

# Research on the Professional Qualities of College English Teachers in the New Era under the Background of Curriculum Ideology and Politics

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**Abstract :** With the continuous development of society in the new era, colleges and universities as the main place for ideological and political education, if they only rely on basic ideological and political courses, they will not be able to meet the needs of society for talent training. Excavate the ideological and political education resources in the professional courses, carry out ideological and political education for English majors, and promote the overall development of students' ideology and politics. Incorporating ideological and political elements into professional teaching requires improving the professional quality of English majors in colleges and universities, and establishing a new mixed ideological and political teaching model for English majors based on subject ideological and political concepts, in order to achieve the expected ideological and political effects of college English majors and further improve the curriculum. The function of talent training can improve the quality of talent training and promote the healthy development of university education.

**Keywords :** Curriculum Ideology; English Major; Professional Quality

In recent years, advancing education reform, expanding the scale of education, strengthening the construction of the faculty of colleges and universities, and cultivating outstanding teachers have become the top priority of this era. Under the background of curriculum ideology and politics, college English teachers in the new era must comprehensively improve their professional qualities, especially ideological and political qualities, and break path dependence in order to adapt to the needs of the times. In the author's "positive feedback spiral" theory, teachers are a very important part of the positive feedback loop and a basic element for the realization of curriculum ideological and political goals. However, the improvement of the ideological and political literacy of college English teachers is not a simple and short-term project. It requires not only long-term planning, but also the joint participation, scientific planning and continuous promotion of national policies, local governments and universities, teachers and social groups. In order to gradually cultivate more outstanding teachers who meet the development requirements of the new era.

## 1. The problems existing in the ideological and political courses of English majors in colleges and universities

### 1.1 The ideological and political awareness of English majors is not strong

At present, most English majors have realized their responsibilities in the process of moral education, but the ideological and political awareness of English majors is not strong. A number of English majors do not realize that they need to take on the

ideological and political responsibilities of the course, think it has nothing to do with them, and deny that the English majors have the function of ideological and political education. Too much focus on the target language is the teaching of the knowledge points of the English course and the culture of the target language country. I have never thought of cooperating with ideological and political teachers to develop ideological in the curriculum. Some teachers have a certain degree of ideological and political awareness of the curriculum, can dig out the content of ideological and political education in the curriculum, and conduct reasonable guidance through the curriculum, but they do not have a conscious awareness of curriculum ideological and political awareness, and cannot form a more scientific and systematic curriculum ideological and political awareness. Whether the curriculum ideological and political goals and curriculum ideological and political collaboration can be implemented is closely related to whether teachers have a conscious curriculum ideological and political awareness.

### **1.2 Insufficient motivation for ideological and political courses for English majors**

The ideological and political literacy of college English teachers is not only a question of consciousness, but also a question of motivation. How to create external motives, stimulate internal motives, improve the professional quality of English majors, and promote the integration of English majors into ideological and political education in teaching are issues that should be considered. The internal motivation for the development of ideological and political courses for college English teachers is insufficient. Curriculum ideology has not become the driving force of teachers' own development. Teacher ethics is a responsibility that all teachers should perform, but some college English majors regard teacher ethics as simply observing professional ethics, and there is no deeper understanding and inspiration.

### **1.3 The lack of ideological and political abilities of English majors in colleges and universities**

The consciousness, motivation and ability of curriculum ideological and political is not a concept. A good curriculum ideological and political consciousness and motivation cannot be equated with the ability of curriculum ideological and political. Teachers of English majors in colleges and universities should grasp the goals, content, methods and carriers of ideological and political courses, and guide and educate students correctly. First of all, curriculum ideology must start from the curriculum and formulate corresponding teaching goals according to the curriculum. The goals of curriculum ideology can be viewed from the perspective of the curriculum, as well as from the macro and micro levels. In addition, the excavation of the elements of ideological and political education also occupies an important position in the professional quality of teachers. It determines whether the curriculum ideological and political goals are implemented correctly and whether the curriculum ideological and political goals are effective. Because college English teachers have their own familiar subject system and knowledge structure, and lack the corresponding understanding and understanding of ideological and political education, many college English teachers do not have strong ideological and political education ability and the ability to excavate elements.

## **2. Methods to improve the ideological and political literacy of teachers of English majors in colleges and universities**

### **2.1 Improve the ideological and political awareness of English teachers**

In today's society, people are paying more and more attention to "curriculum ideological and political". The ideological and political literacy of teachers has a huge impact on the cultivation of students' ideological and political literacy. Teachers must stick to the political bottom line and strictly abide by the legal and moral boundaries. Strengthen the "four self-confidence", practice the core values of socialism, and be a good teacher of the "four hases". At the same time, the school should strengthen the inspection and training of teachers' curriculum ideological and political awareness and curriculum ideological and political ability, strengthen ideological and cultural guidance and the study of political theory, and use various methods to infiltrate the correct ideological and political work into the teaching work of teachers. As well as scientific research and other work. Teachers should change their concepts, change the phenomenon of only talking about "knowledge" but not "being" in the classroom, and stop cultivating students with "high intelligence" and low morals. Supervise teachers' consciousness of self-construction of ideological and political courses, and strengthen teachers' sense of mission and responsibility.

### **2.2 Motivating the ideological and political motivation of English major teachers**

The basic quality of college teachers can be improved by introducing excellent talents, and on this basis, excellent talents can be cultivated and exercised. Part-time teachers, as an important force in the faculty of colleges and universities, cannot be ignored. Universities use part-time ideological and political teachers to make up for the deficiencies of existing teachers. At the same time, this can also produce a certain competitive effect and indirectly stimulate the external motivation of professional teachers'

ideological and political courses. In addition, schools can also strengthen the systematic planning of high-level teachers, implement the revision of talent training programs, the preparation of curriculum ideological and political teaching plans and outlines, and the evaluation of ideological and political teaching effects. When training English majors, the improvement of ideological and political literacy should be the core, helping teachers to establish correct and firm ideological and political concepts and professional ethics, satisfying the realization of their own values, and stimulating the internal motivation for teacher development.

### **2.3 Enhance the ideological and political competence of teachers of English majors in colleges and universities**

In order to improve the ideological and political competence of college English teachers, schools should combine the existing teachers' curriculum ideological and political ability structure, transform and integrate relevant education and training courses, optimize the existing curriculum ideological and political system and teaching mode, and upgrade English majors. Schools can also organize teaching reform research groups to collect data through classroom observations, questionnaire surveys, etc., to fully study the needs and constraints of professional teachers' curriculum ideological and political ability development, and carry out stratification, classify and formulate special education plans to improve teachers' educational awareness level and ability, and carry out curriculum ideological and political teaching in an orderly manner.

### **3. Conclusion**

English majors, while systematically teaching students the basic knowledge of English language, should also actively lead students to form the correct three concepts of morality and patriotism. This requires English teachers to regard "curriculum ideology" as a means of moraleducation and make it long-term, Multi-level integration into teaching activities. This requires the joint participation of national policies, local governments, colleges and universities, teachers and social organizations, scientific planning, and continuous advancement. It is necessary to strengthen the construction of teachers' professional ethics, cultivate teachers' focus on work and calm psychological qualities in the face of difficulties, and train college English teachers. The curriculum ideological and political awareness, and gradually realize the comprehensive improvement of college professional teachers in curriculum ideological and political awareness, motivation and ability literacy, so as to cultivate high-quality and comprehensive talents under the background of curriculum ideological and political in the new era. This is also the implementation of colleges and universities in the new era. The ultimate goal of the educational concept of "Curriculum Ideology and Politics".

### **References**

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