

Exploration of the Ideological and Political Implementation Plan for the Course of "Urban Rail Transit Ticketing Management"

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Abstract: This research is based on the teaching practice process of urban rail transit operation management major in higher vocational colleges. Taking the course of Urban Rail Transit Ticketing Management as an example, focusing on the three teaching links before class, during class and after class, this research explores the curriculum ideological and political implementation plan from the seven stages of curriculum ideological and political teaching objectives, curriculum ideological and political teaching content, and curriculum ideological and political teaching situation creation, independent exploration, collaborative learning, effect evaluation, and after-school reflection. The teaching implementation plan indicates that this teaching model can effectively integrate value guidance into the knowledge transfer process and ability enhancement, enhance professional literacy, and achieve the goal of comprehensive education for all students in the ideological and political education curriculum.

Keywords: Urban Rail Transit, Ticketing Management, Course Ideological and Political.

1. Introduction

The ideological and political work in universities determines the fundamental issues of what kind of people universities cultivate, how to cultivate them, and how to cultivate them. Guarding the main battlefield of ideological and political education in universities not only relies on the teaching of ideological and political theories in universities, but also utilizes professional course teaching to organically integrate ideological and political courses with ideological and political classrooms, and to combine explicit and implicit ideological and political education. In professional teaching, ideological and political education elements such as moral education and talent cultivation should be incorporated into the teaching of urban rail transit operation and management majors. At present, there are mostly theoretical explorations in the research of ideological and political education in courses. Based on actual courses, we have gained a lot of practical experience in promoting course construction. The literature is rich and diverse, laying a solid foundation for the preliminary preparation work. However, there are only a few teams in the country that have achieved excellent research results in curriculum ideological and political education, indicating that the research on curriculum ideological and political education is still a hot topic and has practical significance for exploration and practice. This project aims to address the above issues, using the urban rail transit transportation operation management major as the practical carrier and the core course of the major, "Urban Rail Transit Ticketing Management," as the practical course. It explores the ideological and political model of the "One Body, Two Lines, Three Rings" course.

2. Problem Analysis

The reform and practice of "curriculum ideological and political" construction in vocational colleges should start from the basic theory and trace back to the source. Based on the logical thread of "asking questions, analyzing reasons, proposing countermeasures, and implementing practice",

research should be carried out in an interconnected manner, so that the "curriculum ideological and political" reform can be put into practice from theory, and the "one body, two lines, three rings" curriculum ideological and political construction method can be extracted to provide theoretical and practical guidance for the curriculum ideological and political reform of other courses. To address the current knowledge stacking oriented teaching design approach in the course of "Urban Rail Transit Ticketing Management", we need to transform it into a teaching design approach that takes job responsibilities as the main focus, with moral education and talent cultivation as the main focus. Craftsmanship shaping focuses on ideological and political aspects of the curriculum, with a focus on student ideological construction, and craftsmanship forging focuses on skill goals, aiming to cultivate talents with high-level skills. In teaching, we aim to incorporate patriotism. The integration of ideological and political elements such as political identity, professional literacy, job awareness, dedication, team awareness, overall situation awareness, collaboration spirit, and unity of knowledge and action into the three ideological and political stages of pre class, in class, and post class will provide more rail transit talents with solid professional knowledge, high sense of social responsibility, and adherence to the bottom line of the law for the urban rail transit industry.

3. Teaching Reform Measures

(1) Theoretical Course Construction

In recent years, with the issuance of a series of relevant documents such as the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" by the Ministry of Education, "Curriculum Ideological and Political Education" has become a new and hot topic in the construction of higher education courses in China. It plays an important role in continuously improving and optimizing the curriculum system of ideological and political education in universities, and is also an innovation and development in China's ideological and political work in higher education institutions. In the process of reviewing

existing research literature, this study aims to gain a theoretical understanding of the necessity, theoretical basis, main content, current policies, and implementation methods of ideological and political education in the current stage of curriculum construction.

① Basic Theory of Marxism

The core theories of Marxism include: theory of practice, epistemology and axiology. At present, the coordinated innovation of ideological and political education in college curriculum follows the theory of Marxism, takes theory of practice as the starting point, epistemology as the focus, and axiology as the foothold. The ultimate goal is to realize the free and comprehensive development of people, which is also an important concept of Marxism for human development, and is the goal of talent training in colleges and universities. Cultivate students to discover and analyze and solve problems in practice, continuously adjust themselves, improve and develop themselves, and achieve self-value shaping and self role positioning.

② The Theory of Comprehensive Human Development

The essence of education is the activity of cultivating people, and the comprehensive development of people refers to the comprehensive and complete development of people in all aspects. It is the responsibility of major universities to cultivate students into individuals with comprehensive moral, intellectual, physical, aesthetic, and labor development, which is the talent cultivation goal of China. Every college student is an independent individual with different personalities. The construction of "curriculum ideological and political education" in vocational colleges in China is not to eliminate the personality of college students, but to guide them to develop their personalities scientifically based on respecting their personalities, abandoning the individualism of self centered development, but to combine their own personality development with the development of society. Therefore, professional course teachers should pay attention to improving the quality of talent training, pay attention to the infiltration of ideological and political education elements in the process of explaining professional knowledge and cultivating professional skills, lead college students in the new era to establish national awareness and collective consciousness with socialist core values, place the development of individuals in the development of the country, play their own personal talents, and contribute youth wisdom to the realization of the Chinese Dream.

③ Constructivist Learning Theory

The famous Swiss psychologist Piaget founded the constructivist learning theory in 1955, believing that knowledge arises neither from the subject nor from the object, but from the interaction between the subject and the object. This theoretically suggests that teachers should play an object role in the teaching process, with students as the center, starting from students' existing knowledge and experience, learning patterns, and cognitive levels, by constructing scenarios, increasing interaction or cooperative communication, enabling students to actively construct their own knowledge system.

④ Effective Teaching Theory

The theory of effective teaching originated in the early 20th century and is one of the important theories in the field of education. A teaching process that requires teachers to follow

the principles of education and teaching, with the focus on stimulating students' learning enthusiasm, and with the aim of achieving the expected teaching effect. The purpose of the construction of "curriculum ideological and political education" in vocational colleges in China is to return to the original intention of teaching, prioritize education, and promote the comprehensive development of college students. From the perspective of influencing factors, teachers' teaching attitude, teaching ability, teaching content, and teaching objectives deeply affect the degree of effective teaching achievement. For example, whether teachers treat teaching with enthusiasm, implement well-organized teaching activities, and whether the teaching content and objectives are scientific are all important variables for evaluating the effectiveness of teaching. The realization of teaching effectiveness is largely determined by whether teachers have the correct values, whether teaching content and objectives contain scientific value orientations.

(2) Data analysis of academic situation

The core idea in teaching reform is to take students as the main body and solve their learning pain points in classroom teaching. This cannot be separated from the statistics and analysis of students' learning situation before class. In this study, the Learning Communication System is used to collect student data, as shown in Figure 4, to explore the difficult and pain points in students' learning, and to teach them according to their aptitude and level by level.

(3) Task based course content

The existing textbook 'Urban Rail Transit Ticketing Management' simply lists the knowledge points that should be known and mastered, lacks internal logic, and is not conducive to the implementation of the 'One Body, Two Lines, Three Rings' curriculum ideological and political model. When designing the course content, it is based on the functions and workflow of station attendants in urban rail transit enterprises, with deepening of duty officer responsibilities and upgrading of duty station master responsibilities. Therefore, in the research, the content of the textbook should be sorted and summarized first, and the knowledge system of the course content should be deconstructed, analyzed, and studied. In accordance with the three types of standards and the principle of "post course competition certification" integration, the course content should be restructured into five projects and ten to five tasks, as shown in Figure 5, to complete the craftsmanship forging branch line in the construction of the double line.

(4) Concretization of teaching objectives

This course should help students develop ideological and political elements such as humanistic literacy, ideological and political literacy, and professional literacy, determine the goals of ideological and political education, and provide examples of some of the goals as shown in Table 1. Analyze the five major curriculum projects and form a curriculum craftsmanship shaping line centered around the position; Based on the guiding ideology of ideological and political education in the curriculum, we will deeply explore the ideological and political education elements contained in the teaching process, such as patriotism, political identity, ideal pursuit, moral character, humanistic literacy, traditional culture, innovation spirit, craftsmanship spirit, professional literacy, etc., to form a creative shaping branch.

Table 1. Example of Teaching Objectives for Urban Rail Transit Ticketing

Task Name	Knowledge objectives	Capability objectives (Craftsman can forge)	Literacy goals (Crafted with Craftsmanship)
Understanding the AFC system	<ol style="list-style-type: none"> 1. Master the relationship between AFC system and ticketing management; 2. Understand the development process of AFC; 3. Master the AFC hierarchical management mode. 	<ol style="list-style-type: none"> 1. Able to understand the development process of AFC; 2. Able to distinguish the management content of various levels in the AFC system. 	<ol style="list-style-type: none"> 1. Establish a scientific development awareness; 2. Cultivate a people-oriented service awareness; 3. Possess a sense of overall situation; 4. Shape the spirit of craftsmanship.
Ticketing Policy for Urban Rail Transit	<ol style="list-style-type: none"> 1. Master the pricing method of ticket prices; 2. Master the regulations for ticket usage ; 3. Master the regulations related to travel time limits, discounted travel, free travel, supplementary tickets, and refunds. 	<ol style="list-style-type: none"> 1. Proficient in mastering relevant regulations; 2. Be able to properly handle passengers who do not comply with regulations. 	<ol style="list-style-type: none"> 1. Establish a correct view of money; 2. Cultivate awareness of rules; 3. Shape professional literacy.
Emergency handling of ticketing equipment malfunctions	<ol style="list-style-type: none"> 1. Master the types of ticket sales equipment failures; 2. Master the ticketing emergency response procedures when ticketing equipment malfunctions. 	<ol style="list-style-type: none"> 1. Able to repair simple ticketing equipment malfunctions; 2. Able to execute ticketing emergency response procedures in the event of ticketing equipment failure. 	<ol style="list-style-type: none"> 1. Enhance practical operation ability; 2. Establish a sense of rules; 3. Cultivate execution ability; 4. Shape professional literacy.
Report filling	<ol style="list-style-type: none"> 1. Master the types of reports; 2. Master the requirements for filling out reports; 3. Master the precautions for filling out reports. 	<ol style="list-style-type: none"> 1. Able to fill out reports correctly; 2. Able to modify incorrectly filled reports; 3. Able to fill out electronic reports. 	<ol style="list-style-type: none"> 1. Enhance hands-on skills; 2. Enhance fault tolerance; 3. Establish environmental awareness; 4. Shape the spirit of craftsmanship.

(5) Ideological and political education in lesson plan design

The existing "curriculum ideological and political education" in higher education institutions in China has three major characteristics: concealment, dependence, and infiltration. In the new era, professional course teachers and ideological and political course teachers should work together to build an education system. Professional course teachers should use the ideological and political education elements

contained in professional courses to clarify political guidance, cultivate morality in class, and establish humanities courses, and provide value guidance for the values of college students in the new era. Implement the "One Body, Two Lines, Three Rings" course ideological and political model in the process of lesson plan design, and organically integrate the ideological and political connotations of the course in each teaching link, as shown in Figure 1.

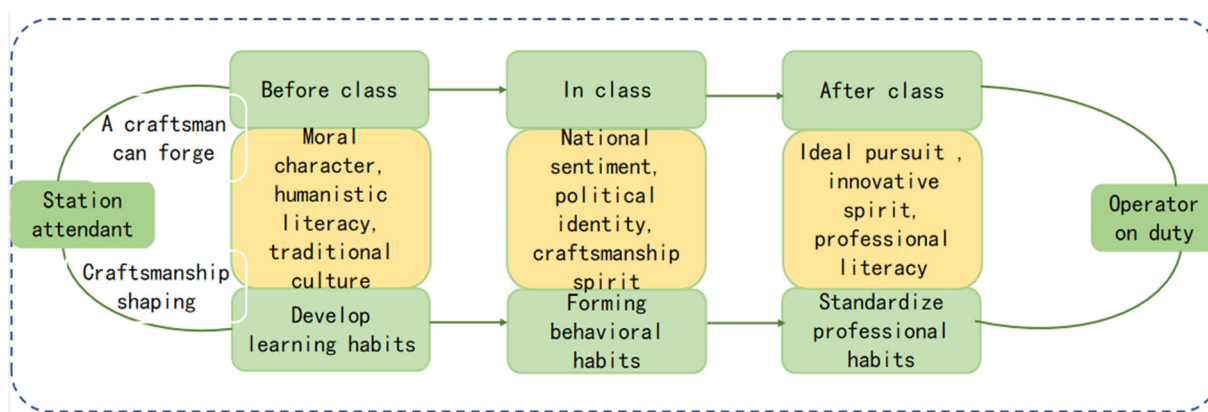


Figure 1. "One Body, Two Lines, Three Rings" Course Ideological and Political Model

4. Conclusion

In the context of education in the new era, vocational colleges bear the social responsibility and historical mission of cultivating technology-oriented craftsmen for society, while also putting forward higher requirements for vocational colleges on "how to cultivate talents and what kind of talents to cultivate". In the field of urban rail transit operation and management, cultivating new era urban rail transit personnel requires full-time course teachers to deeply explore and integrate ideological and political education throughout the curriculum, form complete teaching resources, implement various constructive measures, and contribute to the teaching resources of urban rail transit operation and management.

Exploration of the Ideological and Political Implementation Plan for the Course of "One Body, Two Lines, Three Rings" - Taking the Course of "Urban Rail Transit Ticketing Management" as an Example(WZYB202208)

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