

Research on the Construction of the Ideological and Political System of the Course “English Literature History and Classics Reading”

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Abstract: This paper briefly analyzes the feasibility of constructing the ideological and political system of the course “History of English Literature and Classics Reading” from three aspects: teachers, students and schools. It further points out the starting point of the curriculum construction of the ideological and political system, and focuses on the basic ideas of construction, including the transformation of teaching concepts and the mining of ideological and political elements.

Keywords: “English Literature History and Classic Reading”; Curriculum ideological and political system; Evaluation mechanism

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1. Introduction

Curriculum ideology and politics essentially belong to the innovation of educational concepts, which is different from the traditional ideological and political theory discipline. It integrates professional courses and ideology and morality, and explores the connection points and entry points of the two, so as to realize the promotion of moral education with the help of professional teaching.

The feasibility of constructing the ideological and political system of the course “History of English Literature and Classics Reading”

1.1 Teacher conditions

Most of the college curriculum teachers have correct political accomplishment and advanced educational concepts, a solid language foundation, a broad literary perspective, an English knowledge base and a level of ideological communication, which lays the foundation for the development of curriculum ideology and politics. The construction of ideological and political courses in colleges and universities mostly relies on front-line educators, and forming a team of teachers with a high degree of consciousness and strong moral education should be the human guarantee for the implementation of ideological and political courses. At any stage of education, teachers need to undertake the task of teaching and educating people. While explaining knowledge, they also need to guide the educated people’s ideological value orientation to develop in the right direction. College English major teachers have the foundation and strength to link the teaching objectives and outline content, lock the entry point of the construction of the ideological and political system, discover the ideological and political information existing in the curriculum, update the educational model and links, and explore new educational resources, and then promote The orderly development of curriculum ideology and politics.

1.2 Student majors

First, students majoring in English at the school have the opportunity to understand Western culture and be nurtured by corresponding values in their daily studies. Students of this type of major not only have the foundation of English, but also can use the professional to experience the ideological and political elements to optimize their own ideological and political training. Second, the personal ideological understanding of English majors is easily influenced by Western value orientation and ideology. However, students are still in an important period of life and the formation of various ideological and cognitive systems, and most students do not yet have the ability to accurately identify and criticize^[1].

1.3 School Resources

A special educational resource platform can be set up in the school to sort out, classify and summarize resources inside and outside the school, and build a curriculum ideological and political database. In this type of campus system, the ideological and political education materials of different courses are preserved, and various existing software programs such as WeChat and DingTalk are used to support the comprehensive construction of the ideological and political system, so as to ensure the smooth progress of the ideological and political courses.

2. The entry point for the construction of the ideological and political system of the course “History of English Literature and Classics Reading”

2.1 Humanistic literacy

Reading and appreciating British classic literary works, to experience the unique humanistic connotation from different angles, is conducive to optimizing students’ comprehensive cultural accomplishment. In daily teaching, teachers should integrate the social background and knowledge theory related to the selected literary works, and accurately extract the social history, politics, religion and other elements described in the literary works and add them to the teaching links and content, so that students can learn to Produce a more comprehensive cultural experience.

2.2 Critical consciousness

Most of the history of English literature is a compulsory course for English majors in colleges and universities, which contains a lot of speculative content. Whether it is classic works or literary theory, critical thinking is everywhere.

2.3 Patriotic education

In the study of British literary history and classic works, the content of patriotism is integrated, and the excellent traditional culture is penetrated, which has the effect of getting twice the result with half the effort. Through the “collision” of Chinese and English cultures and literary works, new tasting angles and viewpoints may be formed^[2].

3. Effective ways to implement the ideological and political system in the course “History of English Literature and Classics Reading”

3.1 Change the teaching concept

To build a curriculum ideological and political system, it is necessary to develop new forms of education based on professional courses. The concept of ideological and political teaching in the course should be based on the course itself, and promote the coordinated advancement of ideological and political teaching objectives and content, professional curriculum planning, educational effect evaluation, and material mining through the method of “moisturizing things in silence”. As a teacher of professional courses, it is necessary to clarify the rules of curriculum development and basic teaching logic, combine the habit of absorbing new knowledge and the development process of thinking mode of English majors, and skillfully use ideological and political theoretical materials to highlight the core curriculum content. When students take the initiative to participate in teaching activities, they can harvest the nutrients of language, culture and ideological and political education at the same time, and enrich the educational role of professional courses.

3.2 Mining ideological and political elements

In the selection of curriculum education content, teachers should emphasize the ideology contained in the materials. Reasonably select and dig deep into the ideological and political elements, and integrate materials that can promote the development of students’ critical consciousness in the classroom, so as to achieve the purpose of optimizing students’ thinking level and humanistic cultivation. Based on learning British language and culture, the national feelings and Chinese wisdom are silently infiltrated, and students are guided to use the comparison of Eastern and Western cultures to strengthen their understanding of literary classics and cultural self-

confidence, and promote the improvement of students' value orientation and ideology. In conventional teaching classrooms, teachers need to create a space atmosphere suitable for ideological and political education as much as possible, relying on rich and diversified teaching methods and models to promote ideological and political concepts into the classroom. In curriculum education, teachers can choose to set up special topics, select appropriate teaching materials, and strengthen the continuity of teaching content.

3.3 Improve the teaching mode

In order to improve the current education mode of "English Literature History and Classics Reading" in colleges and universities, it is suggested to start from the following angles. First, guide students to master the relevant concepts. During real education, it is not difficult to find that when students think about certain problems, they usually do not know where to start, and there are also logical problems in the final conclusions. The main reason for the formation of such problems is basically the lack of knowledge reserves, which leads to too one-sided consideration of the problem. That is to say, for thinking about literary works, the first entry point should be the concept. If the understanding is not deep, or even completely unknown, it will be difficult to grasp the direction of subsequent thinking. Faced with this phenomenon, teachers should extract factors that contribute to the development of Chinese students' humanistic literacy in Western culture. For example, under the Western cultural system, only by emphasizing "seeking knowledge" and "seeking truth", and knowing the overall development of things, can a more reasonable result be obtained. By strengthening the guidance of students in various concepts, students can quickly grasp the core essence when they find problems.

Secondly, guide students to develop correct problem analysis ideas. Today, students have more ways to obtain information and have a wider field of vision to understand things. In practice teaching, it is found that some students have problems in understanding certain issues and thinking, or they are too subjective or too one-sided. For example, when describing the spirit of celebrities of a certain era, it should be based on humanistic background, spiritual connotation, life pursuit, and spiritual value. Assuming that teachers do not provide guidance, students may skip the part of humanistic background and life pursuit, but these are the core content of it. Personal spirit is often revealed through life pursuit. Therefore, teachers should pay attention to inspiration and guidance when explaining relevant content, so as to avoid students from missing some key elements.

Finally, help students flexibly use the correct way to analyze problems. In the education of English literary history, teachers need to combine the characteristics of various types of literary works and related issues, so that students can gradually explore the analysis methods. For example, in analyzing literary characters, we can start from the perspective of literary ethics, based on the careful reading of classic works, understand the social environment of the characters, and the ethical choices faced by the characters during their growth, so as to obtain a more objective analysis result. Perceive the pedagogical implications of literary works.

3.4 Optimize the evaluation mechanism

In the ideological and political education of English literature history course, it is necessary to appropriately increase the proportion of process evaluation, evaluate students' learning status in all aspects from multiple perspectives and comprehensively, show the entire learning process, and tap their inherent potential. In terms of teaching evaluation methods, including self-evaluation, peer evaluation and teacher-student mutual evaluation, it focuses on the improvement of students' own literary speculation, including: overall evaluation in different historical periods of British literary history; understanding of literary trends; Interpretation of classic works from different angles; multi-perspective commentary on classic images, etc. .

In the teaching class, students can demonstrate and report their learning and discussion results in groups according to the requirements of relevant learning tasks, and carry out relevant literary communication and discussion by means of online voting, mutual evaluation within the group, and on-site questions. Teachers use the statistical information of online courses to grasp the progress and status of students' self-study and group cooperation in a timely manner, and give timely evaluation and feedback based on the results of students' task completion. In addition, in order to clearly reflect the status of students during their self-study period, teachers need to set up a "second classroom" to lead students to carry out drama performances and other expansion activities themed on classic literary works. On this basis, teachers should pay attention to encouraging students to summarize and reflect by themselves, and organize them into learning files with the participation of teachers, which can be used as the basis for learning evaluation. This evaluation mechanism needs to give full play to the humanistic elements contained in this course, improve the level of students' language use, and simultaneously carry out humanistic education and literacy education to create an ideological and political evaluation model. Under practical education, the course of "English Literature History and Classics Reading" can choose "formative" and "summative" composite evaluation, and implement a comprehensive evaluation of students' performance as much as possible. The specific evaluation methods are as follows:

First of all, online learning accounts for 20% of the total score, including platform video viewing, task assignments, and data

visits. Secondly, offline learning, accounting for 10%, is mainly the performance in regular classroom learning, such as attendance, answering questions, etc. Again, after-class exploration, the proportion is 20%. Mainly, students choose one of the British and Chinese literary classics by themselves, carry out comparative analysis and appreciation, and report in groups. Finally, the exam, which accounts for 50%, is divided into two types: staged and final.

Conclusion

Regarding the ideological and political education of the course “History of English Literature and Classics Reading”, some domestic colleges and universities have begun to explore in recent years, aiming to improve students’ own level of thinking and cross-cultural understanding, and strengthen their self-confidence in their own national culture from the study of Eastern and Western cultures. . Teaching practice also shows that this kind of education mode plays a positive role in the guidance of ideological value and ideology, and it is worthy of other professional courses to try.

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