

Taking the Software Technology Major in Higher Vocational Education as an Example, Exploring the Path of Constructing Course Ideological and Political Demonstration Majors

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Abstract: *Due to its inherent advantages in cultivating students' correct values and professional views, the ideological and political curriculum has gradually been widely applied in teaching in vocational colleges. In this development context, many software technology teachers have begun to explore the path of constructing curriculum ideological and political demonstration majors based on professional teaching needs and students' overall learning situation, in order to achieve effective integration of curriculum ideological and political education and software technology majors, improve students' learning efficiency and quality, and ensure their healthy development. The article discusses and analyzes the significance and path of the construction of ideological and political demonstration majors in higher vocational software technology courses.*

Keywords: Software Technology major in vocational colleges; Course Ideological and Political Demonstration Major; Construction Path.

1. INTRODUCTION

Taking the software technology major in higher vocational colleges as an example, to explore the path of constructing a course ideological and political demonstration major, it is necessary to clarify the overall development situation of the software technology major in higher vocational colleges and the core essence of the construction of the course ideological and political demonstration major, in order to clarify the construction path, integrate the current resources of the software technology major, play the positive guiding role of the course ideological and political education, change the inherent teaching philosophy of teachers, and increase the importance of the course ideological and political education, Promote the long-term development of ideological and political education in professional courses. The significance of constructing ideological and political demonstration majors in software technology courses in vocational colleges. Firstly, it is conducive to the comprehensive integration of ideological and political elements in the teaching of software technology courses, subtly establishing students' correct values, professional views, integrity, and craftsmanship spirit; Secondly, building a curriculum of ideological and political demonstration majors is conducive to regulating students' learning process and enhancing their enthusiasm for independent learning, which has a certain degree of promoting effect on their long-term development; Thirdly, it is conducive to improving the educational level of vocational colleges, enabling them to have an advantage in competition with similar majors.

2. CONSTRUCTION PATH OF IDEOLOGICAL AND POLITICAL DEMONSTRATION MAJOR IN SOFTWARE TECHNOLOGY MAJOR COURSES IN HIGHER VOCATIONAL EDUCATION

I have made a questionnaire in order to have a clear and comprehensive understanding of the influence of students' negative mother tongue transfer in English writing. This thesis takes the college students of X as the survey object and investigates the students' writing situation through the method of questionnaire. Through summary and analysis of questionnaire, I try to achieve the following purpose: the author is supposed to understand the actual degree of the impact of negative mother tongue transfer on college student' English writing, so that I could further provide some feasible suggestions for college students and English teachers according to the results of the survey. Teachers should create a good English language learning environment for students and cultivate students' sense of English language. Due to the limitations of conditions, students are unable to acquire English in a real environment in English teaching in China [8]. Therefore, the author believes that teachers can use multimedia, Internet and other ways to broaden students' vision of English learning and enhance students' interest in English learning. Teachers can use a variety of media, such as English songs, English magazines, English movies, English documentaries and other media to enable students to accumulate some authentic expressions and learn to use them in the process of learning English so as to further cultivate their sense of English. In class, teachers should stimulate students' motivation to learn English, cultivate their interest in learning, encourage them to speak boldly, and do not be afraid of making all kinds of mistakes. For example, it can enable students to discuss, ask questions, have impromptu question-and-answer conversations under the guidance of communicative goals, let them express their own opinions freely, and properly express their real ideas to cultivate their English thinking ability. In the process of teaching, teachers should pay attention to grammar teaching, the cultivation of students' language ability and contrastive research ability. In teaching, teachers should pay attention to the construction of students' grammar system, be able to make more derivatives on the basis of students' learning basic English

grammar, and imperceptibly help them master grammar. For example, strengthen vocabulary memory, sentence-making training and so on. Teachers ought to combine grammar with pragmatics to help students set up a corpus. For example, English expressions of salutation greetings, pleasantries, requests, suggestions and idioms. Let students gradually establish their own corpus in the process of mastering real English corpus, so that improve their English pragmatic competence. The learning method of contrastive study is one of the indispensable methods in English learning. Contrastive training between English and Chinese can help students clearly understand the differences between them, correctly analyze the characteristics of English language, and have a deeper understanding of English language rules.

2.1 Changing the Education Concept of Software Technology Majors in Higher Vocational Education

The traditional mode of ideological and political education and vocational education choose separate and independent education models. The construction of the ideological and political demonstration major in the curriculum to some extent abandons the previous single line thinking and follows a comprehensive, full process, collaborative, and cooperative education model, in order to achieve the fission effect of educational resources and effectiveness. It is essential to change the educational philosophy of software technology majors in vocational colleges, and the following points need to be focused on:

Firstly, it is recommended that vocational software technology teachers and students can change their previous teaching learning concepts, and in the process of promoting the integration of professional education and innovation and entrepreneurship education, explore the moral education elements contained in software technology professional education and entrepreneurship education, and explore the moral education functions it carries. Based on this, integrate various educational resources within the profession, Transforming the concept of education in accordance with the mission requirements and educational functions of vocational education in the new era, recognizing and exerting the core functions of curriculum ideological and political education, integrating innovative spirit, craftsmanship spirit, national traditional culture, patriotism, integrity and other ideological and political elements into the construction of curriculum ideological and political demonstration majors. Secondly, we should focus on elevating our understanding to a new level. Fully recognizing and strengthening the ideological and political construction of software technology courses is an inevitable requirement to consolidate the guiding position of Marxism in the field of ideological education in universities, adhere to the socialist direction of education, fully implement the new era education policy, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor. This is to achieve the comprehensive penetration of ideological and political elements in curriculum education. Thirdly, based on the overall laws of ideological and political education, select advanced ideological and political reform models, analyze the characteristics of ideological and political education in software technology majors, develop corresponding educational content, optimize teaching processes and methods, and deepen the application of online and offline teaching.

Multiple teaching modes such as flipped classroom and micro class teaching are used to enhance students' enthusiasm and enthusiasm for ideological and political learning, allowing various ideological and political elements to be subtly integrated into students' learning and life, achieving the goal of "educating people with culture" and "educating people with culture".

2.2 Incorporating "Curriculum Ideological and Political Education" and Innovation and Entrepreneurship Education into the Software Technology Professional Talent Training Program

The talent cultivation plan is the fundamental requirement for vocational colleges to implement various documents related to talent cultivation from the Party and the state, organize ideological and political education activities, and reasonably arrange various educational tasks. It is also the basic basis for the construction of curriculum ideological and political demonstration majors and professional talent cultivation. This needs to emphasize the following points:

Firstly, focus on improving the quality of software technology education and teaching to a new level. Through the reconstruction of the curriculum syllabus and teacher teaching methods, ideal and belief education, ideological and moral education are organically integrated into professional skill cultivation and scientific knowledge transmission, achieving a complete unity of teaching and educating people, laying the foundation for the construction of curriculum ideological and political demonstration majors. Secondly, based on the integration goals of innovation and entrepreneurship education and curriculum ideological and political education, systematic design and planning are carried out. On the basis of following the laws of education and talent cultivation, the curriculum setting process and standards for the construction of software technology professional curriculum ideological and political demonstration majors are explored, and a comprehensive curriculum system is constructed. The possible ideological and political elements involved in the professional teaching process are explored and included in talent cultivation plans, Placing students at the core of curriculum teaching, achieving the educational goal of value leadership and collaborative teaching of professional knowledge. Thirdly, analyze the effectiveness and compatibility of the integration of "curriculum ideological and political education" and innovation and entrepreneurship education into the overall talent training plan for software technology majors. Adjust the talent training plan based on students' actual feedback to ensure its proper value and effectiveness, and promote the further development of the curriculum ideological and political demonstration major construction.

2.3 Adjust the curriculum education standards according to the requirements of the construction of ideological and

political demonstration majors in the curriculum

The curriculum standards are guiding documents that specify the nature, basic content, course objectives, and implementation suggestions of software technology courses. To ensure that software technology courses can achieve the mission of educating students and talents with high quality and standards, curriculum standards need to be reset after integrating ideological and political content of the courses. Highlight the following points:

Firstly, systematically study the ideological and political characteristics of software technology majors and courses, explore their linking and integration methods, guide software technology professional courses with ideological and political education, and unify the educational standards of the two, so that they can play a mutually promoting role. Secondly, efforts should be made to elevate the level of ideological and political construction in the curriculum to a new level. To improve the top-level design of curriculum ideological and political education, explore software technology professional ideological and political education, conduct research on curriculum ideological and political evaluation standards, construction models, etc., guide curriculum ideological and political practice with advanced theories, and promote the improvement of the construction capacity and level of curriculum ideological and political demonstration majors

Thirdly, the training objectives and graduation requirements for ideological and political advancement in the curriculum are specifically implemented in the teaching objectives, syllabus, and teaching design of software technology courses, forming an interconnected and closely supported curriculum ideological and political education system. Fourthly, in order to ensure the implementation of the new curriculum education standards, it is required to forcibly constrain professional course teachers to promote various teaching activities in accordance with the new curriculum standards, ensure educational quality, select educational content, and play a positive role in the construction of curriculum ideological and political demonstration majors.

2.4 Construction of Ideological and Political Demonstration Major for the "Two Stage Embedded" Course

The construction of the "two stage embedded" course ideological and political demonstration major can ensure the "three improvements" of ideological and political education, software technology, and professional content. This requires attention to the following points:

Firstly, based on the overall situation of the software technology major in vocational colleges, 10 minutes before the beginning of each course are used for students to discuss current political news and current affairs. Combined with the development history of the software technology major, digital China, software corporate culture, and other content, Marxist methods, viewpoints, and positions are used to explore the value and theory behind the course, allowing students to rely on their own professional thinking Knowledge theory to examine the national development and society related to software technology majors.

Issues related to people's livelihood can subtly and positively guide students in their patriotism, ideals, beliefs, and professional spirit. Secondly, in the teaching process of software technology majors, we should promote ideological and political education and innovation and entrepreneurship education. For example, in the process of teaching JAVA programming language, we should cultivate students' good habits in code standardization, so that they can strictly abide by the school's regulations and disciplines; When teaching data type accuracy, it is possible to Cultivate students' attitude of being meticulous and meticulous in their work; When teaching the loop solving course, it can cultivate students' ability to be persistent and patient in doing things; When conducting problem analysis and writing program solutions, ideological and political elements such as innovation and diligent thinking should be included. Thirdly, integrate the current ideological and political resources of software technology majors, and combine teaching methods such as exploration, cooperation, and autonomy to guide students to have

Systematically discussing and researching the ideological and political content and professional content of the curriculum, assisting students in researching the value paradigms and cultural genes behind the construction of ideological and political demonstration majors. Fourthly, implementing the two embedded stages of "curriculum ideological and political" and "ideological and political 10 minutes" to promote the cultivation of software technology professionals, in order to ensure the comprehensive integration of ideological and political education with professional courses, and achieve the "three improvements" of students' professional learning ability, ideological and political quality, and professional practice level.

2.5 Assessment and Evaluation

Regular assessment and evaluation should be conducted on the construction of the ideological and political demonstration major in the software technology major, with evaluation indicators mainly focused on the following points: firstly, creating an atmosphere for the ideological and political curriculum in the software technology major, and determining whether it meets the educational standards; Secondly, the integration of ideological and political content in the curriculum with professional teaching, the improvement effect on students, comparative analysis of changes in students' ideological and political content before and after the curriculum, and the degree of improvement in personal moral cultivation, professional spirit, and other aspects; Thirdly, the improvement in students' learning level in professional courses after the construction of the ideological and political demonstration major is used to determine the effectiveness of the construction of the demonstration major; Fourthly, the planning and progress of various practical activities, as well as the improvement of students' comprehensive abilities in various

aspects. Through systematic and comprehensive assessment and evaluation, identify and summarize students' shortcomings in the ideological and political aspects of the curriculum, and supplement and improve various contents in subsequent professional construction, in order to exert its greater value and effectiveness.

The above has made a specific analysis of the phenomenon of negative transfer at the lexical, syntactic and textual levels. According to the actual situation of college students' English writing, the author gives the some learning suggestions for students.

At the lexical level, there are several common mistakes. For example:

1) The misuse of verbs and nouns: He lacks of confidence. (×)

He lacks of confidence. (√)

2) The misuse of transitive verbs and intransitive verbs: She will arrive Chengdu at noon. (×)

She will arrive in Chengdu at noon. (√)

3) The misuse of personal pronoun and owner pronoun: Mother gave she a letter this morning. (×)

Mother gave her a letter this morning. (√)

4) The misuse of vocabulary collocation: beat a deadlock (×) break a deadlock (√) hit tennis (×) play tennis (√)

5) The misuse of prepositional conjunctions: He is looking her. (×) He is looking at her. (√)

6) She instead me to go to get the textbook. (×) She went to get the textbook instead of me. (√)

In order to solve the problem of negative transfer at the lexical level, students should learn to learn and master vocabulary in context. When learning English words, many Chinese students often stay on the surface and only master the meaning of the words themselves. However, the meaning of the same word will also change in different contexts. Therefore, students should pay attention to the expansion and application of vocabulary, analyze more, understand the specific meaning of vocabulary, and strengthen vocabulary acquisition by means of reading and writing, so as to really learn to use vocabulary. In a word, students should learn to use the method of analysis and comparison to summarize the differences in meaning between English and Chinese words and comprehensively grasp the differences between the two languages. In addition, in order to enhance the sense of English language, it is especially necessary to do extracurricular learning by reading, listening to English radio and watching English videos. This can not only make up for the deficiency in classroom learning, but also improve students' language proficiency while understanding English culture.

Grammar errors can be classified into morphology ones and syntax ones, the former handling word structures, while the latter handling structures larger than the word [1]. The negative transfer of mother tongue at the syntactic level can also be regarded as a negative transfer at the grammatical level. The common syntactic negative transfer in writing includes the following: inconsistency between subject and predicate, misuse of prepositional conjunctions and misuse of negative sentences. In order to express the plural meaning of nouns in English, students should not only change the quantifier, but also consider whether to change the form of the noun itself. The problem of subject-predicate inconsistency is mainly the singular and plural noun verbs and verb tenses.

Eg: All of student tell teacher, they didn't finish homework yesterday. (×) All of students told teacher, they didn't finish homework yesterday. (√)

The expression of negative sentences is also prone to errors. Common negative sentences include negative transfer, double negative sentence, antonym interrogative sentence and so on. These kinds of negative sentences are prone to misunderstanding in the expression of sentence meaning when making sentences.

Eg: The weather today isn't pleasant, isn't it? (×) The weather today isn't pleasant, is it? (√)

At the syntactic level, students should lay a good foundation of English grammar and improve their ability to make and rewrite sentences while learning grammar systematically. Grammar is a rule, and it is only by understanding the rules of language that it is possible to use language skillfully [4]. During the usual writing training, students can correct each other's compositions with their classmates, find out each other's sick sentences and modify them, so as to make the sentence patterns and contents richer.

Therefore, only by skillfully mastering English grammar can we reduce the errors in English writing. In addition, students should learn to compare the language differences between Chinese and English and clearly understand the grammatical similarities and differences between the two languages. For the syntactic errors in their own composition, especially those with high frequency of errors, they should analyze the causes, summarize the errors of the same category and constantly correct them, so that they can absorb more writing experience and skills in the process of making mistakes. At the syntactic level, students also need to increase language input and cultivate a sense of language. In their spare time, college students can spend their spare time appreciating some classic English articles, choose their favorite sentence patterns and paragraphs, take good reading notes and try to recite them. Through accumulation, they can learn to use English thinking to organize the English language when reciting classical English sentence patterns and paragraphs, so that avoid using Chinese thinking as much as possible when writing.

As far as the discourse level is concerned, these kinds of errors often occur in the process of students' English writing: extensive use of personal pronouns, lack of logical conjunctions and transitional words, unclear to content structure and main idea of article.

Eg1:

I stood under the permission tree and I looked at the lone little permission. (×) I stood under the permission tree, looking at the lone little permission. (√)

Eg2:

Its flaming redness was a joyous sight, I cried for the strange old candy peddler who had been so fond of me. (×)

Its flaming redness was a joyous sight, but I cried for the strange old candy peddler who had been so fond of me. (√)

For the negative transfer errors at the textual level, students should consciously increase the input and output of English language so as to cultivate their own sense of English language. Only a large amount of language input can ensure sufficient language output. Students should choose some excellent literary works, famous aphorisms and idioms to recite in the process of English learning, and learn to imitate foreign authors in the process of input so as to promote the development of English thinking [5]. And students should strengthen the contrastive study of the differences between English and Chinese in order to correctly analyze the misunderstandings and conflicts between cultures and improve their intercultural communicative competence. When learning English, they need to integrate themselves into the specific language scene and strive to create a language communication environment. Students can improve their English writing ability by strengthening their oral English. They can grasp English pragmatic habits and expressions in the process of oral communication, so as to form a certain language system and help their English writing effectively.

3. WARTIME BOMB SOUND: A REALISTIC ALIENATION

The Battle of Hong Kong was another important experience in the life of Eileen Chang. Her works were also full of depictions of wartime soundscapes, notably the sound of bombing and air alarms. As the representative voices in the war, their penetrating power can stimulate people's emotional experience and make Hong Kong appear as a carrier of war and fear. During the 18 days of the war, Hong Kong was frequently bombed by the Japanese, which caused severe destruction to facilities and civilian life. Although the bombers were generally aimed at specific areas, the air alarms and bombing sounds pierced the eardrums of the public and had a considerable psychological impact on them. In *Notes on Apartment Life*, Chang heard the buzz and two blasting sounds of a water pipe and immediately thought of bombs in Hong Kong, which was also a reflection of this mentality. We can also find relevant descriptions in Chang's novels about Hong Kong. The war of *Love in a Fallen City* was extremely faithful in reconstructing the auditory experience. The novel used a large number of onomatopoeia words to describe all kinds of horrible sounds on the first day of the Japanese occupation of Hong Kong, and distinguished the length, height and types of sounds. At the same time, the text's perception of wartime sound began indoors, in order to highlight wartime experiences from the perspective of women. Unable to escape because of her status and situation, Liusu could only hear the desperate sound of stray bullets from her home. It shows that Eileen Chang's auditory reconstruction of wartime soundscape was not groundless, but a reflection of the characters' detailed experience.

Chang's later works also mentioned bombing many times. In the face of the war, she or the characters in the text showed unusual calmness. In the novel *Little Reunions*, Bebe went to the movies: "And halfway through the movie, the air-raid siren went off but the show continued regardless. It was like something extra added to spice up the movie." [4] In the essay *Remembering Hu Shizhi*, she found a book to read when she was an air defense officer: "Bombs came crashing down, getting closer and closer. I just thought: at least wait until I finish reading it.[5]" When her life was threatened, all she could think was that it was too late to read, which reflected her helplessness during the war. Life and death are unpredictable, and the next second she may lose her life, so she shouted "it will be too late"[6] and wanted to finish it as soon as possible. With the continuation of the war, the abnormal state has become a daily life, and people's fears have gradually turned into habits and fatigue, accompanied by strangeness and

detachment in troubled times. This mentality seemed to be in contradiction with nervousness, which may be regarded as the concrete embodiment of “time anxiety” in Eileen Chang’s works. [7] When real events seriously disturbed people's lives, the anxiety of life and time suffered by the mind would be strong and specific. In above texts, the wartime scene and the character’s calmness appeared at the same time, and the characters always kept a distance from the scene and other characters. And Chang herself was “nowhere to go” during the war. She just joined the air defense regiment and served as a nurse, but she did not take the initiative to face the war with others, which was contrary to general war experience. This also reflects the characteristics of alienation in Chang’s works.

Eileen Chang’s memories of the Battle of Hong Kong, in the form of listening to soundscapes, formed the writing style. Then, apart from the sounds of a specific environment, what other features of the Hong Kong soundscape have inadvertently influenced Eileen Chang’s creation?

4. INCOMPLETE SILENCE: DESOLATION IN TIME GAPS

The exploration can be made from a kind of sound landscape. “Silence” is a special sound landscape, and there will be silence in war or daily life. Eileen Chang’s description of Hong Kong’s quiet environment also presents an objective feature, and promotes this silence into a vague voice. An example is the description of the “silence” in the city in *Love in a Fallen City*:

“.....only the strong winter wind, wailing on and on in three long tones-oooh, aaah,eeei. When it stopped here, it started up there, like bodies trailing on and on, tails never coming into sight. Here, everything had ended. There were only some broken bits of leveled wall and, stumbling and fumbling about, a civilized man who had lost his memory; he seemed to be searching for something, but there was nothing left.” [8].

In quiet Hong Kong, even the wind had three different tunes. The sudden disappearance of the sounds of the city and the fall of civilization into the void, while the sounds of nature reappeared, was a concrete expression of the ‘bleakness’ style of Eileen Chang’s work in the post-war scene. Eileen Chang once said that she had felt staggering threat in the back of mind. As a woman who has gone through decline, facing the strangeness of the colony, she felt the pressure of time. The voices of civilization faded away abruptly, and the cold wind restored the helplessness of man in the face of history.

Leo Oufan Lee once suggested that there are three kinds of time in Eileen Chang’s works, corresponding to the three sounds in the text (“civilized time”, “wild time” and “forced, interrupted, static and dynamic time” in between) [9]. The sound of civilization masked the sound of nature in modern cities, but in war civilization was destroyed and the sound of nature reappeared. Two kinds of times reinforced each other, resulting in multiple time cracks. In such a transitional space-time, civilization had been destroyed and not completely returned to the wild world, forming a kind of incomplete silence. Eileen Chang had a personal insight into life and humanity in the incomplete silence of Hong Kong. Depictions of the blue sky of Hong Kong

- where all was silent but a little savage sound was faintly heard – are often found in the works. At this time, Chang or her characters began to think about life. As in *From the Ashes*:

“Looking above their heads, I saw a brilliantly clear pale blue sky. The emptied tram ast in the middle of the street. The space outside the tram was full of pale sunlight; the tram, too, was filled with sunlight, and that lone tram possessed at that moment a sort of primitive desolation all its own.

I felt terribly uncomfortable-would I die amid a crowd of strangers? Yet what would be the good of being blown to bits and scraps alongside my own flesh and blood?” [10].

Eileen Chang couldn’t choose who to die with, which echoed melancholy and desolate loneliness. Such loneliness or reflection on human nature is also strongly reflected in the back of the article. She recorded the soundscape of a Hong Kong hospital in which a patient screamed in pain the silent night. She, the caretaker, was annoyed and told him that his needs cannot be met as if nothing had happened. The hospital was a space of experience between life and death. The patient’s howling with brutal struggle was in uneven contrast with the dead silence at night. This incomplete silence reflected the desolation of life between the destruction of civilization and the return of wildness. Furthermore, Eileen Chang realized that although the war is unforgettable for people born in troubled times when history goes by or struggles, the desolation in troubled times was actually negligible. Such a “sound of silence” was mentioned in Chang's letters to Song Qi and his wife during her stay in the US. She wrote on June 24, 1969 “The shadows of the trees in the small square formatted all over the ground and I thought about Hong Kong and wondering what time it is...A day and a half apart in between was like a lifetime ago, and never before had I felt so acutely connected to time and space, so chilling that even I could never forget it.[11]” This scene was mentioned again in another letter of hers in 1985, which left a deep imprint on her memory. At the end of 1960, Eileen Chang came to Hong Kong for the last time. Years later, she described her farewell to Hong Kong in her essay *A Return to The Frontier*. She wrote about the depression of returning to school in the 1950s only to turn around and walk away. She wrote about her parting with the memory of Hong Kong when she smells a foul odour in the market, using sharp senses instead of words. Hong Kong implied a campus under war, an isolated island in the colonial era, always a space where civilization and barbarism are juxtaposed, where the whole soundscape

is built on a silence that has nowhere to be placed. The positioning of Hong Kong is reflected in the “incomplete silence”.

5. CONCLUSION

In summary, the article discusses and analyzes the construction path of the ideological and political demonstration major in vocational software technology courses, explores its importance and necessity, and suggests that vocational colleges pay sufficient attention to it, reform and optimize professional education standards, so as to effectively meet the development needs of students, create a more high-quality learning environment for students, and ensure their physical and mental health development. The combination of a variety of writing teaching strategies should be adopted to strengthen students' writing training. The construction of mind map can stimulate students' writing ideas and enhance the logic of the article [7]. The author believes that teachers can adopt flexible teaching models, such as allowing students and students to correct each others compositions, finding out each others mistakes and carrying out interesting activities such as brainstorming. In words, teachers should combine a variety of writing teaching strategies to carry out English writing teaching activities.

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