

Research on the Infiltration of Ideological and Political Elements in Comprehensive English Teaching

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Abstract: This article first puts forward the relevant research and practice of ideological and political in foreign language courses in colleges and universities from the perspective of domestic scholars, and secondly explores the penetration of ideological and political elements in the teaching of comprehensive English courses from the translation of current political discourse and the implementation of a two-way interactive three-stage teaching model Ways, and finally clarified the effect of curriculum ideological and political reform from four self-confident perspectives for reference.

Keywords: Ideological and political elements; Comprehensive English; Curriculum teaching

Introduction:

At this stage, college English teachers need to think about how to integrate ideology and politics into classroom teaching according to the core of curriculum ideology and politics. This is also a core issue in my country's educational theory and practice. At present, it is urgent to solve the problem of convergence and integration of ideological and political and curriculum. Therefore, from the perspective of critical thinking ability, this paper attempts to fully mobilize teachers' initiative and promote the in-depth development of ideological and political education by integrating English courses and taking goals and results as guidance.

1. Research and Practice on Ideological and Political Studies of Foreign Language Courses in Colleges and Universities

In the past three years, the domestic foreign language academic community has explained the ideological and political connotation of foreign language courses in colleges and universities from a macro perspective. It is pointed out that it is necessary to pay attention to the ideological and political construction of courses in the new era, new liberal arts, and new guidance for foreign language majors; at the meso level, Explore the relationship between professional education and curriculum thinking, think about how to cultivate national consciousness, cultural self-confidence, patriotism, etc. in foreign language teaching; from a micro perspective, discuss the development of teaching materials, incorporate ideological and political factors into teaching design, and implement ideological and political education in specific curriculum types.

2. The Infiltration Approach of Ideological and Political Elements in Comprehensive English Course Teaching

2.1 Translation of Political Discourse in : Looking for the Combination of English Curriculum and Ideological and Political Education

The teaching reform of Comprehensive English has always faced the problem of organically combining ideological and political content with English knowledge. It is difficult for students' ideological and political quality to be effectively improved, and their ability to express Chinese thoughts and Chinese culture in English will also be affected. In order to solve this problem reasonably, teachers need to continuously integrate strength learning and discussion to ensure that ideological and political elements can be penetrated in the teaching of comprehensive English courses. At the same time, we can also actively explore the results of the English translation of Governing the Country, and strive to make the in-depth combination of English knowledge and ideological and political education^[1].

For example, when teaching ICT Careers Offer a Dynamic Future, teachers can guide students to think about the future world created by ICT for us and the impact of China's scientific and technological development on various industries from the behavior of language and consciousness, culture and politics, science and technology and society. In this lesson, teachers can also let students have more understanding and exploration of the Chinese dream. On November 29, 2012, my country delivered a speech at the exhibition Road to Rejuvenation and proposed the Chinese Dream for the first time^[2]. Over the years, China has interpreted and enriched the Chinese dream many times at home and abroad. Teachers can also download these videos to extend the content of the Chinese dream through translation, dubbing, and English explanation, so that students can better understand the connotation of the Chinese dream. At the same time, teachers can also compare the American dream with the Chinese dream, and analyze the connotation of the American dream and the problems it faces in combination with the actual situation in the United States. Through comparison, students can truly understand the close relationship between the development of science and technology and the Chinese dream, so as to closely link learning English with the destiny of the country and the destiny of the nation on the basis of improving their own national pride.

2.2 Implementation of Two-way Interactive Three-Stage Teaching Mode: Bacon Casting Soul, Enlightenment and Heart

In the actual teaching process, teachers can introduce more English versions of *Governing the Country* and use it as the basis of ideological and political elements, select corresponding textbooks, and compare them with the original text. The language characteristics of the central literature are extracted from the aspects of vocabulary, structure, expression, etc., and the corresponding ideas of the text are explained to each other. Through in-depth understanding and accurate expression of the socialist thoughts with Chinese characteristics in the new era, cross-cultural communication is realized.”

In terms of translation explanation, through the Chinese and English translation examples of the book *Governance of the Country*, the relevant expressions were translated for the first time in the Ministry of Foreign Affairs, the second translation of *Governance of the Country*, and the three translations of *On Persisting in Promoting the Construction of a Community with a Shared Future for Mankind*. The evolution process of the three stages, analyzes the continuous optimization mode in translation, shows the excellence of institutionalized translators, and uses cross-cultural interpretation. In this process, teachers can discuss with students the security and translation norms of current political discourse translation, so as to enhance students' ability of foreign discourse and international communication.

The ideological and political teaching mode of Comprehensive English in colleges and universities is a very important topic. In view of the two disadvantages of teachers' and students' independent inquiry in the current "Comprehensive English" course, teachers can refer to the output-oriented teaching method proposed by Professor Wen Qiufang of Beijing Institute of Foreign Languages. Take teachers and students as the subjectivity and dominance of learning, and make full use of their dual-dominant advantages for teaching activities. The details are as follows:

The first stage is the process of motivation and learning. After digging out the ideological and political elements, teachers can design political discourse situations with potential communication significance according to the unit theme, that is, to express the important ideological and political ideas in English, so that students can try to produce without any preparation. The setting of current political discourse output should be slightly higher than the students' knowledge reserve, so that they can realize the lack of their own language knowledge. Here, teachers' urgency can help them complete the learning materials needed for teaching tasks. It is often a combination of textbooks and the English translation of *State Governance*. The direction of these materials can effectively stimulate students' knowledge. Desire, and achieve the teaching effect of integrated English with ideological and political elements.

The second stage is the deep integration of ability promotion and speech output. On the basis of output expectations, teachers guide students to carry out output ability promotion activities, which are embodied in: from vocabulary, grammar and expression, choose vocabulary, grammar and expression forms that can solve the difficulty of output. And through this important element, students can produce the expected political discourse, and retain it as courseware or audio, video and other forms, so as to facilitate the analysis of the development of discourse in the future, so that students can truly experience these The accumulation and harvest of learning materials.

3. Effect of Curriculum Ideological and Political Reform: Firmer Four Confidence

At present, the teaching reform of Comprehensive English has achieved initial results. The use of the English translation textbook of *Governing the Country*, The organic combination of ideological and political elements makes the in-depth combination of English and ideological and political, which can effectively improve students' political quality and language level. This not only changes the

passive learning situation of students, but also enables students to closely integrate their own learning with the development of the country, enhances their sense of responsibility to the motherland, expresses political content in English, and truly exerts ideological and political elements and English courses. The combination effect of education has significantly improved the ability to tell Chinese stories. What is more commendable is that many students have chosen graduation thesis with ideological and political texts as the theme, especially Governance of the Country and a community with a shared future for mankind, as well as the Belt and Road Initiative, etc., from the perspective of mutual learning among civilizations, they have also conducted in-depth research on the regional national culture of our country. In such a teaching class, whether students are English teachers after graduation, continue to study, or engage in translation, administration and other work, they can get nourishment, stimulate their faith, get inspiration, draw strength, and establish the belief of serving the country with unremitting efforts.

Concluding remarks

The above-mentioned teaching measures for the combination of comprehensive English and ideological and political elements in colleges and universities are proposed. The comprehensive English teaching of ideological and political courses needs further teaching practice to test and further improve on this basis. This article hopes to pass the Comprehensive English The ideological and political reform of, gradually expanded to Advanced English, English-Chinese-English Translation and other disciplines. In the future, it is necessary to further strengthen the translation and dissemination of central documents, lead the development of disciplines with party building, apply the research results of ideological and political translation to the teaching of English majors, deepen the ideological and political reform and practice of the curriculum, and improve the ideological and political quality of college students. The ability to spread political discourse contributes wisdom to maintaining the security of national discourse and building a foreign discourse system.”

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