

# *Research on the Strategy of Implementing Curriculum Ideological and Political Education in Higher Vocational College under the Collaborative Education Model of Family School Society*

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**Abstract:** The deep integration of home-school and social cooperative education and ideological and political education is not only a new issue, but also a new challenge faced by many higher vocational colleges. According to the spirit of a series of policy documents issued and implemented by the state in recent years, we realize the key role and far-reaching value of ideological and political courses in promoting the comprehensive development of students under the guidance of home, school and social cooperation. However, due to the differences in the cognitive concepts of home, school and society, the lack of clear responsibility orientation, and the gradual deviation of collaborative action, the value orientation of curriculum ideological and political education is different, and it is difficult to carry out practical activities, and the results are difficult to show. Therefore, all parties of the home school and society need to make joint efforts, constantly explore and innovate, and solve the specific problems encountered in the deep integration, so as to explore a practical path for the effective implementation of ideological and political education in higher vocational colleges under the framework of collaborative education of the home school and society.

Home school club collaborative education mode to carry out the ideological education in higher vocational colleges, refers to the higher vocational colleges various course teaching practice fully tap its hidden ideological and political education elements, through the school, family, social tripartite collaborative education, subtly to political views, values, moral sentiment and other ideological elements to each student, jointly promote the process of students all-round development. In 2020, the Ministry of Education issued the Guiding Outline for Ideological and Political Construction of Curriculum in Institutions of Higher Learning, which put forward clear requirements for the comprehensive promotion of ideological and political construction of curriculum in various disciplines of colleges and universities. In March 2021, the Fourth Session of the National Peoples Congress voted to adopt the Outline of the Fourteenth Five-Year Plan for National Economic and Social Development of the Peoples Republic of China and the 2035 Vision Goals, which clearly stated that the mechanism of coordinated education in schools, families and society should be improved. In January 2023, the Ministry of Education and other 13 departments issued "about the

school family society collaborative education mechanism", the opinion also clearly identified the school family society in collaborative education responsibility, require schools give full play to the leading role of collaborative education, parents to implement the family education main body responsibility, the effective social support service comprehensive education<sup>[1]</sup>. The promulgation and implementation of these policies provide an ideological program and an action guide for the establishment of the cooperative education mode and the guarantee of the family, schools and cooperatives to implement the ideological and political education in higher vocational colleges.

## **1. Analysis of the value of collaborative education between family, school, and society in implementing ideological and political education in higher vocational colleges**

### **1.1 Build a national discourse system and safeguard national ideological security**

Cooperative education emphasizes the effective integration of discipline education and national values, and integrates national values into students daily life and implements every student, so as to cultivate students national identity and national pride. The cooperative education of home, school and society can also deeply explore the ideological and political elements in various courses, enhance the explanatory power and influence of school ideological discourse, help to resist the infiltration and interference of western hostile ideologies, and maintain the security of national ideological forms and social stability<sup>[2]</sup>.

### **1.2 Expand the ideological and political work space and improve the quality of ideological and political education**

Home school club collaborative education broke the limitation of traditional education mode, the family, school and society as a whole, realize the education resources sharing and optimal configuration, such as integration of teaching facilities, books, parents, teachers, social professionals make full use of material resources and human resources, to participate in the ideological education. In addition, the home school club close cooperation can more accurately understand the students ideological dynamic, interests and development needs, to design more meet the characteristics of ideological education content and form, this kind of comprehensive education mode not only helps to improve students participation and satisfaction, and enhance the pertinence and effectiveness of ideological education.

### **1.3 Strengthen the ways of practical education, and improve the comprehensive professional quality**

Home school club cooperative education mode emphasizes the importance of practice education, encourage students to participate in social practice, volunteer service activities, combining theoretical knowledge and practice, improve their comprehensive quality and practice ability, this way of practice education helps to cultivate students innovative spirit and practice ability, for their future development to lay a solid foundation for their future development. In addition, through the various opportunities and rich resources provided to students by the three parties of home, school and society, we will constantly temper their comprehensive ability, in order to improve students future employment competitiveness and social adaptability, and help them better adapt to the needs of future career development.

## **2. Review of the implementation of ideological and political education in higher vocational college curriculum under the collaborative education model of family school society**

### **2.1 There are differences in the cognitive concepts among family, school, and society, and there are divergence in the ideological and political values of the curriculum**

In the practice of ideological and political teaching in higher vocational colleges, family, school and society should work together, but due to their cognitive differences and positions, there are multiple challenges in the integration of subject curriculum and ideological and political education.

To be specific, parents in families tend to take the improvement of their children academic performance and ability as an important standard to judge their children learning achievements, thus ignoring the value and influence of ideological and political elements such as political views, values and moral sentiment on their children. Secondly, due to the limitations of traditional concepts and cultural level, parents have a limited understanding of the integration of family, school and society, and have little communication with schools in ideological and political education, making it difficult to reach an educational consensus, or only stay at the level of theoretical support, and lack of practical actions.

However, many higher vocational colleges narrowly define their core responsibilities as the teaching of knowledge and skills, which is due to the long-term quantitative evaluation of the effectiveness of education. Under this evaluation system, hard value indicators such as examination results, scientific research results and employment rate have become the main standards to measure the quality of education, while the soft value qualities of the students such as ideological and moral level, humanistic care ability and innovative thinking are gradually marginalized. Affected by this, some higher vocational colleges unconsciously tend to knowledge indoctrination rather than quality cultivation in the curriculum setting and teaching process, and regard the infiltration of ideological and political education in the subject course teaching as an optional addition, or a perfunctory formalist activities to cope with the policy requirements.

At the social level, although realizing the importance of ideological and political education, it is more from the perspective of maintaining social order and stability, and fails to fully explore the key role and value embodiment in stimulating students social responsibility, shaping students political consciousness and cultivating students moral sentiment. This one-sided cognitive framework not only limits the comprehensive development of ideological and political education, but also leads to significant differences among the three parties of schools and society in the setting of ideological and political education in higher vocational colleges.

### **2.2 Unclear orientation and responsibility of family school society makes it difficult to carry out ideological and political practice activities in the curriculum**

In the collaborative education model of home school society, ideological and political education is like an invisible thread, cleverly interwoven. However, the current situation of the three parties of home school society acting independently has led to an "imbalance" phenomenon, and the specific tasks and responsibilities of collaborative implementation of ideological and political education are still not clear enough, resulting in the failure to fully utilize the advantages of each party and the difficulty of forming educational synergy, which seriously restricts the overall practical effect of curriculum ideological and political education.

Schools, as the traditional educational entities, often occupy a dominant position in curriculum ideological and political education, tending to develop unified curriculum content and ideological and political elements. Although this centralized management approach ensures the standardization and consistency of education, it may also inhibit the diversity and innovation of education. This is

because the dominant position of the schools sometimes leads to excessive centralization and closure, ignoring the unique value and important position of families in shaping children's values and morals, as well as the irreplaceable role of society as a broad platform for ideological and political education practice in providing real situations and promoting the unity of knowledge and action. Therefore, the schools should correctly recognize their own orientation, distinguish the responsibilities and relationships between good families, schools and communities, which is conducive to the development of teaching practice.

Family, as the first classroom for children growth, its cultural atmosphere, parents educational concept and behavior mode have a profound impact on the formation of children ideology, moral character and values. However, in the process of cooperating with the school education, the family is often in a passive position, and it is difficult to give full play to its due influence. In addition, many parents may not be able to fully tap and use social resources to enrich children ideological and political study and practice, so that the child may miss through the practice experience, interaction and multicultural edification to deepen the ideological understanding, cultivate the correct values, thus affect the actual effect of ideological education.

Society, as an indispensable part of ideological and political education, carries the important mission of transforming theoretical knowledge into practical ability and promoting the all-round development of students. Because of its ideological education system is not perfect, the difference of the individual society, the complexity of the social environment and variability, such as the social diverse cultural background, values and changing social phenomenon, these factors together, formed a rich variety of ideological education scene, makes the society in the practice of ideological education facing the plight of difficult to effectively.

### **2.3 The cooperative actions of family school society gradually deviate, and the results of ideological and political education of the course are difficult to show**

The diversity and rich manifestations of the effectiveness of ideological and political education are indeed deeply influenced by its internal value orientation and concrete practical activities. However, the current curriculum ideological and political education is facing many problems, which not only threaten the purity of education, but also may lead to the risk of alienation and dislocation of the effect of ideological and political education.

At the school level, due to the trend of utilitarianism in education, some vocational colleges, in pursuit of short-term reputation improvement and enrollment advantages, invest more resources in areas that can quickly yield results, while ignoring the seemingly "slow" but crucial field of curriculum ideological and political education for students' long-term development. Curriculum ideological education is unconsciously in a secondary position, become the professional course teaching "ornament", its deep educational function is seriously underestimated and ignored, in such an education environment, the students are difficult to form the correct ideas and value identity, more unable to understand the profound connotation and significance of ideological education, the ideological education result is not ideal.

At the family level, the importance of ideological and political education is easy to be despised by parents. Under the erosion of egoism and utilitarianism, many families regard their children academic achievement and career success as their main pursuit, while they are unable to cultivate their political views, values and moral sentiments. This short-sighted concept and action of education not only weakens the unique role of the family in ideological and political education, but also makes the children lack the correct value and the guidance of behavior norms on the way of growth. As the first classroom of individual growth, the lack of guiding and interpretation role of family has undoubtedly buried a deep hidden danger for the effectiveness of ideological and political education.

Social problems also cannot be ignored. In the new era, the invasion and influence of various ideas have made peoples values and behaviors face unprecedented challenges. In this complex and changeable social environment, the children are in the construction of political views, values, moral sentiment, extremely vulnerable to the influence of various bad factors and nuisance, if there is no correct ideological education as leading, the children will be easy to deviate from the basic line and principles of education success, ideological education results will be discounted.

### **3. The strategies and methods for implementing curriculum ideological and political education in vocational college under the collaborative education model of family school society**

#### **3.1 Improve the cognitive level of family school society**

The cognitive level of the three parties of home, school and society is related to the improvement of education quality, the cultivation of students overall quality and the construction of harmonious education ecology. In this era of information explosion and diversified ideas, how to effectively promote the cognitive level of school, family and society in political views, educational ideas and methods, values, moral sentiments and other aspects has become a key problem to be solved urgently.

For higher vocational colleges, the principal plays a key role of leading and reform, must deeply realize the limitations of traditional education concept, actively promote the concept of innovation, this means that the principal should uphold the principle of fairness and justice, not only in the curriculum, teaching resources allocation to give equal attention to each subject, also should broaden the system level of teachers career development space, to fully stimulate discipline teachers professional enthusiasm and work enthusiasm. However, teachers also have a great responsibility in this reform. They should fully realize that ideological and political education has become an important force for students political views, moral character shaping and value guidance in the integration of subject course teaching. At the same time, the teachers in higher vocational colleges should also have the courage to explore the education mode of the integration of home, school and society, and become one of the Bridges connecting the school, the family and the society.

As the first class for children growth, parents educational concepts directly affect the all-round development of children. Therefore, parents should be deeply aware of the importance of quality education and abandon the traditional education mode. At the same time, parents themselves should constantly improve themselves by enriching their own knowledge reserve and learning excellent moral education methods, and set up a positive attitude towards life and learning example for their children. In terms of education investment, parents should change their thinking, reduce their excessive attention to their children academic performance, increase their investment in social practice, moral education and other aspects, and provide a more diversified growth platform for their children.

The improvement of social cognitive level is a comprehensive process that spans multiple fields and touches on the deep level of social reform. The realization of this process needs a series of well-designed educational guidance measures, subtle cultural edification and a variety of social practice activities to cultivate children all-round development. In terms of education and guidance, the society can guide children to form the ability of independent thinking and rational judgment, and the consciousness of active participation in national political life through systematic ideological and political education, in-depth current affairs and political analysis, and rich historical and cultural education. In the aspect of cultural influence, by carrying forward the excellent traditional culture, spreading the concept of modern civilization, and creating a positive cultural atmosphere, it can subtly influence children value orientation and behavior habits, so that they can accept the influence of noble morality in a subtle way, and form a healthy and upward attitude towards life. In terms of social practice, children are organized to participate in various forms of practical activities such as

voluntary services and public welfare activities, so that children can feel life, experience society and increase their talents in practice, so as to more deeply understand and identify with the mainstream social values and moral norms.

### **3.2 Clarify the responsibilities and orientation of family school society**

The responsibilities and positioning of the family, school and community are a key link to building a modern education system and promoting the healthy growth of teenagers. Family, school and society play an indispensable role in growing children. The three perform their own duties, complement each other, together constitute the education network of children comprehensive development.

#### **3.2.1 Take the school as the main position of cultural education**

The school is the main position of ideological and political education in higher vocational colleges under the mode of home-school and cooperative education. The university should establish its own professional organization and management system, and all kinds of internal educational facilities should conform to the characteristics of students physical and mental development. Secondly, the guide of ideological and political courses in higher vocational colleges must be specially trained professional teachers, and improve the teaching level of subject teachers, innovate teaching methods, and integrate the hidden ideological and political elements effectively into the subject teaching, so as to make the ideological and political education more vivid, interesting and infectious. In addition, schools should also actively carry out various theme education activities, such as patriotism education, legal education, etc., to create a strong ideological and political education atmosphere. At the same time, the school should strengthen the contact with the family and the society, and establish and improve the cooperative education mechanism.

#### **3.2.2 Take the family as the main battlefield of moral education**

Family is the first school to carry out moral, intellectual, physical, aesthetic and labor education, but also the main battlefield of moral education. Parents can teach their children the traditional virtues such as honesty and trustworthiness, respect for the old and love the young, and love the motherland through their words and deeds in daily life. Parents can pay attention to the ideological and political elements contained in various courses to conduct ideological and political education to their children, such as guiding them to form a scientific outlook on health and outlook on life, cultivate their patriotic feelings, and cultivate their sense of social responsibility and team spirit. At the same time, parents, as the core participants of school education activities, the school is actively encouraging family members with close relations with students to participate in all kinds of educational activities for children, so as to jointly promote the ideological and moral development of children. Therefore, to a certain extent, grasp the family education, the main battlefield of ideological and political education, is equivalent to grasp the children ideological and moral quality of education weapons.

#### **3.2.3 Take the society as a big stage for practical education**

After the ideological and political education of children by school and family, the society will serve as a big stage for the practice of ideological and political elements in the curriculum. All kinds of beneficial places in the society can be used as a supplement to the educational activities in higher vocational colleges, which not only increases the opportunities for students to carry out educational practice activities in the society, but also creates conditions for the implementation of ideological and political elements in the curriculum. We can use social places to actively hold meaningful practical

activities, such as visiting nursing homes, working as community volunteers, visiting enterprises, observing red education base, so as to deepen and consolidate the positive impact of ideological and political elements of the curriculum on children. In addition, various human resources in the society are the supporters and partners of schools and families, such as relevant enterprises and social organizations participate in the "home-school co-education" to arouse children entrepreneurial enthusiasm; the red education base commentator lets children understand the revolutionary history, inherit the red gene, and stimulate children patriotic enthusiasm. With the deepening of the ideological and political implementation of the course, students will also have a certain ideological and political literacy.

### **3.3 Establish and improve the communication mechanism among family, school and society**

In order to implement political views, values, moral sentiments and other ideological and political elements to each student, it is particularly critical to establish a sound communication bridge between the family, school and society. The construction of this bridge can not only ensure the smooth communication and immediate feedback of the three parties of the home and school community, but also effectively integrate the resources of all parties, gather the strong force of education, and lay a broader road for the growth of children.

#### **3.3.1 Strengthen the communication channels between home and school**

Colleges and universities can strengthen communication with parents through online parents meetings and the establishment of parents WeChat group QQ groups, timely understand students family conditions and ideological trends, and jointly develop personalized education programs. At the same time, parents should also take the initiative to contact the school, feedback on their children, and work with the school to do a good job in ideological and political education.

#### **3.3.2 Promote the cooperation between the school and the society**

Colleges and universities should actively establish cooperative relations with all sectors of society, and make full use of the social stage to jointly carry out ideological and political education activities. For example, schools can cooperate with museums, memorials, science and technology museums and other units to organize students to visit and study to broaden students horizons, and cooperate with enterprises to carry out professional experience activities to cultivate students good professional quality and social responsibility. At the same time, all sectors of society should also actively provide educational resources and practical opportunities for colleges and universities, and vigorously support schools to carry out ideological and political education work.

#### **3.3.3 Build a communication platform for home, school and society**

An information platform for collaborative education between families, school and society can be established to realize information sharing between families, schools and society. Through this platform, parents can understand the school education teaching situation, ideological education content and social education resources, schools can understand the students family situation and social activities, society can understand the school and family education needs, for the three parties provide ideological education, in order to effectively implement the fundamental task of strengthening moral education and cultivate people.

### **3.4 Innovate the ways of tripartite cooperative education of family, school and society**

With the continuous progress of society and the continuous innovation of educational concepts, we increasingly realize that family, school and society, as the three indispensable environments for children growth, their close cooperation and collaborative education have inestimable value for shaping children moral quality and cultivating children comprehensive ability.

#### **3.4.1 Carry out diversified practical activities**

Practical activities are an important form of ideological and political education, which can make students feel the charm of ideological and political education and show the effect of ideological and political education in practice. Family, school and society can jointly organize students to carry out volunteer service, social practice, study travel and other activities, so that students can temper their thoughts and behaviors in practice and improve their comprehensive quality. For example, we can organize the students to participate in social service activities to cultivate their sense of social responsibility and dedication; we can conduct red study trips to understand the revolutionary history, we can inherit the red gene and inspire patriotism.

#### **3.4.2 Utilize diversified information technology**

With the development of information technology, modern information technology is more and more widely used in ideological and political education. Families, schools and society can use the Internet, multimedia and other technologies to carry out online ideological and political education activities, such as online courses, micro-videos, network live broadcast, etc., so that students can receive ideological and political education anytime and anywhere. Schools can offer online courses of ideological and political education, so that students can learn subject knowledge at home and subtly receive the influence of ideological and political education; parents can learn ideological and political knowledge with their children through mobile APP and make progress together.

#### **3.4.3 Implement the multi-dimensional results evaluation**

Evaluation is an important link of ideological and political education, and also one of the main ways to test the results of students' ideological and political education. Family school and society should jointly establish a multi-dimensional evaluation system to comprehensively evaluate students' ideological and moral values, academic performance, social practice, and other aspects. For example, students self-evaluation, students mutual evaluation, teacher evaluation, parents evaluation and other ways can be adopted to fully understand students physical and mental development and provide scientific guidance for the growth of students.

## **4. Conclusions**

The deep integration of home-school-community cooperative education and curriculum ideological and political education is not only a new issue, but also a new challenge facing us at present. According to a series of policy documents issued by the state in recent years, we realize the key role and far-reaching value of ideological and political education in promoting the comprehensive development of students under the guidance of collaborative education at home, school and society. Admittedly, there are many problems in the practice of the integration of home, school and society and ideological and political courses, but this is not enough to shake the inevitable trend of the integration development. Therefore, all parties of the home school and society need to make joint efforts to deepen their relevant theoretical research, and at the same time, combined with

their practical experience, so as to explore a practical path for the effective implementation of ideological and political development of courses in higher vocational colleges under the framework of collaborative education in the home school and society<sup>[3]</sup>.

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