



Application of Excellent Regional Culture in Ideological and Political Construction of Vocational Undergraduate Courses

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Abstract: The ideological and political education in excellent regional culture is rich in resources, which contains unique spiritual elements and distinct value positions. Integrating it into the ideological and political construction of curriculum can give it educational connotation and temperature, and activate the educational function of ideological and political education of curriculum. Taking the ideological and political construction of vocational undergraduate courses as a breakthrough point, this paper comprehensively analyzes the challenges and opportunities faced by the integration of regional cultural elements into curriculum ideological and political education, and deeply studies the implementation strategies in five aspects: the innovative application of traditional crafts and production techniques, the excavation of regional cultural symbols and spiritual connotations, the practice of protecting characteristic cultural heritage, the integration of ingenious stories of non-genetic inheritors and the construction of a platform for sharing regional cultural resources. It is proposed to establish a multi-dimensional collaborative and unified teaching mode of curriculum ideological and political education, with a view to cultivating students who understand technology, culture and attach importance to ability.

Keywords: vocational undergraduate, Curriculum ideology and politics, Regional culture, Teaching innovation, Cultural heritage

Vocational undergraduate education undertakes the important mission of cultivating high-quality technical and technical talents, and regional culture is the link between professional education and ideological and political education. At present, there are many problems in vocational colleges, such as the lack of close integration of curriculum ideology and politics with regional culture, single teaching form and weak practical links. It is urgent to explore effective ways to integrate regional culture into curriculum ideology and politics.

1. Using traditional craft and production techniques skillfully to promote the innovation of practical teaching

As an important part of regional culture, traditional crafts and production techniques contain rich technical wisdom and humanistic spirit. In the course of ideological and political construction in vocational colleges, integrating traditional techniques into teaching can not only improve students' professional skills, but also cultivate their cultural self-confidence and craftsman spirit^[1]. Taking the ideological and political construction of "Pharmacy" course as an

example, teachers can integrate the traditional Chinese medicine processing technology into the teaching process, arrange students to enter the local time-honored Chinese medicine shop with a history of 100 years, and the experienced old pharmacists will demonstrate and explain the traditional processing techniques such as frying, roasting, roasting, and processing, so that students can personally feel the profound and extensive Chinese medicine culture. In the practical teaching stage, students master the traditional processing methods of all kinds of Chinese herbal medicines by observing, recording and imitating, and learn the precise temperature control and meticulous operation skills of old pharmacists. Teachers timely introduce key figures and classic works in the history of Chinese medicine development, guide students to think about the scientific connotation of the theoretical system of traditional Chinese medicine, and cultivate their awareness of inheritance and innovation.

2. Excavate regional cultural symbols and spiritual connotations, and enrich the curriculum content system

Integrating regional cultural symbols into the ideological and political construction of vocational undergraduate courses can not only enhance the affinity and appeal of teaching content, but also stimulate students' sense of identity and pride in their hometown culture. Taking the ideological and political construction of "Dance Performance and Choreography" as an example, teachers can choose local folk dances as teaching materials to guide students to interpret the life scenes and labor wisdom contained in dance movements. By analyzing the dress elements, music melody and performance program in dance, students can understand the unique charm of local culture. In the creative stage, students are encouraged to make a second creation based on traditional dance elements, and give them modern artistic expression while maintaining the original cultural connotation.

3. Carry out extracurricular practice activities in combination with the protection of regional cultural heritage

In order to let students experience the charm of excellent regional culture, vocational colleges can actively cooperate with local governments, enterprises and institutions and cultural institutions to jointly build a practical base for ideological and political courses^[2]. Teachers can guide students to feel the charm of cultural heritage through organizing students to visit cultural heritage sites, participating in cultural relics restoration workshops, conducting field surveys and other diversified practical forms. This kind of practice can not only cultivate students' professional skills, but also enhance their cultural self-confidence and national identity. By designing special research tasks, students can explore the historical origin, artistic characteristics and protection status of local cultural heritage in groups, and cultivate students' teamwork ability and innovative thinking in the process of investigation. Taking the ideological and political construction of the course "Architectural Engineering" as an example, teachers can lead students to the local ancient buildings to carry out surveying and mapping practice, use modern surveying technology to record the spatial scale and structural characteristics of ancient buildings, and have a deep understanding of traditional building skills and architectural wisdom when completing professional skills training. Students not only master professional knowledge, but also experience the exquisite skills and working attitude of ancient craftsmen by drawing surveying and mapping drawings and establishing three-dimensional models by themselves.

4. Incorporate the ingenious stories of non-genetic inheritors to stimulate the pursuit of career ideals

Integrating the ingenious stories of non-genetic inheritors can effectively stimulate students' pursuit of career ideals and cultivate craftsman spirit and cultural self-confidence. Excellent non-genetic inheritors often devote their lives to studying skills, and their spiritual quality of pursuing perfection and excellence is highly consistent with the training objectives of modern vocational education. By inviting non-genetic inheritors into the classroom to share the story of skill inheritance, or organizing students to go into the non-genetic inheritance base for on-the-spot investigation, students

can feel the personality charm and exquisite craftsmanship of the master at close range. In this way, we can cultivate students' awe of their careers and their spiritual quality of pursuing excellence in a subtle way. Taking the ideological and political construction of the course "Visual Communication Design" as an example, teachers can invite local well-known paper-cut art inheritors into the classroom to tell the story of their long-term focus on the innovation and development of traditional paper-cut art. By letting students experience the process of paper-cutting skills, they can appreciate the charm of traditional culture and guide them to think about how to integrate traditional artistic elements with modern design concepts. In the teaching process, teachers can also organize students to deeply explore the works of non-genetic inheritors, analyze their design ideas, color techniques and cultural connotations, and inspire students to think about the cultural spirit and the value of the times behind artistic creation. This teaching method can not only improve students' professional skills, but also cultivate their sense of identity and responsibility for traditional culture and encourage them to inherit and innovate Chinese excellent traditional culture in their future career development.

5. Build a platform for sharing regional cultural resources and build a collaborative education mechanism

Vocational colleges should make full use of the advantages of cultural resources in their regions, integrate the resources of local cultural institutions, cultural venues and intangible cultural heritage protection centers, and build a digital sharing platform and teaching resource library. Through the cooperation between schools and localities, we will develop a resource package of characteristic courses, set up a teaching team with professional teachers and cultural workers, and carry out multi-level teaching seminars and exchange activities. We should also actively explore the tripartite linkage mechanism of "school-enterprise culture", so as to make corporate culture and regional culture resonate synchronously, and make concerted efforts in the process of talent training. For example, in the ideological and political construction of the course "Engineering Cost", teachers can unite well-known local construction enterprises and urban construction research institutes to arrange students to participate in the cost compilation of historical building repair projects, so that students can deeply understand the traditional building construction skills and craftsman spirit in practice. With the help of digital archives, the historical engineering materials are consulted, and the architectural characteristics and cost changes in different periods are analyzed, so as to cultivate students' cultural self-confidence and professional responsibility. Establishing the sharing mechanism of regional cultural resources can not only enrich the source of materials for the ideological and political construction of courses, but also build a multi-collaborative and complementary educational pattern, making the ideological and political construction of courses more regional and practical. In this process, vocational colleges should attach importance to establishing a long-term cooperation mechanism, form a virtuous circle of resource co-construction and sharing, and promote the sustainable development of curriculum ideological and political construction.

Conclusion

To sum up, it is of great significance to give full play to the value of local cultural resources in the process of curriculum ideological and political construction in colleges and universities and building a big ideological and political pattern^[3].with its rich historical background and outstanding local advantages, regional culture has provided inexhaustible valuable teaching resources for curriculum ideological and political education in the new era. In the future, vocational colleges need to actively innovate teaching methods, build a multi-collaborative mechanism, deepen the integration of production and education, promote the integration of regional culture into the whole process of ideological and political construction of courses, and cultivate high-quality technical and technical talents with both morality and technology, and provide strong support for regional economic and social development.

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