

Research on Ideological Education in Secondary Vocational Schools Based on Life-oriented Teaching Concept

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Abstract: Ideological education course is an important course in secondary vocational schools. Teachers should be good at reforming it, so that the content of this course can be innovated and enriched, and then the teaching efficiency of ideological education course in secondary vocational schools can be improved. Constructing the life-oriented system of ideological education in secondary vocational schools is an effective way to innovate the traditional ideological teaching mode and improve its teaching effectiveness, and it is also an important measure to promote the popularization and socialization of Marxist ideological theory. It can not only implement the people-oriented concept, but also promote the sustainable development of ideological education in secondary vocational schools. Based on this, this paper analyzes and explores the related contents of ideological education for secondary vocational school students in the new situation, in order to provide some reference for the effective development of ideological education in secondary vocational schools in the new period.

1. Introduction

Ideological education is an important link in training professional and high-quality talents in secondary vocational schools, and it is also an important reference index for evaluating the teaching level and talent training efficiency of secondary vocational schools [1]. If we want to enhance the effectiveness of ideological education and improve students' interest in learning, we must fully realize the life-oriented ideological and political education in secondary vocational schools and build a brand-new education life-oriented system. This is not only the practical need to change the current situation of ideological and political education in secondary vocational schools, but also the urgent need to promote the all-round development of contemporary college students, and also the fundamental need to realize the people-oriented education concept [2-3]. This requires that secondary vocational schools should not only pay attention to cultivating students' technical skills, but also cultivate "great country craftsmen" with all-round development such as ideology, morality and humanistic quality. Therefore, it is particularly important to comprehensively improve the quality of personnel training and strengthen the ideological education of students in secondary vocational schools.

Under the new development trend, ideological education in secondary vocational schools should innovate and reform the traditional teaching methods and modes in the past, and integrate the life-oriented teaching concept into them [4]. In view of this, teachers should give full play to the positive role of the teaching concept of birth activation, arouse students' resonance, reduce students' difficulty in learning ideological education knowledge, and strengthen students' ability to apply what they have learned to ideological education knowledge, so as to make ideological education teaching in secondary vocational schools show its value.

2. Connotation of Life-oriented Ideological Education

To put it simply, the connotation of life-oriented ideological education is to make ideological education content, ideas and thoughts have utility in students' life. Through the combination of knowledge and life, we can realize the construction of life-oriented curriculum, let students ignite infinite enthusiasm for learning, and promote students' better understanding of ideological

education knowledge. From a broad perspective, the life-oriented ideological and political education in secondary vocational schools includes not only all college students, but also all faculty members in secondary vocational schools. From a narrow perspective, life-oriented education focuses more on students. In other words, the life-oriented ideological education in secondary vocational schools should take students as the main body and carry out life-oriented education for college students [6].

Life-oriented ideological and political education in secondary vocational schools belongs to a complete design, which fully reflects all aspects of students' campus and social life, including their literacy needs in different aspects during their growth and development. In the process of ideological education, generally speaking, teachers are the subject of education, and students are the object of education. It is this way of thinking, which has a serious impact on the ideological education mode in China. Through the application of life-oriented teaching mode, it can help students establish correct values, cultivate students' rigorous scientific attitude and promote the formation of students' good personal feelings [7]. Ideological education is no longer a theoretical preaching, but a practical guidance combined with students' reality, which can not only improve the effect of ideological education, but also play an important role in deepening the practical significance of ideological education.

3. Necessity of Life-oriented Reform of Ideological Education in Secondary Vocational Schools

3.1. Promote the all-round development of college students

Ideological and political education in secondary vocational schools shoulders the great responsibility of guiding college students to establish correct values and develop in the right direction. This process is completed by people. At the same time, in order to improve the effectiveness of educational activities, we must study and discuss people and the factors in the process. In the ideological education curriculum content of secondary vocational schools, many knowledge points are boring to a certain extent, so it is difficult to bring up students' interest in learning, let alone the generation of learning motivation. Self-realization needs to be established in enterprises and technical schools, and between superiors and subordinates. Therefore, they are blindly advancing in the boundless sea, waiting for the emergence of "savior" and realizing themselves [8]. Marx's historical materialism is rich in life outlook, practice outlook, and humanistic outlook based on "people in reality", which has become an important theoretical guide for studying the life of ideological education in secondary vocational schools.

3.2. Deepen the people-oriented educational concept

Life-oriented ideological education should be based on the original meaning of practice for people's understanding formation, integrate education into practice, cultivate people's thoughts, concepts and consciousness in social practice, and then realize the ideological education function. This requires that the ideological and political education in secondary vocational schools should carry out the educational concept of people-oriented, fully respect students' personality, respect their dominant position and safeguard the vital interests of the majority of students. In the teaching of ideological education, teachers should give students effective guidance, so that students can promote their in-depth understanding of life content from a rational perspective, and enable secondary vocational students to have a deep love for life. Life-oriented ideological education based on students' reality can greatly enhance students' interest in ideological education and enhance their enthusiasm and enthusiasm for participation. Make students know the importance of basic skills while absorbing new technologies and skills, and make them realize the needs of basic skills unconsciously.

4. The main reasons restricting the life of ideological education in secondary vocational schools

4.1. The continuous spread of negative social values squeezes the development space of ideological education

Today's secondary vocational school students are after 90 or even after 00. While directly enjoying the progress made by the reform, they still lack rational, objective and correct judgment on the inevitable negative things brought about by the reform, and are confused between the theoretical and practical situations. Although many ideological and political educators have realized the limitations of the teaching method of "emphasizing theory over practice" and made corresponding adjustments in ideological education, due to the limitations of educational philosophy and teaching ability, many adjustment measures become mere formality.

In addition, there is a certain lag in teaching materials, that is, although the basic theories included are systematic, necessary and have complete structural contents, the analysis and illustration of specific problems in reality are insufficient and outdated. As a result, students in secondary vocational schools and even the whole young generation in China have some problems in varying degrees, such as confused political beliefs, lack of social responsibility, vague ideals and beliefs, distorted value orientation and so on. At present, utilitarianism, individualism, pragmatism and so on have a great impact on the value orientation of secondary vocational school students.

4.2. Lack of attention to situation creation

Life-oriented teaching of ideology class in secondary vocational schools requires teachers to set relevant situations, which means that students can deepen their understanding of ideological theory knowledge in life situations and improve the teaching efficiency of ideology class. The practical guidance to students is not strong, and the operability is not big enough, which greatly reduces the expected effect of ideological education teaching. Idealized goal is the ideological and moral education goal of communism, which is the sublimation and expansion of the ideological and political education goal of socialism; Subjectivity goal includes patriotic sentiment education, correct values education and so on. This puts forward new requirements, not only to constantly improve the traditional classroom teaching, but also to create a good living education environment based on the needs of students' life.

4.3. The marginalization of ideological education in secondary vocational schools leads to the further weakening of ideological education

Knowledge originates from life and belongs to life. The decline in the quality of students brings challenges to ideological education in secondary vocational schools. If the basic, subjective and guiding goals all belong to the extensive needs of ideological and political education goals, then the idealized goals belong to the advanced needs [9]. This cognitive bias leads to students' loss of interest in ideological education, which leads to teachers' teaching methods being divorced from students' reality, and ultimately affects the effect of ideological education in secondary vocational schools. It is of great significance to the establishment of students' world outlook, outlook on life and values and the improvement of their comprehensive quality.

According to the actual situation of ideological teaching in secondary vocational schools in China, some ideological teachers in secondary vocational schools pay more attention to the creation of classroom situations. Because the knowledge principle and viewpoint of this course are abstract and difficult to understand, it is difficult for secondary vocational school students to understand it. Therefore, we must integrate the life-oriented teaching concept into the ideological education in secondary vocational schools, and carry out ideological education work in a down-to-earth and practical way, so as to improve the effect of ideological education and give full play to the positive significance of ideological education in students' study and life.

5. Ways and methods to realize the ideological education of secondary vocational school students

5.1. Actively change the teaching concept of ideological education

It is an important task to innovate and change the ideological education concept. Seeking truth from facts and starting from the practical point of life, we should re-recognize the ideological education in secondary vocational schools. It is necessary to actively guide students to recognize the current development situation of the world and China, and deeply analyze and compare the current situation of China with the international situation, so as to recognize their historical mission in the process of social and economic development. Give prominence to students' dominant position in class and promote the stable and orderly operation of life-oriented education process. Teachers actively change their old educational ideas, establish the educational idea of returning to life, pay attention to classroom teaching focusing on life phenomena, and organically combine teaching materials with life knowledge. Then, from the aspects of students' personality, learning ability, life needs, etc., ideological education activities should be carried out by hand. It is necessary to have close interaction with students, get a deep understanding of students, master their ideological trends and improve the pertinence of ideological education.

5.2. Close to the reality of students' life

In the teaching of ideological education in secondary vocational schools, only by being close to the reality of life can students resonate to the greatest extent and improve their ability to apply what they have learned. We should pay attention to and ensure the times and richness of teaching content, abandon the old content that is inconsistent with the development of modern society, and introduce more new knowledge points that contain fresh elements, conform to the times and are closely related to social development. The content of ideological education is the core of ideological education, and it is a multi-level, serialized and multi-dimensional structural system. In this system, there are not only rich elements but also complex constitutive relations. Each element is constantly adjusted to form an organic whole according to specific constitutive relations and social development. When approaching this reality, teachers should be good at guiding students, so that students can rationally regulate their own emotions, so as to promote students' happy mood and help students to be masters of their own emotions, rather than slaves of their emotions.

When carrying out ideological education in secondary vocational schools, students must be required to carefully analyze their goals and responsibilities in the learning process, so that they can move forward unswervingly towards this goal. In the process of teaching new knowledge and transmitting new ideas, teachers should always pay attention to the dynamic information of social development and scientifically and reasonably extract the essence of ideological and political education from massive social resources. The core of the construction of ideological education content system is to screen, allocate and integrate the elements of its content reasonably, break and reorganize the structural system of its content beneficially, so as to realize the double optimization and optimal allocation of the relationship between content elements and structure, and the ideological education content fits the students' humanistic needs, so as to play its role to the maximum extent.

5.3. Constructing the carrier system of ideological education

Through the carrier's function, the educational subject transmits the educational content to the educational object, exerts an effect on the educational object, achieves certain educational goals, and promotes the educational object's pursuit of "moral and beautiful life". Ideological and political education in secondary vocational schools should not only reflect the latest national policies and guidelines in a timely manner, but also be based on the daily life of college students, go deep into the student groups, and understand their true state of mind and existing problems. Better arouse students' enthusiasm for learning English. For example, high school students have strong thinking ability in images, and they have keen observation and rich imagination. Curriculum design properly

enables students to feel the value of existence and cultivate the sense of industry identity in the process of self-realization.

Focusing on the teaching content of ideology course, students can receive ideology education anytime and anywhere, so as to promote the efficiency and quality of ideology education in secondary vocational schools. Ideological education carrier is the link and bridge between educational subject and educational object. A complete educational activity must include the participation and interaction of both educational subject and educational object, both of which are indispensable. Teachers can also evaluate students' comprehensive achievements through their usual achievements and study habits, and strictly demand students' behavior norms, which will also promote students' ideological education to a certain extent.

5.4. Pay attention to the effective application of life-oriented teaching mode

Teaching mode is a mode that every teacher will form by himself in the teaching process. As an ideological teacher in secondary vocational schools, in the teaching process, we should reform the teaching mode and make the teaching mode life-oriented, such as expanding the teaching scene, changing the teaching place and adopting the teaching mode of teachers and students participating together. Life education is the original, self-supporting and necessary education of life. The fundamental meaning of education is the change of life. Life never changes, that is, life never contains the meaning of education [10]. Teachers can use intuitive teaching method according to these characteristics of students, so that students can gain perceptual knowledge intuitively and deepen their memory of specific things, so as to achieve the purpose of vocabulary teaching. Secondary vocational schools must make full use of school history museums, museums, excellent cases of teachers and students to strengthen ideological education for students, so that the positive energy of patriotism, school love and family love can be transmitted to students in time.

6. Conclusions

To sum up, in the ideological education teaching of secondary vocational schools, teachers should make full use of the life-oriented teaching concept to continuously improve the classroom teaching quality of ideological education. As far as ideology teaching in secondary vocational schools is concerned, teachers must pay full attention to life-oriented teaching, not only paying attention to the transformation of teachers' teaching concepts, but also paying attention to the life-oriented development of ideology teaching objectives in secondary vocational schools. Paying attention to the cultivation of social practice, using more hidden educational methods, exerting the subtle influence of life, and letting students experience and accept the theoretical concepts related to professional ethics in production practice can further strengthen students' cognitive recognition of professional ethics. The application of life-oriented teaching concept is of great help to improve the quality and effect of ideological education in secondary vocational schools, and is of great significance in ensuring the training of professional talents in secondary vocational schools and promoting the all-round development of secondary vocational students.

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