

Research on Effective Strategies of Curriculum-based Ideological and Political Teaching in Foreign Language Major Courses in Colleges and Universities

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Abstract

The implementation of curriculum-based ideological and political teaching in foreign language major courses plays an important role in the task of establishing morality and cultivating people, and also bears the dual task of serving the national strategy and promoting the individual development of students. This paper focuses on the historical mission of foreign language major education in the new era to answer the question of "what kind of people to cultivate", clarifies the positioning of foreign language major education, analyzes the purpose and significance of the implementation of curriculum-based ideological and political teaching in foreign language major courses, as well as the problems, and proposes effective strategies for the implementation of curriculum-based ideological and political teaching in foreign language major courses in colleges and universities on the basis of this paper, including to enhance the awareness of curriculum-based ideological and political education and competence of English teachers, to enrich the ideological and political content of English teaching materials, to focus on the organic integration of ideological and political education and English classroom teaching, and to strengthen the construction of a system for evaluating foreign language courses in curriculum-based ideological and political education.

Keywords

Foreign Language Major Education; Curriculum-based Ideological and Political Education; Strategies.

1. Introduction

The concept of "Curriculum-based ideological and political education" was first proposed in 2014 when Shanghai universities carried out pilot teaching reforms under the guidance of the Ministry of Education. Curriculum-based ideological and political education in foreign language major courses serves instrumental, human, and international purposes, and the implementation of curriculum-based ideological and political education in foreign language major courses is crucial to the fundamental mission of establishing morality and cultivating people. It has the function of tool-base, aiding students in acquiring foreign language skills and knowledge, and enhancing their capacity for international communication.

Foreign language instructors should actively guide students in the formation of correct humanistic concepts, cultivate their human literacy and humane concern through their teaching practices. The function of internationality is reflected in the fact that curriculum-based ideological and political teaching in foreign language major courses should focus on cultivating students' respect and understanding of other countries and cultures, and cultivating the ability of cross-cultural communication.

The promulgation of National Standards for Teaching Quality of Undergraduate Majors in Ordinary of Higher Learning(Foreign Language and Literature)(2018 edition)[1] and

Guidelines for Undergraduate Teaching of Foreign Languages and Literature in Ordinary Colleges and Universities (2020 edition) [2] indicate that "the cultivation of highly qualified foreign language professionals with an international perspective, Chinese spirit, and an innovative spirit and complex foreign language skills" is a priority.

Through the courses, it helps students to establish a correct world view, outlook on life, values and awareness of the correct treatment of the achievements of world civilization, deepen their understanding of Chinese and foreign cultures in comparison, strengthen their cultural self-confidence, promote cultural exchanges between China and foreign countries and mutual understanding between Chinese and foreign cultures and civilizations, cultivate the spirit of patriotism and sense of homeland, and improve their ability to tell a good story about China in a foreign language.

2. Connotation of Curriculum-based Ideological and Political Education

The connotation of curriculum-based ideological and political education is the focus of scholarly attention. At present, there are four main points of view on curriculum-based ideological and political education, namely, it is an educational concept [3], a type of course [4], an educational system [5] or a teaching method [6]. Synthesizing the relevant discussions, the author believes that curriculum-based ideological and political education is a fusion of educational concepts and methods, i.e., on the one hand, advocating the educational concepts of establishing morality and cultivating socialist builders with all-round development of morality, intellectuality, physicality, aesthetics and aesthetics, on the other hand, practicing the way of teaching and educating by blending the explicit and the invisible, and by moistening things silently. J.H.Hui adopted a top-down approach, interpreting the connotations of curriculum-based ideological and political education from the macroscopic educational policies, curriculum theories, and foreign language disciplinary perspectives on a step-by-step basis [7]. Combined with the viewpoint that curriculum-based ideological and political education is the integration of the educational concept of moral education and diversified teaching methods, the author defined curriculum-based ideological and political education in foreign language major courses as practicing the concept of moral education in the process of foreign language teaching, taking the teacher as the leading role, taking the students as the center, fully exploring the ideological-political elements, constantly optimizing the mode of teaching and training international talents with Chinese sentiment, humanistic literacy and cross-cultural communication ability.

3. Positioning of Foreign Language Major Education

At the National Conference on Ideological and Political Work in Colleges and universities, general secretary Xi Jinping made a significant address. To achieve this synergy effect, he said, "It is imperative to ensure the robust protection of all courses through the implementation of a dedicated canal section and a comprehensive responsibility field. This measure will facilitate the harmonious integration of various courses, including ideological and political theory courses, thereby fostering a synergistic effect.". Therefore, the theoretical systematic study and exploration of the issues of curriculum-based ideological and political education, especially the problem of combining curriculum-based ideological and political education with specific disciplines, is not only the need to advance the current process of reform of political education at universities, but also to meet the expectations of all students to achieve and develop in a comprehensive way. The concept of curriculum-based ideological and political education is integrated into university curriculum-based ideological and political teaching in foreign language major courses and is effective in improving the focus of ideological and political education, strengthening the ideological and political education of university students in

foreign language major courses , while also clarifying the fundamental questions of " what is the goal of college foreign language major education and how can it be achieved? ".

In the process of globalization, the construction of national capacity in foreign languages is becoming increasingly important. Since the beginning of the twenty-first century, China's degree of opening-up to the rest of the world has increased in line with reforms and opening-up. With ever closer communication around the world, people who understand a foreign language play an important role. It must fully serve the need for the training of the construction of curriculum-based ideological and political education in foreign language major courses and must be deeply integrated with the objectives of foreign language professional training. Wen Qiufang [8] believes that English professional classroom teaching is the main channel for the implementation of curriculum-based ideological and political teaching objectives. From the perspective of the teaching in the classroom, foreign language courses with ideological-political elements can be understood as with English teachers taking the lead, through the English teaching content, classroom management, evaluation system, teachers' words and deeds, etc., the concept of establishing morality and cultivating people is integrated into all aspects of English classroom teaching, and is committed to playing an active role in shaping students' correct outlook on the world, life and values. Li Ling and Zhang Yinsong [9]discussed the teaching courses for English majors can make full use of the unique, omnipresent, interdisciplinary ideological and political function of the English classroom, guiding students to make comparisons with the cultures of other countries, so that they will be more confident in Chinese culture, have greater respect for other cultures, deeply understand the necessity and practical significance of civilization exchanges and mutual understanding, and more vividly and vividly understand the construction and importance of the community of human destiny. In the new era of the construction of new liberal arts, it is necessary to follow the concept of integration and interoperability, establishing morality and cultivating people, and integrating innovation of innovative talent training, the interdisciplinary community to cultivate students' human literacy, the mindsets of the culture of students' homeland feelings, and the innovative spirit of students across the organizational community. The universities should pay attention to ideological and political education of students, strengthen the cultivation of teachers, innovate in the setting of curricula and teaching organization, and cultivate new arts talents in accordance with the needs of the development of the new age [10].

From the perspective of meeting the needs of students, the specialized courses in foreign languages have a realistic role and long-term impact on student development. Foreign language education helps students to establish a world vision, enhance international awareness, improve international competence and competitiveness, while mastering the basic tools of knowledge innovation, potential realization and comprehensive development, to prepare for the opportunities and challenges of the age of globalization.

4. The Problems of Implementing Curriculum-based Ideological and Political Teaching in Foreign Language Major Courses in Colleges and Universities

Through the questionnaire survey of foreign language teachers and interviews with teachers, it was found that there are many problems in the implementation of the current foreign language courses at universities, mainly in the teaching design, evaluation feedback, the setting of teaching objectives, etc. These problems have seriously hampered the development of the curriculum-based ideological and Political Teaching in Foreign Language Major Courses, affected the ideological and political education for English majors, and more importantly, seriously affected the growth of college students majoring in foreign languages.

4.1. Lack of awareness of Curriculum Education Concept

Teachers for English majors in colleges and universities are not sufficiently aware of curriculum education concept. According to the interview material, most teachers have not explicitly presented the educational elements in the teaching objectives; In the view of students, English teachers are mainly focused on language knowledge learning and language skills improvement. According to this, students should be helped to master multiple learning strategies to facilitate their learning. The main teaching purpose of English teachers is considered to improve the students' language base and application skills and knowledge transfer. It can be seen that English teacher is very concerned with the teaching of the language as a whole. The lack of knowledge of the function of English in this course will inevitably affect teachers to proactively and creatively conduct the curriculum-based ideological and political teaching, and its effectiveness will naturally be affected.

4.2. The style of ideological and political education is rigid.

The problems of teachers of English majors in colleges and universities in the way of ideological and political teaching are mainly manifested as follows: teachers do not take into account the needs and feelings of the students; the method of presentation of the teaching content is not attractive; the setting of the task of ideological and political teaching is not scientific, the content of teaching and evaluation is separate. The English teacher arranged the post-class tasks related to the ideological and political education, is to consult the relevant material or read the text material provided. Therefore, students are less motivated and proactive in completing such tasks. When English teachers organize second-class activities such as debates, lectures and other penetrating ideological and political themes, students think that the topic is difficult and the willingness to participate in the activities is not high. When assigning ideological and political tasks, English teachers lack affinity and scientific rigor, making it difficult to actualize the original intent. The teaching of the English teacher is not reflected in the evaluation, which leads to limited student participation.

5. Effective Strategies for Curriculum-based Ideological and Political Teaching in Foreign Language Major Courses in Colleges and Universities

Based on the orientation of foreign language majors in colleges and universities, we need to focus on teachers, teaching materials and teaching methods to achieve the goals of foreign language major education.

Teachers, teaching materials and pedagogies are the three major elements in conducting curriculum-based ideological and political education in foreign language major courses in colleges and universities, which are complementary and interdependent. Teachers are the leading figures in the classroom, and they are the key to promoting curriculum-based ideological and political education. Teaching materials are the source of the elements of ideological and political education, while pedagogies are the way to implement curriculum-based ideological and political education. In order to improve the effectiveness of teaching, it is necessary to make efforts on teachers, teaching materials and pedagogies.

In view of the above problems faced by the English teaching in colleges and universities in the process of promoting curriculum-based ideological and political education, the author believes that it should be mainly focused on the strengthening of ideological awareness and competence, enriching the content of teaching materials, and focusing on the organic fusion of ideological and political education and English classroom teaching, to ensure that the curriculum-based ideological and political teaching is effectively promoted in English teaching.

5.1. To enhance the awareness of curriculum-based ideological and political education and competence of English Teachers in colleges and universities

Teachers' subjective knowledge has a guiding and regulating effect on the educational process and educational results, and teachers' awareness and competence of curriculum-based ideological and political teaching is the most important guarantee for realizing the curriculum-based ideological and political education in English major. Firstly, teachers should ensure that their own values are correct; Secondly, teachers should be able to fully understand and deeply explore the values in the teaching materials, teachers should be aware of how to make students consciously and voluntarily agree with and fulfill the values they agree with; Lastly, teachers should be able to organically integrate and supplement the ideological and political education materials with the theme of the teaching materials.

In order to enhance the ideological and political ability of English teachers in colleges and universities to enhance the function of ideology and politics in the English classroom, the first step is to enhance the ideological and political awareness of English teachers in colleges and universities, through the internal political life of the party and the study of ideological and political theories, so that the majority of English teachers in colleges and universities, especially the party members of the English teachers to continuously improve their own level of ideological and political theories, and to fully realize their educational mission, and to take the initiative to strengthen the ideological and political education. Teachers can take the initiative to strengthen the study of ideological and political education methodology, consciously promote socialist core values in the classroom, inspire students' patriotic feelings and national pride, so that the ideological and political education has really become the ideological consciousness and action consciousness of English teachers in colleges and universities.

At the same time, teachers need to realize that ideological-political elements that we need to tap into vary according to the type of course or the subject matter. For example, when teaching literature courses, such as American and British Literature, teachers first need to help students understand the background of the era in which the literary works were produced, and then teachers ask students to appreciate the works, that is to say, we need to derive from the works to the thinking of the issues related to the students. Besides, English teachers should also improve their Chinese cultural literacy. Teachers can make use of their spare time to strengthen the study of Chinese traditional and excellent culture, to understand the essence of their mother tongue culture by reading Chinese classic literature and other means, to familiarize themselves with the development of Chinese history and China's influence and status in the international community in the new era, or to learn about the local customs and festivals of different regions by watching film and television. Only on the basis of accumulating knowledge can teachers express what they know about Chinese culture in English in a standardized way and help students master relevant vocabulary and sentence patterns can students develop cultural confidence and strengthen their cultural identity in their mother tongue in the process of learning and be able to disseminate Chinese culture to the whole world and tell a good Chinese story in English.

5.2. To enrich the ideological and political content of English teaching materials in colleges and universities

The textbook, as the most important object material in classroom teaching, is a guide for teachers to teach and students to learn. The content and weighting arrangement covered by the textbook directly affects the teaching content and learning outcomes. Therefore, in order to strengthen the function of ideologies and politics in English classes in colleges and universities, it is necessary to make efforts in reforming the syllabus, strengthening the construction of teaching materials and enriching the teaching contents, so as to integrate the concepts and elements of ideology and politics into the teaching materials, highlighting the Chinese elements

at the source, reflecting the ideological and political leadership, and covering the theories of socialism with Chinese characteristics, the core values of socialism, the excellent traditional Chinese culture and the traditional Chinese virtues and so on, so as to provide the materials to support and lead the value for the promotion of ideological and political thinking in the professional courses. For example, articles about China's politics, economy, culture and history can be added to the textbooks, or discussion questions and debate questions about the contrast between Chinese and Western cultures can be added to the after-class exercises. Teachers should add the English introduction of Chinese traditional festivals to the chapters on British and American traditional festivals, and add the content of Chinese philosophical thinking to the textbooks on British and American philosophy, so as to avoid the invisibility of Chinese system, politics, economy, culture and other elements in English textbooks, and to avoid the loss of students' identity and belief in socialist core values due to the impact of Western thinking. In this way, students can enhance their discursive ability and cultural self-awareness in the process of "comparison".

5.3. To focus on the organic integration of ideological and political education and English classroom teaching

The design of the curriculum mainly relies on the implementation of classroom teaching. The organic integration of ideological and political education and English classroom teaching is the key path to the implementation of curriculum-based ideological and political education, teachers in the classroom can use a variety of flexible teaching methods to achieve the goal.

Teachers can also use knowledge quizzes, speeches and debates, case studies and presentation reports to enrich teaching activities and enliven the classroom atmosphere, as well as adopting the flipped classroom approach to tap students' potential, realizing the seamless connection between ideological and political education and English learning. For example, teachers can enable students to watch the video materials of the 20th National Congress before class, or study the Chinese and English versions of the report of the 20th National Congress, and then complete the tasks of discussing related topics in class. In addition, teachers can also collect reports on major domestic political news from foreign newspapers and media, and let students discuss and analyze them as cases in class, so as to guide students to correctly perceive the position and viewpoints of western media. These teaching activities not only enable students to learn some hot vocabulary related to current affairs and politics and improve their English listening and speaking skills, but also enhance students' understanding of the country's political culture and their patriotism.

5.4. To strengthen the construction of a system for evaluating foreign language courses in curriculum-based ideological and political education

The administrators, designers, implementers and participants in the construction of foreign language curriculum-based ideological and political education are required to consider students, teaching and curriculum in an intergrated manner. According to the results of assessment and evaluation, problems are discovered, analyzed and solved in a timely manner, so as to promote the smooth progress and goal achievement of the construction of the curriculum-based ideological and political education. We should create a scientific and orderly evaluation system for the quality of curriculum-based ideological and political education, highlight the important role of value leadership and action guidance, promote the whole process of curriculum-based ideological and political education, incorporate students' cognition, emotions and values into the assessment indicators, comprehensively evaluate the degree of integration of teaching and the degree of influence on students, focus on qualitative and diversified evaluation, and enhance the effect of educating people in curriculum-based ideological and political education by means of scientific evaluation. We use the feedback of the evaluation results as the basis for improving the teaching design of curriculum-based

ideological and political education, finding the causes of the problems and putting forward suggestions for improvement, and giving full play to the promotional role of teaching evaluation in improving the quality and level of curriculum-based ideological and political teaching.

6. Conclusion

This paper clarifies the positioning of foreign language major education, specifies what kind of talents should be cultivated for the country. The goal of curriculum-based ideological and political teaching in foreign language major courses is realized by enhancing the ideological and political education consciousness and ability of English teachers in colleges and universities, enriching the ideology and politics content of English textbooks in colleges and universities, and focusing on the organic fusion of ideological and political education and English classroom teaching. Foreign language major education is a part of general education in colleges and universities, and also a part of whole-person education, which should cultivate more modern citizens with international competence and competitiveness and leaders who can assume great responsibilities and grasp the future for the country, and make new contributions to the construction of a strong country of higher education and the enhancement of national soft power.

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