

The Research on Ideological and Political Education in Higher Vocational English Courses to Reduce Students' Learning Burnout

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Keywords: Vocational english, Ideological and political education, Learning burnout

Abstract: The purpose of this research is to conduct a questionnaire survey on the current situation of learning burnout among 213 freshmen in four classes in higher vocational colleges. At the beginning of the semester, the surveyors use SPSS to analyze the current situation of students' English learning burnout. The four classes are divided into experimental group and control group. The teaching method of experimental group should be integrated daily teaching with ideological and political education, while the traditional teaching method adopted in the control group. At the end of the semester, the learning burnout status of the previous and post of the experimental group will be re-compared with the control group, as well as the examination results of these two groups.

1. Introduction

Ideological and political education has always been the top priority of higher education. Higher vocational colleges are an important part of higher education and to train highly skilled talents. Various courses in higher vocational colleges should be integrated with ideological and political education, so as to form a synergy effect with ideological and political courses and give full play to education outside teaching.

2. Research Background

English course has both instrumental and humanistic attributes, and has the natural advantages of conducting ideological and political education^[1]. In terms of instrumentality, the purpose of English courses is to improve students' comprehensive ability in listening, speaking, reading, writing and translation, so as to use them as a tool in real situations. Humanity is an indispensable point in English learning. Language education involves the exploration of human values, which is an ideal personality for the all-round development of human beings, and helps people establish correct values, outlook on life and world^[2]. Therefore, the ideological and political education implementation of English courses can realize the two requirements of improving students' ability and establishing correct concepts.

English learning burnout of vocational students mainly refers to a negative state of psychology of vocational students, and reflects the lack of interest and motivation in vocational English learning in their behavior, thus showing boredom and resistance to English learning^[3].

At the beginning of the project application, when searching essays on CNKI, there is basically no domestic related research that combines ideological and political education of higher vocational English courses with learning burnout.

3. Research Process

3.1 Research Methods

This study adopts two research methods, qualitative and quantitative methods, questionnaire survey method to collect data, SPSS statistics, teacher logs, student learning records and interviews.

3.2 Research Tools

The learning burnout scale is quantitatively studied through the Learning Burnout Scale for College Students compiled by Wu Yan and Dai Xiaoyang in 2007. The scale divides learning burnout into three dimensions: physical and mental exhaustion, academic alienation, and low sense of achievement. The correlation coefficient of the three dimensions is 0.55-0.79, and the total scale is 0.847. In terms of English examination, the results of the previous and post tests adopt Level A of Practical English Test for College of different time. The examination is a national unified examination, which has good authority.

3.3 Research Object

The research object is a total of 213 freshmen in four classes taught by the same teacher of 2020 in a vocational college. The four classes are divided into two groups, two classes is the experimental group and two classes is the control group.

3.4 Research Design

First, the College Student Learning Burnout Scale was issued to four classes for pre-testing. After the pre-test, the teacher of experimental group should deeply explore the ideological and political elements of the teaching process, naturally integrate them into daily teaching, strengthen students' recognition of traditional Chinese culture and establish their cultural confidence, while the traditional teaching method adopted in the control group. At the end of the semester, the College Student Learning Burnout Scale will be re-distributed for post-testing, then the learning burnout status of the previous and post of the experimental group compared with the control group, as well as the examination results of these two groups.

4. Research Results

4.1 Pre-Test Results

At the beginning of this semester, 223 questionnaires were released and 219 valid questionnaires were recovered, with an efficiency of 99.5%. The descriptive statistics of the subjects in the previous test are shown in Table 1.

Table 1 Descriptive Statistics Of the Subjects

Sex of the subjects		Class Classification	
Male	Female	Experimental class	Control class
88	125	106	107
41.3%	58.7%	49.8%	50.2%

4.2 Results and Differences

4.2.1 The General Situation of Learning Burnout

Table 2 shows the general situation of learning burnout of the students. The scale ranges from 0 to 80 points. The higher the score is, the higher the level of learning burnout. The difference between the highest and the lowest score is 49 points, indicating that there is a big difference in the learning burnout of individual students in this higher vocational college.

Table 2 General Situation Of Learning Burnout of the Subjects

n	maximum	minimum	average	standard deviation	
Score of learning	213	73	24	50.92	10.02
					burnout

4.2.2 Differences in Learning Burnout between the Experimental Class and the Control Class in the Pre-Test

Table 3 Differences in Learning Burnout between the Experimental Class and the Control Class in the Pre-Test

Item(s)	Experimental class	Control class	Average value
Physical and mental exhaustion	3.0613	2.9136	2.9871
Academic alienation	3.6637	3.5584	3.6111
Low sense of achievement	2.9544	2.9453	2.9499
Examination results	50.92	51.75	51.34

Table 3 shows the differences among the scores of each dimension of the learning burnout scale and the results of the previous test between the experimental class and the control class. According to the Linkert 5 scale evaluation standard, the average scores are between 2.5 and 3.6, indicating that the learning burnout of students is at an intermediate level. The learning burnout and examination results of the experimental class are basically the same as the average value of the control class.

4.2.3 Differences in Learning Burnout among Students of Different Genders

Table 4 Differences in Learning Burnout among Students of Different Genders

		Levene test of variance equations		T test of mean equations				
		F	Sig.	t	df	Sig.(Both sides)	Difference average value	Standard deviation value
Score of learning burn out of pre-test	Assuming equal variance	.686	.409	.094	211	.925	.10527	1.11873
	Assuming unequal variance			.093	181.374	.926	.10527	1.12870

Table 4 shows the differences in learning burnout among students in higher vocational colleges of different genders in the region. The independent sample T test method shows whether there is a correlation between the learning burnout of students of two different genders. If sig<0.05, the test results are significantly correlated. The T test shows that there is no significant difference in learning burnout among students of higher vocational colleges of different genders. At the same time, result also shows that the level of learning burnouts of female students is slightly lower than that of male students.

4.3 Post-Test Results

223 questionnaires were issued for the post-test and 219 valid questionnaires were recovered.

Table 5 the Differences Of Pre-Test and Post-Test

Item(s)	Experimental class		Control class		Mean value	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Physical and mental exhaustion	3.0613	2.8746	2.9136	2.9438	2.9871	2.9092
Academic alienation	3.6637	3.3626	3.5895	3.5584	3.6111	3.4605
Low sense of achievement	2.9544	2.7702	2.9453	2.9542	2.9499	2.8578
Examination results	50.92	70.11	51.75	68.89	51.34	69.5

Table 5 shows the differences of pre-test and post-test. From this table, it can be seen that the student's learning burnout of the experimental class and control class has decreased to a certain extent, meanwhile the student's learning burnout of experimental class is more especially obvious, and each dimension has been obviously reduced. The reduction of learning burnout has also led to the improvement of examination results.

5. Conclusion

The burnout of English learning among students in vocational colleges of this region is at the intermediate level. There is no significant difference in English learning burnout among students of

different genders.

After the integration of ideological and political education with higher vocational English courses for students in the region, students' learning burnout can be effectively reduced; their examination results can be significantly improved, as well.

The teaching method of combining students' learning condition, course characteristics with ideological and political education in higher vocational colleges should be promoted to other courses.

Acknowledgement

Yunnan Provincial Department of Education Scientific Research Fund Project, The Research on ideological and political education in higher vocational English courses to reduce students' learning burnout, 2021J0959.

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