

# The Exploration and Practice of Ideological and Political Education in Higher Education English Teaching

## -- Taking the Textbook "Integrated English 1" for English Major as an Example

Shengwei Lai

School of Foreign Languages, Beijing Institute of Technology Zhuhai, Zhuhai, China

### Abstract

English major in colleges aims to cultivate talents with solid professional knowledge of English language who can engaged in handling foreign affairs, culture, education and other industries. The curriculum requirements for graduation clearly point out that graduates majoring in English need to have a clear political stance, good ideological quality and professional ethics. As language and culture practitioners, it is particularly important for English majors to integrate ideological and political education into the whole process of their study. This paper briefly outlines the basic connotation and implementation principles of ideological and political education, and on this basis, taking the core course of English majors Integrated English as an example, gives a plan for ideological and political education, which could be a reference for the implementation of ideological and political education in other courses.

### Keywords

Ideological and Political Education; Higher Education; English Major; Core Curriculum; Implementation Plan.

## 1. The Connotation and Implementation Background of Ideological and Political Education in Higer Education

### 1.1. The Connotation of Ideological and Political Education

The term ideological and political education was proposed at the 2016 National Ideological and Political Work Conference in Colleges and Universities. At the meeting, President Xi Jinping emphasized: "We must insist on taking morality and cultivating people as the main task, and put ideological and political education throughout the whole process of education and teaching, so as to realize a complete process of educating people and as well an all-round development of our people." [1] Colleges and universities should integrate ideological and political education work in the whole process of education, and make full use of classroom teaching, the main battlefield of education, to guide students in ideological work and moral education. The ideological and political education proposed by the party in 2016 should be distinguished from the traditional ideological and political education in the past. In the past, when we mentioned ideological and political education, we thought of the education of political curriculum theory in political classrooms. But the ideological and political courses we propose are very different from the traditional ideological and political classrooms. The new ideological and political education is an educational concept, which is to subtly integrate ideological and political education into all the courses of colleges and universities, so as to influence and touch students with details. The ideological and political education is carried out to students in a silent way, so as to achieve the purpose of not only imparting knowledge and training skills, but also cultivating students' patriotic sentiments and ideological heights through this kind of education.

## 1.2. The Significance of Ideological and Political Education for English Majors

In recent years, college education researchers have been exploring ideological and political education, and colleges and universities across the country have also made various attempts and innovations in ideological and political education. In 2021, the Ministry of Education from all provinces also actively called on all college teachers to carry out curriculums for ideological and political teaching competition, and encourage college teachers in various disciplines and majors to explore new ways for ideological and political education to communicate and learn together. The combination of professional courses and ideological and political education is not only a call for education, but also a necessary way to strengthen the cultivation of a new generation of social construction talents in the context of the new era. Now we are at a period of rapid social and economic development, the demand for talents in various industries is extremely urgent. The development of our country requires high-quality talents in the future not only to be proficient in the professional field, but also to have a high and deep ideological cognitive level. With the rapid development of science and technology, the dissemination and circulation of new media and information are also developing rapidly, which poses certain challenges to college teachers. Under the advantage of easy access to information and knowledge, it is a very important responsibility for college teachers to guide college students on how to screen out correct and useful knowledge and information from these complex and diverse information, so as to avoid false information. Universities need to induce and establish the judgment ability for students to distinguish between true and false, so as to further cultivate college students to become great talents with correct worldviews, life views and values. Therefore, in the education process of college students, especially English majors who are constantly facing a variety of Western cultures and information, we should strengthen ideological and political education for students, guide students to cultivate an international perspective, and constantly remind students that learning languages is our tool to travel the world, we must take cultural self-confidence and national pride to conduct exchanges and learning in various fields with countries around the world.

## 1.3. Principles and Methods of Ideological and Political Integration in Curriculum

First of all, it is necessary to use advanced and correct teaching concept to guide teaching practice. For the comprehensive English course, the ideological and political integration of the course should start from setting a good course syllabus and formulating a teaching system based on the professional requirements and core competency requirements that English major students should meet. The course taught by the author adopts the teaching syllabus guided by the OBE concept, that is, the concept of outcome-based education. In the teaching process, it cultivates and improves students' comprehensive ability to use English while achieving certain ideological and political education goals.

Second, the selection of ideological and political points in the course teaching content should be based on the principle of practicing the twenty-four words of the core socialist values, and find suitable introduction points for the values of morality and people, such as integrity, patriotic awareness, construction of a civilized and harmonious society, etc. In the process of explaining, teachers cannot simply explain ideology and politics bluntly. Teachers can choose popular events and focus topics in the current society, and use scenarios and stories to subtly deepen students' understanding of the twelve core values, so as to carry out a more profound ideological and political education.

Third, innovative ability of the teachers is necessary and crucial to strengthening the ideological and political learning and teaching. Teachers' morality and style are direct examples that students see. Only when teachers continuously enhance their ideological beliefs can students have a mirror to look at themselves. At the same time, teachers should continuously enhance

their teaching ability and teaching innovation ability, which include, for example, the ability to research and develop new teaching materials, the teaching management ability, and the self-evaluation and reflection improvement ability. Teachers need to actively learn from advanced ideological and political courses, and guide teaching with advanced and latest teaching concepts and methods, so as to cultivate outstanding talents with their solid knowledge and noble sentiments.

## **2. The Advantages and Areas Needing Improvement of the Integration of Ideological and Political Education and Integrated English Course**

### **2.1. Curriculum Analysis of Integrated English Course**

"Comprehensive English" is a compulsory course in the basic stage of English majors and translation majors. It integrates the five skills of listening, speaking, reading, writing and translation. Its main purpose is to cultivate and improve students' ability to use English comprehensively and meet the requirements of listening, speaking, reading, writing, translation and other skills stipulated in the "English Teaching Syllabus for English Majors in Colleges and Universities" and "Undergraduate Teaching Requirements for Translation Majors in Colleges and Universities (Trial)" to lay a solid professional foundation for students. The Integrated English Course is the core course for English majors throughout the four semesters of the students' first two academic years. The class hour for integrated English course is up to 80 per semester, and the credit is also the highest among all courses. The average time for integrated English teachers to teach students face-to-face every week reaches 5 class hours. Therefore, the integrated English classroom is an important battlefield for ideological and political education. Second, the teaching content of the integrated English course has the characteristics of diversification. The diversification is reflected in the text content of the teaching materials covering life, culture, customs and so on in English-speaking countries. Students need to understand the knowledge of vocabulary and grammar while learning Culture, education, history, and other aspects of British and American countries. These diverse teaching contents are helpful for us to compare Chinese and Western perspectives in the teaching process to cultivate students' values and morality. For example, when explaining manners and etiquette in unit 2, teachers can talk about Chinese manners in the unit discussion. The traditional Chinese virtues of civility and politeness can help with training students to take pride in our country as a country of etiquette and strive to be one of the builders.

### **2.2. The Current Gap Between Comprehensive English Teaching and Ideological and Political Education**

(1) Innovation is needed in teaching methods

Up to today, the integrated English course teaching of English majors still uses the traditional way of classroom teaching in which teachers teach and students just listen. The use of new technologies is still rare. The traditional teaching method revolves around textbooks and the final assessment is carried out after completion of the whole course. With the advancement and development of science and technology, we have many online platforms that can be integrated into our classroom teaching, such as MOOCs, Xuexitong, Pigai.com, Having Fun with English dubbing and so on. Teachers can use more of these platforms in formulating syllabuses and lesson plans. On the one hand, it can enhance students' interest of the course, and on the other hand, it can also increase the efficiency and accuracy of assessment. Using these tools in the process of assessment can allow students to learn more. By accessing online ideological and political materials and using these tools to output language and ideological and political learning results, teachers can use these tools to better evaluate students' learning results.

(2) Teachers' understanding of ideological and political education still needs to be improved

The author communicated with many teachers during the competition of ideological and political education integrated in college courses in September this year. Most teachers' understanding of ideological and political education still remained at the level of rigidly adding politics to professional courses. There are also some teachers who can only think about the concept of Mao Zedong Thoughts and Marxism when asked about ideological and political education. So we can see that ideological and political education and professional courses are still separated from each other. Ideology must not be empty theory. Therefore, we need further efforts to improve the ideological education ability and cognition of the overall college teachers.

### 3. Teaching Implementation Plan

Since the promotion of ideological and political education, various majors in colleges and universities have tried to integrate it into the teaching of their own professional courses. The integrated English course taught by the author has also undergone certain reforms and innovations after learning the connotation of ideological and political education as well the way of implementation. In this article, the author discusses the teaching practice of in the integrated English course for English majors in the first semester.

#### 3.1. Teaching Objectives

Integrated English 1 is a course designed to cultivate students' ability to use English comprehensively and lay a solid foundation for advanced learning in listening, speaking, reading, writing, translation and other skills. Therefore, according to the language goals and ideological and political education goals, the teaching goals of this course are mainly reflected in two aspects: language goals and ideological goals. The specific content is shown in the following tables:

**Figure 1. Language goals**

Language goals	
Listening	Be able to understand normal speed speaking on general topics, understand key points and details, clarify the logical relationship, such as cause and effect, transition, progression, etc., and be able to understand the basic cultural connotation of discourse. Be able to understand the main content when listening to and watching radio and television programs on general topics.
Speaking	Be able to express opinions or communicate with others on daily life topics or familiar social hot issues, express clearly and in a well-organized manner. Can always be prepared to give brief personal opinions on topics relevant to their profession. Be able to communicate or negotiate effectively orally on daily life matters, such as business, travel, shopping, etc.
Reading	Be able to understand the theme, analyze the characteristics of the language, and understand the cultural connotation when reading materials with complex language and topics, such as education, science and technology, culture, etc.. Be able to read and understand descriptive materials with complex language, such as social reviews, book reviews, etc., and distinguish different viewpoints.
Writing	Be able to write short essays on topics of interest, with arguments and supporting evidences, various cohesive devices, and semantic coherence. Be able to write reports related to their own professional fields, such as reading reports, research reports, etc., with a complete structure. Be able to write essays in correct format related to daily issues, such as thank-you letters, meeting minutes, etc., and the language expression should be accurate.
Translating	Be able to translate short, plain-language texts about everyday life and reproduce the main information in the original text. Be able to translate texts describing spatial orientation and natural environment, with faithful and accurate translations. Be able to translate completely and clearly common indicative texts, such as slogans, event schedules, etc..

**Figure 2.** Ideological goals

Ideological goals	
Cultivation of values	Carry forward Chinese traditional culture; Enhance patriotism and feelings of home and country; Cultivate the sense of harmonious coexistence between man and nature, and cultivate students' awareness of a community with a shared future for mankind, especially during the pandemic time.
Moral education	Students can enhance their moral quality, establish a correct worldview, view on life and values, cultivate sound personality, and achieve an all-round development of talents
Aesthetic education	Cultivate aesthetic taste, sense of harmonious coexistence between man, society and nature, and be able to tell right from wrong in today's society with much complex information; Learn to appreciate fine arts, and not be affected by vulgar culture.
Professionalism	Students can carry forward the spirit of Chinese craftsmen and become competent workers with professional skills and professional ethics.
Personality building	Improve intercultural communication skills, lifelong learning skills, critical thinking skills, problem-solving skills, innovation skills, interpersonal skills, social adaptability and teamwork skills. Cultivate good personality.

### 3.2. Teaching Methods and Strategies

Through the analysis of students and the graduation requirements for students, the implementation of ideological and political education in this course is mainly carried out around the teaching theory Outcome-based Education (hereinafter referred to as "OBE"), and the BOPPPS teaching model is used for the teaching process. Students are the center of classroom teaching instead of teachers and classroom teaching should move towards output of language achievements. In the process of case discussion and analysis, students can acquire language knowledge and absorb the key points of ideological cultivation. The instructional design model of BOPPPS is mainly divided into six steps. Bridge-in, teaching objectives, pre-assessment, participatory learning, post-class assessment and summary. Through pre-assessment, teachers are able to understand the students' knowledge loopholes so as to fill in the gaps in the teaching process. Post-assessments are used to compare with the pre-assessments to get a better view on students' learning achievements.

### 3.3. Teaching Process

In order to achieve the best effect of teaching, teachers should cover all the "before, during, and after class" teaching resources in an all-round way. Teachers should also let students be clear about the tasks and goals of each learning unit by assigning pre-class tasks before each teaching unit. At the end of each teaching unit, the corresponding tasks are set to test if students have met the learning goals of each unit.

The following table shows the specific process of a teaching unit:

### 3.4. Teaching Evaluation

The course mainly adopts the method of procedural evaluation. The difficulty in implementing ideological and political courses is how to quantify the effect of ideological and political learning achievement. The method adopted in this course is mainly to evaluate the language output of students. On the one hand, the language output evaluates the quality of the language, and on the other hand, evaluates the effect of ideological and political learning according to the content the students produce. The language output of students is evaluated mainly through the oral discussion tasks issued by online platforms mentioned in figure 3. These small tasks run through the entire teaching process from brainstorming revolving certain topics before class, in class discussion and writing assignments based on social issues after class.



**Figure 3.** Process of teaching

	Teaching arrangements	Online Platforms	Teaching goals
Before class	<ul style="list-style-type: none"> <li>• Post videos or readings related to the learning topic</li> <li>• Publish pre-class self-study materials such as vocabulary and reading</li> <li>• Pre-test</li> </ul>	<ul style="list-style-type: none"> <li>• i.chaoxing.com</li> <li>• www.wenjuan.com</li> </ul>	<ul style="list-style-type: none"> <li>• Be clear about students' knowledge gaps</li> <li>• Explore corresponding coping strategies</li> <li>• Stimulate students' self-awareness of ideological and political learning</li> </ul>
During class	<ul style="list-style-type: none"> <li>• Groupwork</li> <li>• Personal reports</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• i.chaoxing.com</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Team spirit</li> <li>• competency of processing digitized information</li> <li>• English language skills</li> </ul>
After class	<ul style="list-style-type: none"> <li>• Writing tasks</li> <li>• Post-tests</li> </ul>	<ul style="list-style-type: none"> <li>• i.chaoxing.com</li> <li>• www.wenjuan.com</li> <li>• <a href="http://www.pigai.org">http://www.pigai.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving ability and decision making</li> <li>• Critical thinking</li> <li>• Comprehensive ability to use English language</li> <li>• Humanistic spirit <ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Self-discipline</li> </ul> </li> </ul>

#### 4. Conclusion

The ideological education for college students must be practically and efficiently implemented. First, it is necessary to strengthen the ideological and political awareness of the teachers. So it's extremely important for teachers to change the traditional teaching methods and concepts and really take students as the center of a class. During the whole teaching process, teachers should also adopt various online and offline teaching platforms to effectively conducting teaching designs and make class more attractive to students so that students are making progress and achievements every step of the way.

#### Acknowledgments

This paper is a result of the Beijing Institute of Technology Zhuhai First-class Undergraduate Course Research Project; Project name: Integrated English 1; Project No.: YLKC2021011

#### References

- [1] Hongyan Liu. Research on Teaching Model Reform based on Outcome Based Education[C]//. Proceedings of 2019 4th International Conference on Education & Education Research(EDUER 2019). Francis Academic Press,2019:164-168.DOI:10.26914/c.cnkihy.2019.000076.

- [2] Lisheng Liao. The Application of Chinese Excellent Traditional Culture in College Students' Ideological and Political Education[C]//Proceedings of 2018 International Conference on Management and Education, Humanities and Social Sciences (MEHSS 2018),2018:228-234.
- [3] Liu Guangxin. Construction of Ideological Education Evaluation System for College Students -- Based on BP Neural Network Model Algorithm[J]. Journal of Physics: Conference Series, 2021, 1852(4)
- [4] Mingchun Zhang,Xin Wang. The Development and Practice of Curriculum Based on Four Educational Ideas[C]//Proceedings of The 4th International Conference on Education, Language, Art and Inter-cultural Communication (ICELAIC 2017)(Advances in Social Science,Education and Humanities Research,Vol.142),2017:197-200.
- [5] Qianqiu Ding. The Purpose, Scope and Measures of College Students' Ideological and Political Education in the Mobile Internet Era[C]//Proceedings of 2019 5th International Workshop on Education,Development and Social Sciences(IWEDSS 2019).Francis Academic Press,2019:950-954.
- [6] Wei Cui. Application of New media Based on Mobile media in Ideological Education in Universities[J]. Learning & Education, 2020, 9(4)
- [7] Yongfen Wu,Zhigang Li,Yong Li,Yin Liu. Teaching Reform and Research of Data Structure Course Based on BOPPPS Model and Rain Classroom[C]//Abstracts of the 7th International Conference of Pioneering Computer Scientists,Engineers and Educators(ICPCSEE 2021)Part II,2021:116-118.DOI:10.26914/c.cnkihy.2021.044654.
- [8] Yun Zhou. Ways to Improve the Effectiveness of College Students' Ideological Education in the Network Era[C]//Proceedings of 2019 3rd International Conference on Education Technology and Economic Management(ICETEM 2019).Francis Academic Press,2019:1053-1056.
- [9] Information on: [http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206\\_320698.html](http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html).
- [10] Information on: [http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206\\_320698.html](http://www.moe.gov.cn/srcsite/A12/s7060/201712/t20171206_320698.html).
- [11] Information on: [i.chaoxing.com](http://i.chaoxing.com)
- [12] Information on: [www.wenjuan.com](http://www.wenjuan.com)
- [13] Information on: <http://www.pigai.org>