

Evaluation of Bilingual Teaching Effect under the Background of Ideological and Political Theories Teaching in All Courses

-- Taking "International Trade" as an example

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Abstract

In recent years, with the advancement of globalization, the construction of bilingual courses has become a key indicator to measure the quality of school personnel training. However, in the traditional evaluation of the teaching effect of bilingual courses, there is a lack of prominent elements of ideological and political theories teaching in all courses. Based on the perspective of system coupling, this paper innovatively constructs a bilingual curriculum teaching system that includes subsystems of Ideological and political theories teaching in all courses, expertise subsystems, and foreign language proficiency subsystems and integrates elements of ideological and political theories teaching in all courses. And select the course of "International Trade" as an example to study, and finally get the following conclusions:(1) The evaluation of the teaching effect of bilingual courses must comprehensively consider the three aspects of ideological and political elements, professional knowledge, and foreign language proficiency, and the three together build an organic whole;(2) In the bilingual curriculum evaluation system, the important premise role of the elements of ideological and political theories teaching in all courses should be highlighted, that is, cultivating morality is more important than cultivating talents; (3) In the evaluation of the teaching effect of the "International Trade" curriculum, it is necessary to abandon To simply pursue the maximization of interests, it is necessary to highlight the primary role of ideological and political elements, use foreign language skills as a medium, and master necessary professional skills, so that international trade behavior can truly serve the development of the country.

Keywords

Ideological and Political Theories Teaching in All Courses; Coupling System; Evaluation System; International Trade Course.

1. Introduction

With the development of global economic integration, the importance of foreign languages is self-evident. Therefore, the trend of bilingual curriculum teaching has been significantly strengthened. In order to increase the close communication between China and the rest of the world, more and more colleges and universities have opened bilingual curriculum teaching. At the same time, we should also realize that in the context of the new era, while cultivating students' professional knowledge and improving their foreign language proficiency, morality and talent cultivation cannot be ignored. Because language is not only a tool to transmit

information, but also the carrier of a country and national culture. It is necessary to integrate ideological and political elements into the bilingual curriculum teaching system, which can help students establish a positive attitude towards life and establish a correct world outlook, outlook on life and values. In May 2020, the Ministry of Education issued the guidance document "Guidelines for Construction of ideological and political theories teaching in all courses in Colleges and Universities", which provides a theoretical basis for the all-round integration of ideological and political concepts in various classroom teaching. In this context, integrating ideological and political elements into bilingual curriculum teaching is not only a specific teaching method, but also an inevitable move to adapt to the construction of the national subject system to meet the sustainable development of higher education in my country. Therefore, in the process of bilingual teaching, ideological and political elements should be combined, and the socialist core values should be integrated into the curriculum, so as to realize the coupling and unification of the tool and the humanities of bilingual teaching. China's research on the integration of ideological and political elements into bilingual teaching started late, and the theoretical and methodological system of curriculum evaluation is not perfect. Li Hua (2021) believes that in the course teaching process, it is necessary to excavate the ideological and political elements in the textbooks, integrate ideological and political education into the classroom, cultivate students' comprehensive ability, and achieve the goal of morality and education. Yan Changbin (2020) and others based on the synergistic effect, from the aspects of organizational system, teaching team, education culture, practice platform, teaching material system and quality evaluation, etc., the key focus points in the construction path of professional ideological and political coupled with education of ideological and political theories teaching in all courses. systematically discussed. Chen Xuezhen (2019) discussed the realization path of "college English" course ideology and politics from six aspects, in order to explore the effective mode of ideological and political theories teaching in all courses, and provide reference for further promoting the ideological and political construction of college courses. Existing research has laid the foundation for the discussion of integrating ideological and political elements into the bilingual teaching model, but there has been no research on the construction of a coupled system of ideological and political elements system, expertise system and foreign language proficiency system for evaluation and discussion.

The "International Trade" course itself is a course set up for internationalization. It has significant professional requirements and requires necessary foreign language skills. Therefore, many colleges and universities have established "International Trade" bilingual courses. However, in the current construction of the bilingual course of International Trade, there is a one-sided emphasis on foreign language proficiency or one-sided emphasis on professional skills. Neglecting to guide students to establish a correct world outlook and values, that is, emphasizing "cultivating talents" and ignoring "cultivating morality". It is the fundamental task of university education to run the fundamental task of Lide Shuren through the whole process of education and teaching, and to cultivate the builders and successors of the socialist cause. Therefore, in the bilingual teaching process of International Trade, combining ideological and political elements such as scientific spirit and patriotism and serving the country with it is of great significance for cultivating high-quality compound talents who can be in line with international standards. This paper intends to highlight the important role of ideological and political elements in bilingual courses. By constructing a coupled and coordinated evaluation system of ideological and political elements system-expertise system-foreign language proficiency system, it is used to prove that in the system of moral cultivation in colleges and universities, bilingual teaching and thinking Political education presents a relationship of mutual coordination and cooperation, a typical coupling relationship of mutual needs and common efficiency, and also provides support for the organic integration of bilingual curriculum teaching and social core values.

2. Methods & Results

2.1. The Principle of System Construction

From the perspective of the goal of talent training, there is a relationship between ideological and political elements, professional knowledge, and foreign language proficiency, which is coordinated and developed. Among them, cultivating morality is the fundamental task of education, professional knowledge is usually a component of core competitiveness, and foreign language proficiency is an important communication tool. Therefore, we can further understand the coupling relationship of the three from the perspectives of policy, content and goal, so as to realize the necessity of constructing an evaluation system. Firstly, at the level of policy coupling, the construction of a teaching evaluation system on ideological and political elements, professional knowledge and foreign language proficiency is in line with the strategic orientation of my country's talent power and the "Belt and Road" initiative. Secondly, at the level of content coupling, only the three can work together to achieve the real educational goals. Especially in the bilingual teaching classroom, it is necessary to actively explore the ideological and political elements, and finally realize the organic unity of knowledge transfer, ability training and value guidance. Thirdly, at the level of mode coupling, ideological and political education pursues the unification of explicit education and invisible education. Schools should integrate ideological and political elements into professional teaching and foreign language learning, so as to achieve the goal of building morality, cultivating people and moisturizing things silently.

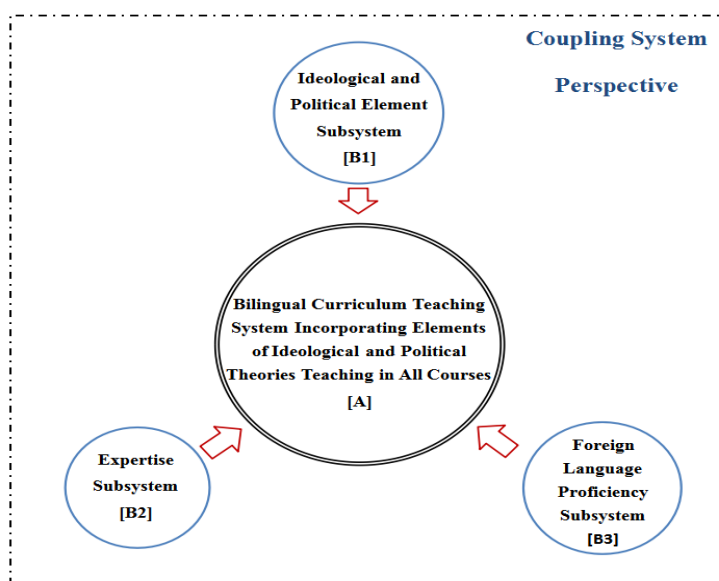


Figure 1. Evaluation of Bilingual Teaching Effect under the Background of Ideological and Political Theories Teaching in All Courses

2.2. Evaluation Method

The term "coupling" originated in physics, and it refers to a measure of the mutual dependence of two entities on each other. At present, the coupling coordination model is widely used in many disciplines to study the mechanism of coupling, coordination and feedback within the system. Under the background of ideological and political theories teaching in all courses, the teaching effect of bilingual courses depends on the coordination degree between ideological and political elements, professional level and foreign language proficiency. For this reason, this paper attempts to establish a coupling coordination system of three elements. According to the requirements of the coupling coordination model, it is necessary to construct an evaluation index system for each subsystem. Therefore, this paper takes the teaching effect under the bilingual curriculum as the evaluation object, and concretizes the evaluation elements into

three subsystems: ideological and political elements, professional knowledge, and foreign language proficiency, and selects several indicators to evaluate the three subsystems respectively. Finally, by constructing the coupling degree model of the three, the coordination relationship between the three subsystems is measured. The formula is as follows:

$$C = \left[\frac{U_1 \times U_2 \times U_3}{\left(\frac{U_1 + U_2 + U_3}{3} \right)^3} \right]^{\frac{1}{3}} \quad (1)$$

In formula (1), C is the coupling degree between the three systems, and the value ranges from 0 to 1. U_1 , U_2 and U_3 are the comprehensive evaluation indexes of the three subsystems of expertise, foreign language proficiency, and ideological and political elements. The higher the C value, the better the coordination. Referring to existing research, this paper divides the coupling degree into four levels.

Since the coupling degree can only reflect the degree of interaction between the systems, it cannot reflect the development level of each system. So only the coupling degree model cannot fully reflect the correlation of the systems. The coupling coordination degree model can effectively judge the coordinated development of the systems and the coordination degree of interaction coupling. Therefore, this paper establishes a coupling coordination degree model on the basis of the coupling degree model, and further analyzes the coupling coordination level of professional level, foreign language level and ideological and political elements, so as to reflect whether the healthy development relationship between the subsystems is maintained. The formula is as follows: subsystems is measured. The formula is as follows:

$$D = \sqrt{C \times T} \quad (2)$$

$$T = aU_1 + bU_2 + cU_3 \quad (3)$$

In formula (2) and (3), D is the coupling coordination degree of the three systems, $0 \leq D \leq 1$; T is the comprehensive coordination index of the three subsystems, $T \in (0, 1)$, which reflects the overall synergistic effect or contribution of the three subsystems; a , b and c respectively represent the weights between the three subsystems. Considering the relationship between the three and their interaction in the teaching system, this paper believes that the three elements are equally important, so the weights are set to $1/3$ each. By drawing on relevant research results, D is divided into different levels.

Table 1. Classification of coupling degree and coupling coordination degree

Coupling C	Degree of coupling	Coupling coordination degree D	Coordination degree
0.00-0.30	Low level coupling	0.00-0.30	Low coordination
0.31-0.50	Initial stage	0.31-0.50	Moderate coordination
0.51-0.80	Run-in stage	0.51-0.80	Well coordinated
0.81-1.00	High level coupling	0.81-1.00	Quality coordination

3. Results and Discussion

This paper mainly analyzes the three aspects of ideological and political elements, professional knowledge and foreign language proficiency, and establishes a reasonable bilingual curriculum teaching effect evaluation system, which can not only reflect the fundamental goal of establishing morality and cultivate people in schools, but also eliminate professional education and thinking. The artificial barriers between political education also show the cultivation and emphasis on foreign language proficiency in my country in the context of internationalization. The construction process of the index system follows four principles: First, the principle of scientificity. The selected index should take into account multiple factors such as students' attitudes and emotions, and teacher strength, and strive to build a scientific and comprehensive evaluation index system; The second is the principle of importance. It is necessary to select the relevant factors that have a key impact on the quality of teaching; the third is the principle of subjectivity. Students are both "customers" and "products" of teaching quality service, Therefore, attention should be paid to the evaluation of teaching quality from the perspective of students. The fourth is the principle of independence, each index should be relatively independent to enhance the rationality of the evaluation index system. Based on the above considerations, this paper constructs the basic framework of the bilingual curriculum teaching effect evaluation index system under the ideological and political background, as shown in the following table.

Table 2. Ideological and political elements-expertise-foreign language level system coupling coordination evaluation index system

Target layer [A]	Target layer [B]	Indicator layer [C]
Bilingual Curriculum Teaching System Incorporating Elements of Ideological and Political Theories Teaching in All Courses [A]	Ideological and Political Element Subsystem [B1]	The construction of ideological and political teachers [C1]
		The digital level of ideological and political education [C2]
		Students' ideological and moral cultivation [C3]
	Expertise Subsystem [B2]	The quality and quantity of professional teachers [C4]
		Investment in teaching [C5]
		Teaching organization ability [C6]
	Foreign Language Proficiency Subsystem [B3]	The improvement of students' professional level [C7]
		Comprehensive language application ability of listening, speaking, reading, writing and translating [C8]
		Intercultural Communication Skills [C9]
		Classroom environment [C10]

3.1. Ideological and Political Element Subsystem

For a long time, schools have overemphasized the importance of professional knowledge to personnel training, and to a certain extent have downplayed the comprehensiveness of personnel training, especially neglecting moral education. The elements of ideological and

political theories teaching in all courses are proposed to promote the close integration of professional courses and ideological and political education, to achieve a "whole discipline education system". The construction of the ideological and political element subsystem is intended to examine whether the current ideological and political education can meet the needs of social development. Based on this, this part selects three evaluation indicators based on the three dimensions of teacher level, teaching process and student feedback. First, the construction of ideological and political teachers is to measure whether the number, quality and structural ratio of teachers are reasonable, and whether they can truly meet the needs of students for ideological and political education. This is mainly because teachers are the practitioners and promoters of the ideological and political construction of the curriculum. Secondly, the digitalization level of ideological and political education examines the efficiency in education, which is reflected in whether and to what extent the school uses media such as big data, multimedia, and digital resources. Finally, the element subsystem of ideological and political theories teaching in all courses should focus on evaluating students' ideological and moral accomplishments. This indicator focuses on examining whether students' ideological ideology has reached the level required by social norms, including outlook on life, morality and ideological quality. Therefore, schools should pay attention to the cultivation of concepts such as political literacy, humanistic quality, and legal consciousness so as to improve their ideological and moral levels. The course of "International Trade" involves a lot of practices from international experience. Many of these operations simply pursue the maximization of interests, thus ignoring the significance of corresponding international trade behaviors to the sustainable development of the country's economy and society. Therefore, in "International Trade" it is necessary to highlight the important role of the ideological and political element subsystem in the evaluation of the curriculum, not only to cultivate our national consciousness and feelings of home and country, but also to make international trade behavior truly serve the development of our country and protect our own interests to the greatest extent. At the same time, it is necessary to cultivate a global overall awareness and strive to participate in international competition and cooperation on a larger scale and at a higher level.

3.2. Expertise Subsystem

The expertise subsystem examines the level of professional knowledge taught by schools and the ability of students to learn theoretical knowledge. This part selects four indexes to evaluate it. Firstly, the quality and quantity of professional teachers are the basic factor determining the quality of teaching. This indicator not only examines the basic indicators such as the number of teachers and the structure of professional titles, but also incorporates factors such as teachers' professional knowledge reserves, scientific research achievements, and teaching level. Secondly, the investment of teaching funds is based on the school's support for professional construction, especially the investment in money. For one thing, professional teaching generally requires certain hardware configuration, such as corresponding book resources, practical teaching equipment, special network environment; For another, the improvement of professional teaching quality also depends on the introduction and training of high-quality talents. Thirdly, the ability of teaching organization measures the level of teachers' classroom management, which can be reflected through teaching progress, teacher-student interaction, and classroom atmosphere. Finally, the improvement of students' professional level is one of the important indicators to test the teaching effect. It inspects both students' professional theoretical knowledge level and practical application level. As a professional basic course in economics and management, "International Trade" not only involves basic knowledge such as accounting, statistics, and finance, but also emphasizes on international trade theory, international finance, and other professional knowledge. Therefore, in the course evaluation of "International Trade", the characteristics of the professional knowledge subsystem must be reflected, that is, both teachers and students need to have a certain reserve of professional

knowledge. Furthermore, under the cooperation framework of high-quality joint construction of the "Belt and Road", the emphasis on professional knowledge will help to cultivate senior professionals in international trade and strengthen the talent pool in the future.

3.3. Foreign Language Proficiency Subsystem

For a long time in the past and even now, the mainstream phenomenon of English classroom teaching mode in China is still that teachers are in the dominant position, and students passively listen to the class as a "whiteboard". The subjective initiative of students is largely ignored. In fact, college English is both instrumental and humanistic. The instrumentality refers to the comprehensive language application ability of listening, speaking, reading, writing and translation, and the core of humanism refers to the ability to communicate across cultures. Therefore, we can first analyze from these two aspects. On the one hand, basic language abilities involve vocabulary, grammar knowledge, reading level and other perspectives, which are mainly consistent with the content of traditional examination-oriented education. On the other hand, it is far from enough to train only through examination skills. Language skills should pay more attention to actual communication skills and application level. In addition, the classroom environment will greatly affect the English teaching effect, which includes not only the material environment, specifically the configuration of multimedia resources and hardware facilities, but also the spiritual environment, including an open language environment and healthy teacher-student interaction. Internationalization is one of the main characteristics of the "International Trade" course, so it is necessary to master the necessary foreign language level. Hence, the role of foreign language proficiency subsystem should be highlighted. However, it should be noted that foreign language proficiency is a tool attribute in the course construction process, and the ultimate goal of the course is to master the professional knowledge of international trade under the guidance of ideological and political elements.

4. Conclusions

(1) The evaluation of the teaching effect of bilingual courses must comprehensively consider the three aspects of ideological and political elements, expertise and foreign language proficiency. Among them, the element subsystem of ideological and political theories teaching in all courses highlights the ideological guidance of teachers and students, the expertise subsystem emphasizes the mastery of professional skills, and the foreign language proficiency subsystem is a tool medium for course teaching and learning. The three are organically unified and complementary to each other, and jointly build a composite system of curriculum evaluation.

(2) In the evaluation of the teaching effect of bilingual courses, the elements of ideological and political theories teaching in all courses are the most important part. In the traditional evaluation of bilingual courses, there is a one-sided emphasis on foreign language proficiency or one-sided emphasis on professional skills. The guidance for students to establish a correct world outlook and values is ignored. In the new bilingual curriculum evaluation system, the important premise of the elements of ideological and political theories teaching in all courses should be highlighted, that is, cultivating morality is more important than cultivating talents.

(3) "International Trade" course, as an international-oriented economics and management professional course, is a typical bilingual construction course. In the evaluation of the teaching effect of the "International Trade" course, it is necessary to abandon the practice of simply pursuing the maximization of interests, highlight the primary role of ideological and political elements, and use foreign language skills as the medium to master the necessary professional skills, and finally make international trade behavior truly Serve the development of the country.

Acknowledgments

This research was financially supported by: (1) "University Quality Education and Digital Curriculum Construction" Project of Jiangsu University (No: 2020JDKT031); (2) "Young and Middle-aged Leading Talents (Young Academic Backbone)" Training Program of Nanjing Normal University; (3) National Natural Science Foundation of China (No: 41901244).

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