

Research on the Practical Path of Ideological and Political Teaching in Higher - vocational Maritime English Courses from the Perspective of Cultural Confidence

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Abstract: Against the background of globalization, cultural exchanges and collisions are becoming more and more frequent. Higher - vocational maritime English teaching not only undertakes the task of cultivating language skills, but also shoulders the mission of spreading excellent Chinese culture and enhancing students' cultural confidence. Based on the theory of cultural confidence and combined with the teaching characteristics of higher - vocational maritime English, this paper deeply analyzes the current situation and existing problems of ideological and political teaching in the course, and proposes to construct a trinity ideological and political teaching model of "cultural integration - situation creation - evaluation reform" for the course. Through innovative strategies such as integrating elements of Chinese maritime culture and traditional values into the teaching content, creating a multi - cultural communication situation, and establishing a multi - dimensional evaluation system, it can effectively enhance students' cultural confidence and cross - cultural communication ability while improving their English language ability, providing practical references and theoretical support for the cultivation of high - quality maritime talents with a sense of home and country and an international vision.

Keywords: Cultural Confidence, Higher - vocational Maritime English, Ideological and Political Education in Courses, Teaching Practice, Innovative Strategies.

1. Introduction

With the in - depth promotion of the "Belt and Road" initiative, China's shipping industry has welcomed a new opportunity for vigorous development, and international shipping exchanges and cooperation are becoming more and more frequent. The Outline for Building a Powerful Education Country (2024 - 2035) clearly states that "school ideological and political education should be run through the discipline system, teaching system, textbook system, and management system, and integrated into ideological and moral education, cultural knowledge education, and social practice education" [1]. The Action Plan for the Quality Improvement and Excellence Promotion of Vocational Education (2020 - 2023) also emphasizes the need to implement the fundamental task of fostering virtue through education, promote the construction of ideological and political education in courses, strengthen the cultivation of professional spirit, and comprehensively improve the quality of technical and skilled talents training. In this context, as an important course for cultivating maritime professional talents, higher - vocational maritime English should integrate professional spirit, craftsmanship, and the sense of home and country into the whole process of talent cultivation. While improving students' English communication ability, it is more necessary to guide students to firm their cultural confidence in cross - cultural communication and spread excellent Chinese culture.

General Secretary Xi Jinping pointed out that "cultural confidence is a more basic, broader, and deeper - rooted confidence, and it is the most fundamental, profound, and long - lasting force in the development of a country and a nation". The Opinions on Implementing the Project of

Inheriting and Developing Excellent Chinese Traditional Culture issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council in 2021 further emphasizes the need to "promote excellent Chinese traditional culture into classrooms, textbooks, and the minds of students" [2]. Integrating ideological and political education into higher - vocational maritime English teaching, guided by cultural confidence, not only responds to the fundamental requirements of national policies for cultivating virtue through education in vocational education, but also helps to cultivate students' sense of home and country and international vision, enabling students to be proficient in using English for professional communication on the international shipping stage, while also firming their cultural stance and telling good Chinese maritime stories.

However, there are still some problems in the current ideological and political teaching of higher - vocational maritime English courses, such as insufficient excavation of cultural elements, single - teaching methods, and imperfect evaluation systems. It is urgent to explore effective teaching practices and innovative strategies according to the requirements of "classified promotion of ideological and political construction in courses" in the Guiding Outline for Ideological and Political Construction in Courses in Higher Education Institutions, combined with the characteristics of the shipping industry, so as to achieve the coordinated development of language skill cultivation and cultural confidence shaping.

2. Theoretical Basis

(1) Theory of Cultural Confidence

The theory of cultural confidence stems from a profound

understanding and recognition of China's excellent traditional culture, revolutionary culture, and advanced socialist culture. In the ideological and political education integrated into vocational maritime English courses, this theory provides directional guidance for teaching practice. It emphasizes guiding students to recognize and understand the unique value of Chinese maritime culture in the process of language learning, thereby enhancing their sense of identity and pride in their native culture. Meanwhile, combined with cross-cultural communication theory, it helps students demonstrate Chinese culture with an equal and confident attitude when communicating with international shipping practitioners from different cultural backgrounds, realizing two-way cultural exchange and dissemination.

Significance

(2) Integrating cultural confidence into vocational maritime English teaching holds multi-dimensional significance:

Cultivating well-rounded maritime talents: Integrating cultural confidence into the ideological and political education of vocational maritime English courses helps students establish correct values and cultural perspectives while mastering English language skills. It fosters their patriotism, professional responsibility, and international vision, enabling them to become high-quality maritime talents with both professional capabilities and cultural heritage.

Promoting international dissemination of Chinese maritime culture: Maritime students will be active in the international shipping field in the future. Strengthening their cultural confidence through ideological and political education in courses can encourage them to take the initiative to spread Chinese maritime culture in international exchanges, enhancing the influence of Chinese culture in the global shipping industry.

Addressing challenges in cross-cultural communication: In international shipping exchanges, collisions between different cultural backgrounds are inevitable. Students with cultural confidence can better cope with conflicts and misunderstandings in cross-cultural communication, communicate with an inclusive and open attitude, while adhering to their own cultural stance and safeguarding national cultural security.

3. Current Situation and Problem Analysis of Ideological and Political Education in Vocational Maritime English Courses

(1) Current Teaching Situation

The core of ideological and political education in English courses lies in teachers exerting their initiative during teaching, centering on student development, exploring the characteristics and advantages of English courses, and cultivating students' comprehensive language ability, cultural awareness, and thinking qualities. [3] English courses are an indispensable approach in all-round ideological and political education, and ideological and political education in English courses must be combined with professional characteristics and attributes to give full play to their unique advantages.

At present, some vocational colleges have begun to attach importance to ideological and political education in maritime English courses, attempting to integrate some ideological and political elements into teaching. For example, when

explaining maritime history, they briefly mention China's ancient maritime achievements. Some teachers also select English articles that reflect the maritime professional spirit for teaching to guide students to establish correct professional values. However, overall, ideological and political education in these courses is still in the initial exploration stage, and a systematic and sound teaching model has not yet been formed.

(2) Existing Problems

1)Shallow Exploration of Cultural Elements: In the teaching of higher - vocational maritime English, many teachers fall short in excavating ideological and political elements. Regarding remarkable feats like Zheng He's voyages, ancient maritime technological achievements, and traditional values such as integrity and responsibility within Chinese maritime culture, teachers merely make scattered references in chapters related to maritime history and professional norms. There is a lack of systematic organization and integration. For example, when explaining maritime terms or ship operation procedures, teachers fail to deeply explore how ancient maritime wisdom has inspired modern navigation technology. They don't organically blend ideological and political connotations, such as cultural heritage and national pride, with professional knowledge. As a result, students only have a superficial understanding of the unique value of Chinese culture in the maritime field and struggle to truly appreciate its profound significance.

2)Stagnant Teaching Approaches: The current teaching mainly relies on traditional lecturing. Teachers predominantly deliver knowledge unidirectionally, and classroom interactions are limited, leaving students as passive learners. When incorporating ideological and political content, teaching often takes on a rigid and preachy form, like directly reading theoretical texts or presenting cases in a mechanical manner, without designing activities that combine the practicality and appeal of maritime English. For instance, during the teaching of maritime safety regulations, interactive methods such as scenario simulations and role - playing are rarely employed. Without these practical experiences, students cannot fully understand the sense of responsibility and the spirit of the rule of law behind the regulations, which fails to stimulate their learning enthusiasm and initiative, severely hindering the achievement of ideological and political education goals.

3)Flawed Evaluation System: The existing teaching evaluation system places excessive emphasis on assessing students' English language knowledge and skills, such as vocabulary size, grammatical accuracy, and listening - speaking proficiency. However, it lacks scientific and measurable indicators for evaluating the effectiveness of ideological and political teaching. There are no established assessment criteria for cultivating students' cultural confidence, nor are there observation points to measure the shaping of their values. For example, in final assessments, aspects like students' teamwork spirit demonstrated in group maritime projects or their national stance when dealing with international maritime cases are not considered. This makes it impossible to comprehensively and objectively reflect students' growth and achievements in ideological and political learning.

4)Pressing Need to Enhance Teachers' Competence: Some teachers have a limited understanding of the essence of ideological and political education in courses. They fail to fully recognize the importance of integrating cultural confidence into maritime English teaching and lack the

awareness and ability to actively explore ideological and political elements and design effective teaching plans. In actual teaching, they struggle to precisely identify the intersections between ideological and political content and maritime English expertise, often resulting in forced and inappropriate incorporation of ideological and political elements. For example, when teaching international maritime trade negotiation scenarios, teachers are unable to naturally guide students to establish correct values for international exchanges, preventing the seamless integration of cultural confidence education throughout the professional teaching process and significantly affecting the quality and effectiveness of ideological and political teaching

4. Practical Paths for Ideological and Political Teaching of Higher-Vocational Maritime English Courses from the Perspective of Cultural Confidence

4.1. Deeply Mining Cultural Elements in Teaching Content

The teaching materials of higher-vocational maritime English courses contain abundant professional knowledge and skill points, providing rich ideological and political elements that can be explored, with significant room for expansion in terms of breadth, depth, and emotional resonance [4]. Maritime English teachers should be good at seizing "opportunities" and adapting teaching to students' characteristics, deeply mining cultural elements in teaching content from the following aspects:

1)Integrating Chinese Maritime Culture: In maritime English teaching, systematically sort out the development context of Chinese maritime culture, and integrate the glorious achievements of Zheng He's voyages to the Western Seas in ancient times, traditional maritime technologies, maritime folk cultures and other contents into teaching. For example, when explaining English vocabulary and expressions related to maritime history, introduce in detail the scale, routes of Zheng He's fleet and its important contributions to cultural exchanges between China and foreign countries, so that students can understand the long history and outstanding achievements of China's maritime culture and enhance their national pride.

2)Infiltrating Traditional Values: Combine the teaching content of maritime English to infiltrate traditional Chinese values, such as integrity, unity, perseverance, etc. In the teaching of English for ship cargo transportation, introduce cases of shipping disputes caused by the lack of integrity, and guide students to discuss the importance of integrity in international shipping transactions, cultivating students' integrity awareness and professional ethics.

3)Displaying Contemporary Chinese Maritime Development Achievements: Introduce to students the remarkable achievements of China's modern maritime industry in shipbuilding, port construction, shipping management and other aspects, such as world-leading giant cargo ship construction technology, operation models of automated ports, etc., allowing students to feel the vigorous development of China's maritime industry and stimulating their patriotic enthusiasm and enterprising spirit.

4.2. Innovating Teaching Methods and Creating Diverse Cross-Cultural Communication Scenarios

1)Project-Based Learning: Design projects centered around cultural dissemination, such as "Creating an English Brochure on Chinese Maritime Culture" or "Planning Online International Maritime Cultural Exchange Events." Students work in groups to complete these projects. Through processes like collecting materials, writing copy, and designing brochures, they gain in-depth knowledge of Chinese maritime culture and use English to express and spread it, enhancing both their language application and cultural dissemination abilities.

2)Situational Simulation Teaching: Create realistic cross-cultural communication scenarios, including international ship conferences, port business negotiations, and cultural exchange activities among Chinese and foreign crew members. Students assume different roles in simulated situations, communicate in English, and showcase Chinese maritime culture simultaneously, strengthening their cultural confidence and cross-cultural communication skills through practical experience. For example, in a simulated international ship conference, students introduce China's green shipping development concepts and practical achievements in English, engaging in exchanges and discussions with "foreign delegates."

3)Blended Online-Offline Teaching: Leverage online platforms to develop English learning resources related to Chinese maritime culture, such as micro-lecture videos, cultural knowledge question banks, and online cultural exchange communities. Students independently study cultural knowledge online, participate in discussions, and interact with others. In offline classes, activities like group presentations, case analyses, and role-playing are used to deepen learning, combining the advantages of both online and offline approaches to improve teaching effectiveness.

4.3. Establishing a Multi-Dimensional Evaluation System for Ideological and Political Teaching

1)Diversified Evaluation Subjects: Construct a comprehensive evaluation framework integrating teacher assessment, student self-evaluation, peer evaluation, and enterprise mentor evaluation. Teachers assess from the perspectives of professional knowledge and ideological and political education; students reflect on their learning processes and cultural understanding through self-evaluation and peer. Enterprise mentors are invited to participate, providing feedback based on industry practices and professional qualities.

2)Multi-Dimensional Evaluation Indicators: In addition to traditional assessment metrics for English language knowledge and skills, incorporate ideological and political evaluation indicators, such as cultural cognition, cultural dissemination ability, and value formation. For example, evaluate students' mastery of Chinese maritime cultural knowledge, their performance in spreading Chinese culture during cross-cultural communication, and the development of their professional values.

3)Combination of Formative and Summative Evaluations: Emphasize formative evaluation by documenting students' performance in classroom discussions, project practices, and situational simulations, providing timely feedback and

guidance. Integrate summative evaluation through examinations, project presentations, and other means to comprehensively assess students' learning outcomes, ensuring a holistic evaluation of both the learning process and results.

5. Innovative Strategies for Ideological and Political Teaching of Higher-Vocational Maritime English Courses from the Perspective of Cultural Confidence

5.1. Creating Characteristic Cultural Teaching Resources

1)Developing School-based Textbooks: Organize professional teachers and ideological and political education experts to jointly compile school-based textbooks that integrate Chinese maritime culture and ideological and political elements of the curriculum. The textbook content covers maritime English language knowledge, stories of Chinese maritime culture, and analysis of cultural cases in international shipping, providing systematic and rich teaching resources for ideological and political teaching in the course.

2)Building a Digital Resource Library: Utilize modern information technology to establish a digital resource library for ideological and political teaching of higher-vocational maritime English courses, integrating various forms of resources such as images, videos, audio, and virtual simulations. For example, collect documentaries related to Zheng He's voyages to the Western Seas, aerial videos of China's modern port construction, and live audio of international shipping cultural exchange activities, providing students with diverse learning resources.

5.2. Strengthening the Cultivation of Teachers' Ability in Ideological and Political Teaching

1)Conducting Special Training: Regularly organize teachers to participate in special training on ideological and political teaching of courses. Invite cultural scholars, ideological and political education experts, and outstanding English teachers to give lectures, explaining the theory of cultural confidence, teaching design methods for ideological and political education in courses, and knowledge of Chinese maritime culture, etc., to improve teachers' awareness and ability in ideological and political teaching of courses.

2)Establishing a Teaching Discussion Mechanism: Establish a teaching discussion group for ideological and political teaching of maritime English courses. Teachers regularly carry out teaching discussion activities, share teaching experiences and cases, and jointly explore problems encountered in teaching and solutions, promoting communication and cooperation among teachers and improving the overall teaching level.

5.3. Promoting School-Enterprise Collaborative Education

1)Introducing Real Enterprise Projects: Cooperate with shipping enterprises to introduce the enterprises' international cultural exchange projects, cultural dissemination tasks in ship operations, etc., into teaching, enabling students to use English to spread Chinese culture in real project practices and

enhance their cultural confidence. For example, an enterprise commissions a student team to produce cultural publicity materials for its international shipping routes. In the process of completing the task, students not only improve their professional abilities but also achieve cultural dissemination.

2)Inviting Enterprise Mentors to Participate in Teaching: Invite employees of shipping enterprises with rich cross-cultural communication experience to serve as enterprise mentors and participate in ideological and political teaching of courses. Through lectures, case sharing, practical guidance, and other means, enterprise mentors teach students cultural exchange skills and experiences in international shipping, helping students better adapt to cultural challenges in future career development.

6. Conclusion

Carrying out ideological and political teaching in higher - vocational maritime English courses from the perspective of cultural confidence is not only a requirement of the times but also an important way to cultivate high - quality maritime talents. Through practical paths such as deeply mining cultural elements in teaching content, innovating teaching methods, and establishing a multi - dimensional evaluation system, as well as innovative strategies like creating characteristic cultural teaching resources, strengthening teacher training, and promoting school - enterprise collaborative education, the teaching quality of ideological and political education in courses can be effectively improved, and students' cultural confidence and cross - cultural communication abilities can be enhanced. In the future, continuous exploration and improvement of the ideological and political teaching model for higher - vocational maritime English courses are needed, and cultural confidence education should be further deepened to cultivate more outstanding talents with a sense of home and country and an international vision for China's shipping industry.

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