

Implementation Path of Ideological and Political Ideas in Foreign Literature Courses in Colleges and Universities

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Abstract: As a new teaching concept, curriculum ideological and political education is an important embodiment of teachers' realization of teaching objectives and bears the burden of Ideological and political education. The course of foreign literature also undertakes the task of Ideological and political education for college students, and carries the role of cultivating students' outlook on life, values and world outlook. Teachers need to take advantage of the characteristics of the foreign literature curriculum, give full play to the moral education function of the curriculum to cultivate students' humanistic quality, and achieve the dual goals of cultivating students' knowledge and ability and ideological and political education. This paper studies the implementation path of ideological and political ideas in foreign literature courses in colleges and universities to find a more acceptable form of ideological and political education for students.

Keywords: Humanistic Quality; Foreign Literature; Ideological and Political Curriculum; Practice Path

1. Introduction

Ideological and political education in colleges and universities is not only the responsibility of teachers of Ideological and political courses, all courses in colleges and universities can play the role of Ideological and political education, and teachers of other courses also need to shoulder the burden of Ideological and political education. Foreign literature course is a basic course for Chinese majors. Integrating it with ideological and political education and giving full play to its maximum value is an inevitable trend in the development of the new era. It pays attention to the cultivation method of combining knowledge teaching with humanistic quality, helping students build cultural confidence, improve their cognitive level, broaden their horizons, and grow into a pillar of the country

2. The significance of ideological and political education in the course of foreign literature in colleges and universities

2.1 Deepening the recognition of Chinese traditional culture

The integration of ideological and political education and foreign literature courses can not only play an explicit role in moral education, but also play an invisible role in moral education. The significance of both aspects is very significant. In the course of foreign literature, the core content is to teach the development history of Western literature from ancient times to modern times and the names of some famous masters. The goal is to improve students' ability to appreciate literature and literary literacy, help students master the development laws of foreign literature, and lay a foundation for future education and teaching. The integration of ideological and political concepts in the course enables students to feel and accept the unique charm of foreign culture and enhance their sense of identity with Chinese traditional culture. Even under the impact and collision of foreign culture, they can still adhere to the principle of "making foreign things serve China", deeply feel the transmission of core values of socialism, and attach importance to national unity and social development.

2.2 Promoting students' initiative to construct the cultural attribute of

"moral education"

The traditional teaching of foreign literature courses is mainly based on increasing students' theoretical knowledge and improving students' ability to appreciate and analyze foreign literature works. After integrating foreign literature courses with ideological and political education, the brand-new educational concept involves the reform of teaching methods, the adoption of advanced teaching models, and patriotism throughout the whole teaching process, creating a unique cultural attribute of "moral education". It can promote the development direction of students to be consistent with the direction required by the society, and realize the combination of knowledge transfer and value orientation, in order to promote students to independently carry forward socialist core values, and gradually improve students' moral cultivation.

3. Strategies for the implementation of ideological and political ideas in foreign literature courses in colleges and universities

3.1 Teachers strengthen self-cultivation

Teachers' personal accomplishment, especially in moral quality, directly affects students' learning habits and moral quality. To implement ideological and political education in the foreign literature curriculum, teachers need to love the motherland, have good moral character, and abide by laws and regulations, as well as persist in resisting the invasion of Western bad habits, and carry forward Chinese traditional culture. Ideological and political curriculum is not a new course or new activity, but a reform of the original teaching links to achieve morality and talent. Teachers' job responsibilities should not only teach professional knowledge to students, but also pay attention to the cultivation of students' humanistic quality and promote students' comprehensive development. In addition, the focus of ideological and political education in the foreign literature course is to form a correct understanding of the society while students feel foreign literature and culture. In the process of appreciating foreign writers and works, it is also necessary to further stimulate national self-confidence and patriotism, always treat problems with a scientific way of thinking, and have an objective analysis and rational evaluation of cultural differences. Foreign literature teachers need to constantly improve the dissemination of traditional culture, help students to love their motherland all the time in the impact of western culture, and gradually infiltrate from the students' experience, so as to realize the common development of moral education and intellectual education. At the same time, we should also keep up with the forefront of theory, keep pace with the times, and deeply understand the theoretical achievements of Marxism, in order to ensure that our knowledge reserves are in the latest state.

3.2 Analyzing the teaching elements of ideological and political education

To fully integrate the ideological and political ideas into the teaching process, it is necessary to deeply excavate the ideological and political elements in the foreign literature curriculum and re-plan the syllabus. The syllabus is the basis for the stable implementation of teaching work and the protection of educational ideas, and it is also an important basis for teaching evaluation and the construction of teaching materials. Therefore, when re-planning the syllabus of foreign literature, it is necessary to make ideological and political elements in the curriculum and plan them as the focus of teaching. The ideological and political key points of the syllabus need to be analyzed and integrated into the professional teaching. In the formulation of the syllabus, each chapter needs to clarify the specific ideological and political elements and key points, and incorporate the ideological and political objectives into the category of curriculum objectives, which is the basis of teaching value and the summary of educational elements. Through the specific practice of ideological and political construction of the foreign literature course, it shows the powerful educational role of the foreign literature course. According to the requirements of the syllabus, the teaching plan is adjusted according to each class hour of study, and the ideological and political teaching content is allocated. The teaching plan needs to reflect the ideological and political teaching content of the

foreign literature course in each chapter, set relevant discussion questions, and increase the interaction between students. The teaching design can also adopt the online + offline mode, so that ideological and political education can penetrate into all links of teaching, form continuity. It can enable students to establish a deeper understanding, achieve virtue and cultivate people, and deepen the connotation of ideological and political education.

3.3 Improving teaching methods

Appreciation of a large number of foreign classical literary works is the main component in the process of foreign literature teaching. In the process of learning these works, students can directly feel the unique expression of foreign literature and gradually establish their ideological understanding. However, in the past teaching mode of foreign literature, many students were lazy to think, lacked a strong thirst for knowledge, and did not understand many important contents. After a semester of course study, what remained in the students' minds was fragmented knowledge points. They did not form a systematic knowledge network, and could not realize the correct appreciation of literary knowledge, let alone the guidance in ideological guidance. Therefore, foreign literature teachers need to innovate the teaching model. First of all, we should guide students to correctly grasp the relevant concepts of the curriculum. In actual teaching, teachers often find that students' thinking about some problems is very vague and do not know where to start. The main reason is that students' lack of knowledge structure leads to incomplete thinking, even logical problems. Therefore, foreign literature teachers should learn from western culture the key factors of cultivating students' humanistic quality in teaching, and make use of them.

3.4 Establishing and improving the curriculum quality evaluation system

To some extent, curriculum quality evaluation affects the construction of teaching quality in colleges and universities. The establishment of a scientific and reasonable curriculum quality evaluation system is also the basis for ensuring the curriculum quality. At present, the quality evaluation system of foreign literature ideological and political courses is not perfect. It is necessary to establish a scientific quality evaluation system of foreign literature ideological and political courses so that teachers can have a more accurate understanding of the teaching effect. After adding the elements of ideological and political teaching, if the evaluation mechanism is still implemented as before, it cannot reflect its real value. It is necessary to include knowledge transfer, ability training and so on into the evaluation mechanism. Secondly, we should expand the contents and objects of the evaluation system, not only teachers' self-evaluation and students' evaluation of teaching, but also schools need to provide effect evaluation mechanism, in order to establish curriculum quality monitoring system, evaluate teaching quality in various aspects, and increase the credibility of teaching evaluation. Finally, we should promote the standards of curriculum quality evaluation from the point of view of unused interests. The demand for talent training of teaching and research units and employers should be included in the quality evaluation standards. At the same time, the foreign literature curriculum ideological and political quality evaluation system needs the joint promotion of students, teachers, schools and social forces.

4. Conclusion

The implementation of ideological and political education in foreign literature course needs long-term exploration and practice, and it is impossible to establish a unified and fixed implementation mode. The only change is that teachers of foreign literature should aim to achieve morality and cultivate people, constantly excavate the ideological and political elements in the foreign literature curriculum, and look for knowledge points with educational significance, so as to constantly innovate teaching methods to help students achieve the formation of a sound personality, truly achieve success in learning, and have noble moral cultivation and spiritual needs.

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