

Research on the Ideological and Political Practice Path of Maritime Professional Courses under the "Three-dimensional Education" Pattern: Taking the Course "Marine Automation" as an Example

Yun He

Jiangsu Maritime Institute, Nanjing, Jiangsu, 211170, China

ABSTRACT

Under the guidance of the concept of ideological and political education integrated into courses, Jiangsu Maritime Vocational and Technical College has accumulated its own unique experience in the practical implementation of ideological and political education in navigation-related professional courses. Under the "all-round education" framework, the ideological and political education of the "Marine Engineering Automation" course is carried out from three elements: "full participation", "full-process integration", and "all-round penetration". In the teaching process, the potential ideological and political value of the "Marine Engineering Automation" course is explored, and the core abilities of students in management, management, maintenance and repair in teaching are analyzed by Marxist methods. Strengthen the confidence, backbone and spirit of young students to be Chinese.

KEYWORDS

Holistic education; Ideological and political education integrated into courses; Marine automation

1 Introduction

Exploring the ideological and political education practice path for the professional course "Marine Automation" under the "holistic education" framework involves exploring new ideas, exploring new avenues, and changing new methods for students' ideological and political education. This mainly embodies the following three practical significance.

First, it is conducive to realizing the transformation of ideological and political theory courses and professional courses from ideological and political education courses to curriculum-based ideological and political education. While grasping the potential connection between professional courses and "holistic education", it realizes the transformation of curriculum-based ideological and political education from concept to practice, enhancing the effect of collaborative education.

Secondly, it is conducive to the integration of implicit and explicit education. By grasping the new form of the professional course "Marine Automation" in current implicit education, we can fully leverage its educational value, complement ideological and political courses, and jointly rely on the course platform to improve the ideological and political education curriculum system.

Thirdly, it is conducive to achieving the organic integration of value guidance in ideological and political education with professional knowledge related to marine automation. Currently, maritime students born in the 2000s are influenced by a networked and diversified environment, and their values are easily impacted. Therefore, correct knowledge impartation and value guidance are necessary. To achieve the organic integration of value guidance and knowledge impartation, we should establish the value concept of "ideological and political education integrated into maritime professional courses" and "ideological and political knowledge embedded in professional classrooms", realizing the organic unity of the two.

2 Emphasize Overall Planning to Ensure "Full Participation" in Ideological and Political Education Within the Curriculum

Mobilize all aspects of society to encourage "full participation" in the work of ideological and political education within the curriculum, guiding national-level entities, social strata, schools, and individual family members to participate, fostering a good situation of mutual cooperation and clear division of labor. At the same time, to enhance the implementation of educational responsibilities in professional courses and the moral education responsibilities of professional course teachers, improve the joint force of education, and explore various ideological and political elements within the curriculum, the course "Marine Automation" is reasonably coordinated based on talent training programs, supporting textbooks, crew training systems, and semi-military management of students, fully tapping into educational resources to form its own unique ideological and political education program within the curriculum.

2.1 Focusing on Departments and Colleges, with Secondary Colleges Playing a Collaborative Role

Currently, the party and government leaders of secondary colleges are deeply involved in the front line of students' ideological and political education, personally teaching and observing classes, providing support and leading demonstrations for ideological and political education in courses, and ensuring the implementation and financial support of ideological and political education in courses. On the one hand, school counselors, class advisors, and departments such as the academic affairs office jointly design the overall planning and layout of ideological and political education in courses. On the other hand, the promotion of ideological and political education in courses is included in the annual key work, clarifying the leading role of teachers in the School of Mechanical and Electrical Engineering, the Ship Electric Center, and teaching and research offices in the teaching of ideological and political education in courses. In terms of teaching evaluation, scientific and effective evaluation methods are promoted, with clear objectives to advance the teaching purpose of ideological and political education in courses, thus subtly promoting teaching reform.

2.2 The Key Lies in Teachers, Who Should Fully Utilize Their Subjective Initiative in Ideological and Political Education Integrated into the Curriculum

All teachers in the Maritime College should work together to participate in the implementation of ideological and political education integrated into the curriculum, and integrate the concept of ideological and political education into the teaching of professional courses. In the classroom, teachers should utilize their abilities to cater to the characteristics of different students, meet their needs, improve classroom effectiveness, and form a comprehensive and multi-level synergy based on students' sense of gain and achievement, with the talent cultivation model as the test standard, thereby enhancing the affinity of education ^[1].

2.3 Effectiveness Lies in Students, Adapting to the Needs of Talent Cultivation

To ensure the implementation effectiveness of ideological and political education in courses, vocational colleges need to grasp the overall development needs and talent cultivation goals. In order to cultivate high-quality talents who are well-rounded in morality, intelligence, physique, aesthetics, and labor, on the one hand, we should synchronize the ideological understanding of teachers and students, strengthen publicity and learning, fully organize and mobilize the vast number of faculty and staff, incorporate ideological and political education into the key work of vocational college students, and ensure the innovation, practice, and research of ideological and political education in courses. In the overall planning and design of the "Marine Automation" course, we should do a good job in course construction, and strengthen the ideological and political education concept at the source ^[2]. The "Marine Automation" course education integrates ideological and political education concepts into the cultivation of maritime professional skills and practical operation abilities, emphasizing value guidance and ideological and political courses moving in the same direction in terms of tasks and responsibilities, creating an educational pattern of ideological and political education in courses, and truly achieving the last mile of the "holistic education" work.

3 Implementing Three-dimensional Teaching to Integrate Ideological and Political Education into the Entire Process of the Curriculum

For students of marine engineering technology majors with different grades, characteristics, and levels, based on learning situation analysis, design ideological and political education processes and methods, carry out targeted work, and integrate ideological and political education throughout the talent cultivation model. The integration of ideological and political education into the entire process of project-based teaching in "Marine Automation" is carried out through three dimensions: pre-class learning to assign tasks for introduction, in-class completion of subtasks based on knowledge points, and post-class expansion of knowledge points. In this process, grasp the characteristics of the marine automation course to achieve stereoscopic and project-based teaching.

3.1 Emphasize the Inheritance of Patriotic Education and Ensure Effective Pre-class Introduction

In the process of conducting professional course education and teaching, prioritize ideological and political education related to patriotic education, continuously enhance students' sense of social responsibility, improve their awareness of serving the motherland and the country, and guide students to cultivate a strong sense of patriotism. On the one hand, based on the actual situation of our country while keeping an eye on the world, combine the inheritance of patriotic spirit with comprehensive opening up to the outside world, explore patriotic education materials, and guide students to maintain a lasting Chinese strength. On the other hand, set the educational goal of the "Marine Automation" course at the "origin point" of patriotism. In the teaching plan design of "Marine Automation", ensure effective pre-class preparation, integrate patriotism into pre-class thinking, safeguard the responsibility field of the "Marine Automation" course, leverage

the main channel role of the classroom, and actively grasp students' ideological state.

3.2 Adopt a Correct Perspective on Cultural Differences, Focus On Textbooks in the Process of Citing Classics and Allusions in Class

Enhance the effectiveness of education, systematically impart professional knowledge, and cultivate students' cultural heritage and discernment abilities in the classroom. Teachers should fully utilize students' subjective initiative in project-based teaching.

Firstly, teachers of maritime majors need to actively explore the integration points and opportunities between patriotic education-related content and marine automation courses, so as to introduce allusions and quotations in the classroom, promote excellent traditional Chinese culture, disseminate excellent culture, highlight China's image, and enhance the soft power of excellent traditional Chinese culture. Propose the concept of ideological and political education in courses, bringing new ideas, methods, and approaches to excellent traditional Chinese culture.

Secondly, cultural self-confidence is the fundamental confidence of a nation, which is related to national security issues. In the course of "Marine Automation", highlighting cultural self-confidence is particularly important. Students majoring in marine engineering technology will inevitably encounter foreign crew members in their future work, and the influence and penetration of excellent traditional Chinese culture on cultural self-confidence will inevitably affect students' cultural temperament^[3]. Therefore, teachers of maritime majors should actively guide students to absorb the excellent achievements of traditional Chinese culture and overcome negative cultural infiltration.

3.3 Telling Chinese Stories Well and Promoting Curriculum Ideology Through Extracurricular Knowledge Extension After Class

It is not only necessary to impart professional knowledge, but also to allow students to absorb extracurricular knowledge subtly, completing a comprehensive educational pattern that involves all students, covers the entire process, and is all-encompassing.

Firstly, inspire creativity by telling Chinese stories well. Incorporate works such as the traditional Chinese books "The Four Books and Five Classics", "The Book of Songs", and "The Great Learning" into textbooks to spread the voice of China. Strengthen the teaching design and teaching plan of curriculum ideology, lead with ideological and political values, and enhance the cultural and educational functions of teaching. While highlighting the professionalism of the marine automation course, it is necessary to strengthen the integration of Chinese cultural elements, the humanity of traditional Chinese culture, and the educational function into teaching. Tell Chinese stories well and spread the voice of China from the inside out, from the surface to the depths, and layer by layer, taking on the responsibility and commitment that this course deserves.

Secondly, incorporate campus cultural activities into this course teaching and complete interactive links to enhance students' intrinsic motivation and stimulate their creative thinking, such as "Navigational Heroes", "The Ocean on Paper: World History in Navigation Maps", or maritime stories, to help students understand marine culture and see the value orientation and professional identity of "striving towards the sea and pursuing dreams in the deep blue".

4 Adopting a Multi-pronged Approach to Achieve "Comprehensive" Integration of Ideological and Political Education into the Curriculum

The comprehensive coverage of educational dimensions is achieved through multiple methods and approaches in both spatial and temporal dimensions, with the fundamental goal of promoting students' all-round development. The fundamental task of cultivating students' moral character is implemented, and the practical path of ideological and political education in the "Marine Automation" course is explored in three dimensions: teaching methods, teaching equipment and facilities, and teaching evaluation outcomes.

4.1 Integrate Explicit Education and Implicit Education in Teaching Methods and Approaches

Maritime professional course instructors are influenced by many factors in their actual teaching, such as the monotonous course structure, outdated teaching methods, and an incomplete knowledge system. Focusing on the teaching of professional and cultural knowledge is the key to implementing explicit education. Teaching methods are relatively efficient, time-saving, and intuitive compared to implicit education in teaching. However, explicit education methods have certain flaws. Firstly, students always play a passive role in teaching, forming fixed opinions about professional and cultural knowledge, which affects the effective promotion of cross-professional culture. Secondly, outdated learning methods fail to meet the requirements in terms of educational effectiveness, which can easily lead to students not fully exploring cultural connotations. In the teaching of marine automation courses, it is important to summarize the cultural differences between professional knowledge and traditional culture, and see the deep-seated

cultural connotations through superficial phenomena ^[4].

4.2 Integrate Online and Practical Teaching to Enhance Students' Initiative and Enthusiasm

Expand the integrated theoretical and practical project-based teaching platform for the major of "Marine Automation". Firstly, explore more internship and practical training teaching bases based on the traditional theoretical professional course teaching platform, extending the theoretical teaching of marine automation to practical classrooms. Leverage the existing resources of the School of Marine Electrical and Intelligent Engineering to carry out teaching activities that integrate ideological and political education with practical training. Taking Jiangsu Maritime Vocational and Technical College as an example, the school adheres to the concept of "building a museum on campus and building a campus within a museum", constructing the "One Belt, Nine Museums, Five Corridors, and One Road" New China Maritime Education History Museum. It emphasizes the educational function of maritime history and culture, opening up a unique educational museum that integrates historical review, cultural exhibition, real-life experience, academic research, talent cultivation, and social education. Maritime professional teachers can bring students into the museums to conduct teaching in accordance with maritime cultural history. Before class, students are assigned to preview relevant knowledge about shipping culture and automation.

4.3 Design reasonable Assessment Methods in the Teaching Evaluation System

To evaluate the effectiveness of implementing ideological and political education in courses, it is necessary to establish a sound evaluation and assessment mechanism. In order to create a positive atmosphere for ideological and political education in courses, return to the original intention of education, and improve students' values and cognition, it is necessary to enhance diversity and highlight humanity in both depth and breadth. Combining the actual situation of school management and teaching practice, the evaluation system for ideological and political education in courses should be implemented in all aspects and promoted in multiple dimensions ^[5]. Firstly, in the assessment of the "Marine Automation" course, it is necessary to incorporate students' values related to ideological and political education and their cognition, develop systematic evaluation indicators, and increase the proportion of evaluation for classroom teaching and education in the "Marine Automation" major. Secondly, a two-way evaluation method should be adopted to assess classroom effectiveness, with a focus on the degree of alignment between professional knowledge teaching and value guidance. Thirdly, to strengthen the scientific management and construction of ideological and political education in courses, it is necessary to establish and improve an evaluation mechanism for teacher ethics and style, and formulate detailed evaluation rules for ideological and political education in courses.

5 Conclusion

The course "Marine Engineering Automation" plays a pivotal role in the teaching of students majoring in marine engineering technology. It carries significant ideological and political content, and shoulders the important mission of cultivating students' passion for the ocean and the dream of building a powerful maritime nation. It tells China's stories and spreads China's voice in professional courses, promoting the integration of excellent traditional Chinese culture into professional courses. Overall, ideological and political education has shifted from professional education to ideological and political education, broadening the breadth and depth of ideological and political courses. It has taken students from classroom education to online media teaching, from internship and practical training to the dream of building a powerful maritime nation, effectively promoting the connotation of "full participation, full process, and all-round" education.

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