanded, other types of safety escaping skills can be proposed. For example, fire safety is also an important safety matter in daily life. In the development, students are required to understand how to save themselves in a fire and enhance safety awareness. For example, if the extended topic is fire safety, the content framework developed by the students is 1.Cover the mouth with the wet towel or paper.2.Close safety door.3.Don't take a lift. Among them, the ideological and political elements are positive thinking, mastering self-rescue skills, and peers give 5 points.

After the analysis of thematic discourse is completed, it will be expanded around other types of discourse related to the theme in order to broaden students' knowledge and language breadth. The texts in the unit theme learning are typical texts that are closely related to the unit theme, and the mastery of the theme-expanded texts can enrich students' language materials, give students different language reading experiences, and improve students' language learning to a new level. In the process of learning, vocational college students have no language environment and limited reading ability. Therefore, in the process of theme expansion, students are encouraged to adopt cooperative mode and look for different types of reading materials on different topics, which can greatly improve learning efficiency and comprehensiveness. In the process of exploration, because of the limited vocabulary, students will find it difficult to understand the material, there are great obstacles, can make full use of AI technology to carry out machine translation, so that students can read bilingual, so that the reading process is smoother. After understanding the text, experience the author's writing skills and thematic framework. For example, summer is the peak period of drowning incidents, the reasons behind which are varied, which requires students to have sufficient energy and time to find different accident cases, analyze different accident causes, and put forward corresponding strategies. Due to the large amount of tasks, students can work in groups and divide the task into many small tasks, such as the location of drowning, the cause of drowning, what can be done after drowning, and so on. This can ensure the comprehensiveness of information and the efficiency of information acquisition. After gathering the relevant information, a summary should be made. There are certain commonalities behind every safety accident, and many accidents are due to carelessness, so that students can fully feel the truth that attitude determines everything when digging ideological and political elements. In the process of interaction, you can demonstrate specific practices with substantial arguments, move emotions, understand reason, and deeply feel

that there is no small matter of security.

In the process of completing the ideological and political interaction of the theme expansion, in order to make their own practices recognized by the other side, it is necessary to provide sufficient arguments. The best explanation of safety accidents is some bloody facts. The collection of these cases can promote students to pay attention to various accident cases, learn more stories, enrich language content and improve language learning experience. Therefore, in order to complete the ideological and political interactive sheet with high quality, students read extensively, constantly challenge themselves, and tap their own potential. In the process of interaction, students learn to take responsibility, constantly accept challenges, and try different things. In short, it is a challenge for students to complete the idea-politics interactive sheet of theme expansion. Students are encouraged to adopt the mode of cooperative inquiry, give play to their self-initiative, broaden the forms of language creation, and constantly improve their language critical thinking ability. Language interaction enables students to have more critical thinking, innovation and creativity, and develops students' higher-order thinking.

3.4. Ideological and Political Interactive Sheet in Practical Application

After the completion of discourse learning and theme development, students can carry out transfer and innovation activities to encourage students to find and solve problems in reality, so as to apply what they have learned. For example, after learning how to escape in an earthquake, students can basically master escape skills. The specific problem in real life is how to popularize the escape skills. To solve this problem, we can carry out practical exploration and design practical projects to carry out interactive thought and politics. In view of the practical problem, practical exploration: popularization of earthquake escape skills. Through discussion, research and continuous dialectical thinking, students have found many solutions, including the following: (1) Make a video clip in App. (2) Distribute the booklet to citizens. (3) Build a park of earthquake knowledge. (4) Invite the professionals to make lectures in schools. It fully demonstrates the good social atmosphere of everyone striving to be a warm-hearted citizen. In order to find a better way to spread, the student Union will start from multiple channels to promote students' continuous learning, so as to establish the concept of lifelong learning. It cultivates the students' spirit of loving science and exploring actively. In the ideological and political interaction of the project, they showed great enthusiasm, and the average score of mutual evaluation was very high.

When students explore solutions for practical projects, let students learn in practice, achieve learning by doing, and improve the spirit of innovation and practice. In the process of problem solving, students continue to engage in verbal interaction. The process of ideological and political interaction is also a process of mutual learning. By explaining their own methods of popular science to each other, students have carried out language interaction, demonstrated their unique understanding of social issues, and embodied important ideological and political values. The exploration of ideological and political elements is no longer a boring process, but a process of mutual consideration and discussion. The important meaning of learning language is embodied at this moment, and we can understand many profound truths of society and life. Students are gradually no longer unfamiliar with this mode of ideological and political interaction, but actively explore and discover the connotation conveyed by language. The sense of value given by language has also been internalized, the moral level of students has been improved, and students have begun to change from focusing on themselves to focusing on the society, and their personal ideals and aspirations have gradually integrated into the whole group.

4. Conclusion

The interactive sheet mode of thought and politics brings more vitality to the thought and politics of higher vocational English courses and optimizes students' language learning experience. The focus of the course is to stimulate the intrinsic potential of students in continuous learning, so that students can play an independent initiative, and realize that in the melting pot of society, each individual can play a positive role and actively contribute to the society. The highly developed social media in today's society has brought more possibilities to language interaction. Therefore, in daily language teaching, more attention should be paid to the interaction of language, the values conveyed by language should be tapped, and the existing technical resources should be used to give full play to the interaction of language, so as to fully embody the huge energy of ideological and political education in the curriculum.

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