

Constructing a Supply-Demand Aligned Teaching Model for Ideological and Political Education in Vocational Undergraduate Programs Based on Student Problem Lists

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Abstract

Vocational undergraduate education possesses both higher education and vocational education attributes. Its ideological and political courses undertake the vital mission of fostering virtue through education and cultivating high quality technical skilled talents. At present, ideological and political courses for vocational undergraduates are confronted with practical contradictions such as supply demand mismatch in teaching, perceptual gaps between grand theoretical narratives and students' practical concerns, and lagging teaching transformation mechanisms. Taking students' question lists as a critical starting point, this paper clarifies the theoretical connotation and generation paths of students' question lists, establishes a three in one docking system of "textbook knowledge points students' doubt points practical footholds", and constructs a two way integrated supply demand adaptable teaching mode featured with "problem driven, digital intelligent empowerment, layered practice and dynamic feedback". A replicable and promotable teaching reform paradigm for ideological and political courses in vocational undergraduate colleges is formed, which provides practical references for implementing the fundamental task of fostering virtue through education.

Keywords

Vocational undergraduates; students' question list; ideological and political courses; supply demand adaptation; teaching mode.

1. Introduction

The revised Vocational Education Law of the People's Republic of China clarifies that vocational undergraduate education is an important component of China's modern vocational education system, undertaking the epochal task of cultivating high-level technical-skilled talents. As key courses for fostering virtue through education, ideological and political courses play a core soul-shaping function in the talent-training system of vocational undergraduate colleges. Against the background of the digital-intelligent era, ideological and political teaching for vocational undergraduates faces three-fold structural challenges. Firstly, there exists teaching supply-demand mismatch: traditional classroom lecture modes can hardly adapt to students' personalized and dynamically-changing ideological perplexities and cognitive characteristics. Secondly, perceptual gaps emerge: due to the high theoretical depth of courses, obvious transformation fractures exist between theoretical contents and students' practical concerns, and grand narratives tend to be disconnected from students' personal life and career development. Thirdly, operational mechanisms fall behind. Although educational authorities have put forward requirements for establishing the "students' question list" mechanism, practical schemes for translating institutional requirements into systematic and operable teaching modes are still insufficient.

Vocational undergraduate education is an emerging educational type with both undergraduate-level theoretical literacy and vocational-skill demands. Its students show

distinctive cognitive characteristics: they are dominated by concrete thinking while their abstract speculative ability needs improvement. They pay close attention to employment prospects and career development, and are prone to ideological problems such as employment anxiety, mental internal friction and value confusion amid social changes. These phenomena reflect deep-seated contradictions including unstable ideals and beliefs, perplexing value choices and insufficient intrinsic learning motivation among some students. The traditional one-way indoctrination teaching easily results in the phenomenon of “physical attendance without mental engagement” in ideological and political courses, and students gain little sense of acquisition in class.

General Secretary Xi Jinping pointed out that “students’ perplexities are exactly what ideological and political courses need to clarify”. This statement points out the direction for the reform of ideological and political courses in the new era. Based on this important exposition, this research takes students’ question lists as the orientation and constructs a supply-demand adaptable teaching mode of “accurate problem diagnosis, digital-intelligent interactive inquiry, layered practical application and dynamic optimization feedback”. Its internal logic lies in promoting problem-oriented reconstruction of textbook contents via question lists and realizing theoretical sublimation of students’ practical perplexities with textbook theories, so as to resolve the dilemma of separation between “textbook contents” and “students’ problems”. A complete teaching closed-loop of “from students to textbooks, and from textbooks back to students” is built, which offers practical paths for improving the quality and efficiency of ideological and political courses in vocational undergraduate colleges.

2. Research Status and Development Trends

Domestic ideological-political education reforms have accumulated three types of resources. In terms of concepts, the student-oriented and problem-driven reform ideas are widely recognized. In terms of methodologies, PBL, problem-chain teaching and experiential education modes have been extensively applied in college ideological and political courses. In terms of technologies, big-data learning-situation analysis and digital-intelligent teaching tools have been gradually adopted in ideological and political classrooms.

Still, obvious research gaps remain. First, subject dislocation: most ideological-political course reforms target general undergraduate colleges, while few studies focus on the learning characteristics of vocational undergraduates, failing to fully consider their group features of emphasizing skills, employment and practice. Second, fractured teaching procedures: some researches propose collecting students’ questions, yet a complete closed-loop covering question collection, theoretical transformation, classroom application and effect feedback has not been formed, leading to disconnection between question collection and classroom teaching. Third, vague type characteristics: vocational undergraduate education has dual attributes of “higher education” and “vocational education”. Many teaching-mode reforms fail to reflect its type characteristics and adopt similar schemes for general undergraduates.

Given the above research status, this research starts from the dual attributes of vocational undergraduate education and takes students’ question lists as the core grasp to construct a two-way integrated supply-demand adaptable teaching mode connecting students’ questions and textbook theories. Its innovation is embodied in two pairs of two-way interactions. On the content dimension, students’ practical questions trace back to textbook theories, and textbook theories return to resolve students’ practical perplexities. Responding to the deployment of classroom-teaching improvement initiatives issued by the Ministry of Education, this research fills gaps in categorized and precise teaching paradigms for vocational undergraduate ideological-political courses, and is committed to developing operable, replicable and testable

curriculum-reform schemes rooted in local practices and oriented toward nationwide promotion.

3. Main Research Contents

3.1. Theoretical Connotation and Generation Mechanism of Vocational Undergraduates' Question Lists

3.1.1. Theoretical Connotation of Students' Question Lists

The students' question list is a practical carrier for implementing the important exposition that "students' perplexities are exactly what ideological and political courses need to clarify". It materializes the fundamental task of fostering virtue through education in vocational undergraduate classrooms and conforms to the talent-training objectives for high-quality technical-skilled talents. Questions in the list are divided into three categories.

The first category refers to theoretical-cognition questions. Centering on core textbook concepts and theoretical logics, such as the essential differences between Chinese-style modernization and western-style modernization, such questions require academic interpretation to clear cognitive barriers, respond to why students should learn ideological-political courses, and consolidate their theoretical foundation.

The second category covers practical-concern questions. Focusing on hot social issues, employment prospects and personal-development topics, for instance fair competition and personal growth in the job market, they are closely related to students' vital interests. Effective responses can fully stimulate students' intrinsic learning motivation.

The third category is value-practice questions. Concerning professional ethics, social responsibility and value choices, e.g. how to uphold the bottom-line of integrity amid interest temptations in workplace scenarios, proper responses promote the unity of knowledge and action and facilitate the transformation from value cognition to behavioral practice.

3.1.2. Generation Mechanism of Students' Question Lists

Four core procedures are designed for generating the list: multi-channel collection, digital-intelligent refinement, systematic classification and regular updating.

Multi-channel collection: build full-scene data-collection channels via digital teaching tools, integrate classroom inquiries, online questionnaires, after-class seminars and online messages to gather original ideological doubts, and guarantee the authenticity and comprehensiveness of collected questions.

Digital-intelligent refinement: conduct statistics, screening and induction on raw question data with big-data technologies. The ideological-political teaching team further manually calibrates and eliminates invalid questions to obtain structured preliminary question lists.

Systematic classification: sort questions in accordance with educational laws and curriculum objectives. Generate intuitive visual outputs such as word clouds, knowledge graphs and comparative charts to distinguish theoretical-cognition questions, practical-concern questions and value-practice questions.

3.2. Precise Docking between Textbook Contents and Students' Question Lists

Deeply couple students' question lists with textbook theoretical systems and construct the three-in-one comprehensive list of "textbook knowledge points-students' doubt points-practical footholds". Students' question lists provide practical targets for textbook reconstruction, while textbooks supply theoretical anchors for question inquiry. The teaching objectives of "theoretical solutions for practical questions and textbooks serving practical education" can be finally realized.

3.2.1. Docking Core Textbook Theories with Theoretical-Cognition Questions

The textbook builds a complete theoretical system centering on “Ten Clarifications”, “Fourteen Insistences” and “Thirteen Achievements”, which acts as fundamental ideological guidance for students’ career development and life choices. Faced with students’ theoretical doubts such as the connotation and realization paths of common prosperity, teachers can connect relevant chapters on people-centered development thought, interpret phased characteristics and practical promotion paths of common prosperity through practical cases including coordinated regional development and rural revitalization. Theoretical docking should avoid mechanical matching between questions and knowledge points. Instead, follow the path of “question introduction-theoretical decomposition-logical interpretation” and apply textbook academic resources to resolve students’ theoretical perplexities.

3.2.2. Docking Practical Requirements of Textbooks with Practical-Concern Questions

Textbooks cover abundant contents such as the Five-Sphere Integrated Plan, the Four-Pronged Comprehensive Strategy, national security, national reunification and major-country diplomacy. For students’ questions on how new-quality productive forces influence personal career development, teachers can connect chapters on promoting high-quality development, analyze new competency requirements for technical-skilled talents brought by industrial transformation with cases of local manufacturing-industry upgrading, and guide students to establish the concept of lifelong learning. As for how youth employment and entrepreneurship align with national strategies, link chapters on employment-priority strategies and innovation-entrepreneurship. Introduce local cases of industry-education integration and school-enterprise cooperation to instruct students in scientific career planning, enabling students to perceive the guiding value of theories for real-world life.

3.2.3. Docking Textbook Value Orientation with Value-Practice Questions

Textbook contents including people-centered philosophy, core socialist values, Six Must-Upholds and ideological-ethical construction highly match value-practice questions. When confronted with students’ perplexities about maintaining moral bottom-lines in professional posts, connect chapters on strengthening ideological-ethical construction, integrate core socialist values, professional ethics and technical ethics to deliver value guidance for future technical-skilled positions. Thereby form a complete educational chain of “value concepts-professional norms-practical paths” and unify value guidance with vocational-competency cultivation for vocational undergraduates.

3.3. Construction of Two-Way Integrated Supply-Demand Adaptable Teaching Mode for Vocational Undergraduate Ideological-Political Courses

Vocational undergraduates attach great importance to practice, specialized development and employment prospects, whose growth demands bear distinct career-oriented features. Rooted in such group characteristics, the two-way integrated supply-demand adaptable teaching mode breaks barriers between textbook theories and students’ real-world conditions, promotes problem-oriented reconstruction of textbook contents and situational transformation of teaching scenarios, and realizes resonance between ideological guidance and students’ growth demands. Through the dynamic closed-loop of “theories grounding downwards and demands transmitting upwards”, it creates a new teaching form characterized by “perceivable theories, reliable values and feasible paths”, and realizes two-way driving and mutual promotion between students’ question lists and textbook theories.

3.3.1. Construct “Problem-Driven + Three-Progressive-Level” Classroom Teaching Patterns

Design differentiated teaching scenarios guided by students’ question lists corresponding to three categories of questions. For theoretical-cognition questions, adopt the “question

introduction-theoretical intensive explanation” pattern. Take students’ doubts as classroom entry points, transform theoretical discourses and interpret core concepts in plain language to consolidate students’ theoretical foundations. For practical-concern questions, adopt the “thematic seminar-case analysis” pattern. Set special topics centering on social hot-spots and career development, organize classroom seminars with industry- and specialty-related cases to resolve students’ practical perplexities and realize cognitive improvement. For value-practice questions, adopt the “practical inquiry-achievement feedback” pattern. Assign practical tasks relying on industry-education integration bases, guide students to conduct investigation and practice beyond classrooms, promote the transition from knowledge reception to comprehensive-competency generation, and feed practical outcomes back to enrich classroom-teaching resources.

3.3.2. Build “Digital-Intelligent Empowerment + Team Collaboration” Educational Mechanism

Establish complete dynamic-feedback closed-loops based on digital-intelligent teaching platforms to continuously track students’ ideological status and classroom-learning effects. Build interdisciplinary collaborative teaching teams combining theoretical strengths of ideological-political teachers and industrial practical experience of specialized teachers, implement collective lesson-preparation and collaborative teaching to connect theoretical classrooms with vocational scenarios. Meanwhile, formalize the cyclic workflow of “question-list generation-teaching implementation-teaching-effect evaluation-list optimization” to continuously enhance teaching pertinence.

3.3.3. Form “Vocational-Education-Featured + Replicable” Demonstration Paradigms

Sort out operating procedures and implementation specifications for integrating students’ question lists into courses, establish ideological-political teaching implementation systems adapted to vocational undergraduates, and build the integrated educational mode of “theoretical teaching + practical experience + professional-competency cultivation”. Compile teaching-case collections and resource libraries, summarize standardized implementation strategies to supply reform experience for peer vocational undergraduate colleges nationwide.

4. Summary

As type-oriented education, the ideological-political course reform of vocational undergraduate education cannot simply copy the experience of general undergraduate colleges, and must give consideration to the dual attributes of “higher education” and “vocational education”. The supply-demand adaptable two-way integrated teaching mode constructed based on students’ question lists takes students’ real ideological perplexities as the teaching starting point, and realizes two-way adaptation between textbook theoretical supply and students’ practical demands. This mode transforms grand theoretical narratives into learning topics closely related to professional growth and resolves the “two-skins” dilemma. Based on local practices of vocational undergraduate colleges, this research forms a complete set of operational approaches, which can provide references for ideological-political course reforms of vocational undergraduate colleges across China. Follow-up work needs to continuously carry out empirical teaching tests, improve evaluation-indicator systems, dynamically optimize the updating mechanism of students’ question lists, and constantly enhance the soul-shaping educational quality of ideological-political courses in vocational undergraduate colleges.

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