

Research on the Implementation of Ideological and Political Education in Higher Vocational English

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How to cite this paper: Yang, W. (2026). Research on the implementation of ideological and political education in higher vocational English. *International Journal of Educational Development*, 2(2), 29 - 34. ISSN Print: 3104-4263; ISSN Online: 3104-4271.

<https://doi.org/10.63313/IJED.9035>

Published: 2026-01-28

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Abstract

Integrating ideological and political education into English teaching provides a new opportunity for the reform of higher vocational English teaching. It is necessary to make full use of the disciplinary advantages of higher vocational English, combine the learning of language skills with the cultivation of humanistic literacy, and achieve the training goal of socialist successors with both moral character and professional skills. First, the significance of implementing ideological and political education in higher vocational English courses is elaborated; based on the characteristics of higher vocational English courses themselves, the feasibility of implementing ideological and political education in higher vocational English courses is analyzed; the problems existing in the current construction and implementation of ideological and political education in higher vocational English courses are discussed, and how to organically integrate ideological and political education with language teaching is explored from four aspects: teaching staff, teaching content, classroom teaching, and management mechanism.

Keywords

Vocational English; Ideological and Political Education; Ideology; Teaching for Morality

1. Introduction

The concept of Curriculum-Based Ideological and Political Education originated from General Secretary Xi Jinping in 2016, where he raised the fundamental questions confronting universities: What kind of people to cultivate, how to cultivate them, and for whom to cultivate them. He emphasized that universities must prioritize fostering virtue as the central task, integrate ideological and political education into the process of teaching and achieve holistic education throughout the whole educational journey and in all dimensions.

Consequently, ideological and political education should be embedded in all courses,

and this responsibility should not rest solely with political teachers or specialized ideological and political courses. This philosophy breaks down the gap among different disciplines and points out the direction for the reform of higher education. Higher vocational colleges, as an integral part of higher education, shoulder the mission of nurturing craftsmen of the great power during the economic and social transformation. As a compulsory course in these colleges, vocational English, leveraging its unique curricular advantages, offers practical approaches for implementing this and provides guiding significance for the reform of vocational English teaching.

2. The Significance of Implementing Curriculum-Based Ideological and Political Education in Vocational English Teaching

2.1. CIPE is a Necessity for Safeguarding National Ideological Security

Internationally, Western countries have long carried out cultural infiltration into China through films by virtue of their economic advantages. This has seriously affected the ideology of contemporary college students, with some negative ideas such as utilitarianism and hedonism beginning to spread. Domestically, China is in a period of social transformation, where various social contradictions are prominent and moral anomie occurs frequently, for instance, some merchants pursue profits blindly, and a few people have begun to question the socialist system. Universities are the forefront of the Party's ideological work. How to guide vocational college students to establish correct values while developing the economy is of great significance for safeguarding China's ideological security.

2.2. CIPE is a Booster for Higher Education to Achieve Talent Cultivation

The purpose of higher education is to improve students' individuality and cultivate their moral character. However, influenced by scientific and technological instrumentalism, the instrumental rationality of higher education has become increasingly prominent, which is reflected in the separation of natural sciences from humanities and social sciences, as well as the increasingly refined division of majors. In terms of student evaluation, teaching assessments focus on outcomes, and society only pays attention to how graduates can serve the economy.

Against this background, higher education teaching tends to impart professional knowledge and skills required for occupations, neglecting students' all-round development, this is especially true for vocational colleges oriented towards employment. Teaching divorced from value orientation turns higher education into a utilitarian activity, depriving it of its guiding function for society and individuals. Therefore, higher education must abandon utilitarian educational practices and pay more attention to the value of human beings in the educational process.

3. Challenges in Implementing Curriculum-Based Ideological and Political Education in Vocational English Teaching

3.1. Weak Awareness of CIPE Among Teachers and Students in Vocational Colleges

On one hand, due to the realistic employment, students focus more on the study of professional knowledge and skills, attaching importance to courses that can directly affect their employment and certificate while neglecting humanistic literacy. They lack interest in ideological and political courses and even adopt a perfunctory attitude. On the other hand, influenced by exam-oriented education for a long time, some English teachers in vocational colleges have low political theoretical literacy and only pay attention to the imparting of linguistic knowledge. Even if some English teachers recognize the importance of moral education, they lack experience in CIPE teaching and have average teaching competence, leading to simplistic design of teaching activities. In addition, the concept of CIPE is relatively new, and there is a lack of referable teaching models and methods. Various unfavorable factors result in the failure to effectively integrate language teaching with ideological and political teaching.

3.2. Absence of Ideological and Political Elements in the Teaching Design of Vocational English

Although the Vocational College English Curriculum Standards (2021 Edition) mentions that the goal of the vocational English curriculum is to cultivate and practice core socialist values and implement the fundamental task of fostering virtue through education. From the perspective of school development, vocational colleges are fully employment-oriented and aim to cultivate high-level technical talents. Therefore, mastering professional knowledge and skills is the primary task for both students and schools. This understanding leads to the scarcity of ideological and political elements in guiding teaching documents such as syllabuses and curriculum standards; even if involved, they are mostly mentioned only at a macro level.

Consequently, curriculum-based education lacks a solid foundation in teaching design and implementation. Without a systematic teaching plan, teachers can only subjectively select teaching content and methods, making it difficult for ideological and political education to achieve the expected results.

3.3. Lack of Institutional Guarantee for the Construction of CIPE in Vocational English

On one hand, the construction of CIPE in vocational English relies on the individual efforts of English teachers; on the other hand, external institutional guarantee is indispensable. Perhaps due to the relative novelty of the CIPE concept, school leaders lack practical experience and have not provided sufficient organizational

support in a timely manner. In terms of assessment, compared with scientific research and teaching work, the effect of CIPE implementation is difficult to evaluate while the former can be quantified with strong operability, the latter is not easy to quantify and lacks clear assessment criteria. These problems have weakened the initiative and enthusiasm of vocational English teachers in promoting CIPE construction to varying degrees.

4. Countermeasures for Implementing Curriculum-Based Ideological and Political Education in Vocational English Teaching

4.1. Giving Full Play to the Main Role of Vocational English Teachers

As guides for students healthy growth, teachers should play their main role. The success of CIPE construction in vocational English depends on teachers theoretical level of ideological and political work and their teaching competence in CIPE.

At the individual level, vocational English teachers can improve their political theory through various channels such as participating in seminars and training programs. Meanwhile, they should learn theoretical knowledge of CIPE through multiple approaches, draw experience from experienced teachers, and enhance their abilities in CIPE design, implementation, evaluation, and reflection.

In addition, team building is also essential. It is necessary to integrate vocational English teachers and ideological and political teachers across disciplines to form an interdisciplinary teaching team. By leveraging the professional advantages and teaching experience of ideological and political teachers to provide theoretical guidance for English teachers, and through teaching seminars, collective lesson preparation, and other forms of mutual learning and exchange, a synergy can be formed to improve the teaching effect of CIPE in vocational English. This practice aligns with the concept of building a teacher-teaching-research community, which emphasizes the importance of collaborative efforts in promoting ideological and political education.

4.2. Attaching Importance to the Teaching Content

Teaching content serves as the carrier for implementing CIPE in vocational English, so appropriate textbooks are extremely important. For example, Tangshan Maritime Vocational College adopts New Era Vocational English, a textbook compiled under the guidance of the new curriculum standards. Its content covers Sino-Western cultural comparison, innovative spirit, professional ethics, and other themes. These contents can be easily integrated with ideological and political elements, and the integrated teaching content can better adapt to the development of the times.

In addition to traditional textbooks, the development of the Internet has provided a vast amount of resources for English teaching, such as videos and audios. These resources can exert an intuitive impact on students, trigger their thinking about

right and wrong, and subtly achieve the goal of moral education. Of course, teachers can also compile school-based textbooks in line with the characteristics of the times based on students' learning conditions and local conditions. For instance, materials related to Tangshan history and Tangshan's red culture can be selected to promote Tangshan culture and enhance students' sense of identity with it.

It is worth noting that one of the purposes of language teaching is to enable students to master language skills. Therefore, the imparting of linguistic knowledge is equally indispensable in teaching. CIPE does not mean turning all courses into ideological and political courses, but rather achieving the goal of fostering virtue through education while transmitting knowledge and skills.

4.3. Making Good Use of English Classes as the Main Channel

General Secretary Xi Jinping proposed that in implementing CIPE, it is essential to utilize classroom teaching as the main channel. In addition to proactively exploring ideological and political elements in teaching content, teachers should also optimize teaching design. It is necessary to transform the traditional teacher-centered classroom model, allowing students to become the main body of the class while teachers act as organizers and guides, thereby achieving the goal of CIPE in English courses.

To address the lack of interest and low enthusiasm in ideological and political teaching, various methods can be adopted to mobilize their initiative. In terms of teaching methods, vocational college students are characterized by active thinking. Integrating news into language learning not only helps students master language skills but also guides them to establish correct values. In terms of teaching evaluation, traditional assessments often rely on students' attendance and classroom interaction.

However, the transformation of values should also be reflected in teaching evaluation, such as the cultivation of teamwork spirit, willingness to help others, and a sense of responsibility. Meanwhile, the evaluation subjects can be diversified, besides English teachers, student self-evaluation can be carried out, enabling students to analyze the changes in their own emotional attitudes and values.

5. Conclusion

The goal of CIPE is to achieve the organic unity of knowledge impartment, ability enhancement, and value guidance, integrating explicit education with implicit education to attain an imperceptible educational effect. As a compulsory course in vocational colleges, vocational English features long class hours and rich teaching content. Exploring how to construct an ideological and political education system in vocational English teaching is of great significance for the ideological and political education work in vocational colleges.

With sufficient organizational guarantee, the implementation of CIPE in vocational

English, by giving full play to the main role of teachers, attaching importance to the carrier function of teaching content, and making good use of classroom teaching as the main channel, strives to fulfill General Secretary Xi Jinping's instruction of guarding one's own section of the channel and cultivating one's own responsibility field, and marching in the same direction as ideological and political theory courses to form a synergistic effect. This not only enriches the connotation of vocational English teaching reform but also provides a practical path for cultivating technical talents with both professional competence and moral integrity, contributing to the realization of the fundamental task of fostering virtue through education in vocational colleges.

Sponsor

Phased Achievements of the 12th Batch Project of "China Foreign Language Education Foundation "Research on The Ideological and Political Teaching Competence of English Teachers in Higher Vocational Colleges" (Project No.: ZGWYJYJJ12A082)

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