

Education with Chinese Characteristics:A Case Study on Ideological and Political Education in College English Courses

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Abstract: This paper uses questionnaires and data analysis to collect and analyze data from non-English majors of freshman and sophomore in University of Sanya. It primarily explores students' awareness of ideological and political education and their main needs about what ideological and political contents to be taught in college English learning. The results of research indicate that: (1) There are 65.83% of the students think that it is necessary to carry out ideological and political education in college English course. (2) At the same time, the survey data show that in terms of ideological and political contents 74.2% students are interested in the spirit of Chinese culture, 73.27% students prefer to current affairs commentary and students who like China's core socialist values most account for 64.58%. This paper analyzes the feasibility of mining ideological elements to satisfy students' needs and perfect the contents of ideological and political education in the textbooks of New Progressive College English Integrated Course 1&2.

Keywords: Questionnaires; Data analysis; Ideological and political education

1. Questionnaire design and data collection

The survey was conducted using the self-administered "Questionnaire on college students' willingness to conduct ideological and political education in college English course". The questionnaire consists of multiple-choice and fill-in-the-blank questions, and is divided into two main areas: basic information and students' concerns. The survey was distributed through the website Questionnaire Star (<https://www.wjx.cn/vj/t7NEOLA.aspx>). The survey was conducted for freshmen and sophomore Non-English major students in University of Sanya. 1601 questionnaires were received. The SPSS analysis of the questionnaire star showed that the Cronbach's alpha coefficient value of this survey is 0.956, which is greater than 0.9, indicating that the data are reliable.

2. Results and Analysis

51.34% of students do not know much about "ideological and political education" and even 2.87% have never heard of it at all. However, 65.83% of the students think that it is necessary to carry out "ideological and political education" in college English course. At the same time, the survey data show that in terms of ideological and political contents 74.2% students are interested in the spirit of Chinese culture, 73.27% students prefer to current affairs commentary and students who like China's core socialist values most account for 64.58%.

It is evident that college English teachers need to be both comprehensive and relevant when conducting ideological and political education in courses. They should ensure that the content of the course is all-inclusive so as to promote students' comprehensive development. Meanwhile, they also should concern students' preferences to prepare something students are willing to learn. This thesis will focus on the study of restructuring political and ideological education in College English courses based on the results of the questionnaire.

3. Mining the Ideological and Political elements in New Progressive College English Integrated Course

As freshmen in University of Sanya, students have to study four textbooks, including New Progressive College English Integrated Course 1&2 and New Progressive College English Inspire 1&2. This paper is to analyze the integration of ideological and political education in College English by restructuring learning contents of Progressive College English. There are a lot of ideological and political elements in the two textbooks. Based on the analysis of ideological and political elements in the 12 themes and 12 theme-related China stories in the two books, they can be classified into five parts. The first part is inspiration of realizing personal and national dreams which helps students understand the importance of dreams and encourage them to work harder to make personal and China's dreams come true as possible as they can, for example: The Pursuit of Dreams. The second part concerns about the values of Chinese traditional cultures such as the Butterfly Lovers. It is a good way to increase Chinese students' culture confidence by studying Chinese excellent traditional cultures. The third part the significance of Chinese good morality "Self-discipline and Social Commitment" is also important to cultivate students, for instance, Freshman Year; Pioneers of Flight; Maker Movement in China, etc. Another part is the greatness of China's Foreign Policy "The Five Principles of Peaceful Coexistence", such as True Stories of Nazi Germany. Last but not least, a shared future between man and nature plays a critical role in ideological and political education, for example, The Water Problem and Living Green.

4. Restructuring Learning Content

It is still necessary to restructure the learning contents of College English by adding more and typical ideological and political elements outside the textbooks while teaching students. Taking students' favorite ideological and political contents into consideration, the author is to take 3 examples to show how to restructure learning content in real teaching process.

4.1 Increasing students' cultural confidence + serving the country with loyalty

Culture is the soul of both a country and a nation. A nation which abandons its history and culture cannot prosper and will end up with tragedy. "The realization of national rejuvenation requires us to have confidence in the path, theories, system and culture of socialism with Chinese characteristics." (Xi, 378)

First of all, please guide students enjoy the poem Hair on End (Tune: "The River All Red") (Yue Fei, 1142). This poem was written by Yue Fei (1103-1142) and portrayed his heroic ambition to "serving the country with loyalty". As mentioned in the second part, the topic is about love. Love comes in many forms including parents' love, lovers' love, friends' love and patriotism and so on. While the editors in the textbooks pay attention to lovers' love, patriotism will be employed as suitable ideological and political education for students in this part. Chinese civilization is based on the sense of "family and country". Chinese people believe in that the home is the smallest country, and the country is the home of millions. The family is the foundation of the country, and the country is the outgrowth of the family. The Chinese people have a tradition of patriotism since ancient times, and countless patriotic heroes have emerged over the millennial, whose patriotic stories have inspired generations of Chinese people. As a result, Yue Fei's poem and his patriotism must be the appropriate and good example for ideological and political education in this part. Yue Fei's story relights students' patriotism and some of them decide to serve in the army during the school period or after graduation.

4.2 Teaching students the idea "A Community of Shared Future"+ Fighting COVID-19

There are other aims which the ideological and political education should achieve. For example, the purpose of today's education is not to cultivate nerds who don't care about what is going on outside the world, but to cultivate talents who can care about people and try to save the world by solving practical social problems for they hold a great view of a shared future for mankind. President Xi Jinping firstly offered a comprehensive and systematic explanation on the idea of creating a community of shared future for mankind when he gave a speech at the General Debate of the 70th Session of the UN General Assembly. He pointed out that "The future of the world must be shaped by all countries. All countries are equal." (571) The themes "The Water Problem and Living Green" in the textbooks are both talking about the relationship between the man and the nature. Modern people like to conquer the nature while in return the nature takes revenge to people with natural disasters and diseases. There the teachers can lead the current affair "COVID-19" into discussion as the proper ideological and political resource. For starter, students are asked to collect the facts of great contributions China made to the world people by fighting COVID-19 as follows: (1) China is the first country which reported COVID-19 to the world and isolates and identifies the virulent strains as fast as possible and shares the complete genome sequence of the virus with WHO. (2) IN 2020 China sends 36 medical expert groups to help 34 countries fight COVID-19 and other contributions to the world. Then they are required to dig out why China did these. The idea "A Community of Shared Future" comes into play. All world people and the nature are a community with shared future. Facing world problem, China helping others is to help itself, because we are the world and the world will be made

brighter just you and me. Besides, students are guided to cherish life and respect nature. They will be told the only way to treat the nature is to be its friend.

4.3 Educating students socialism with Chinese Characteristics + the Chinese dream

College English education involves the export of Western culture, politics and values, so it is important to emphasize the learning of China's core values of socialism. In addition, students should be trained critical thinking instead of accepting Western culture, politics and values without questioning them. During teaching and learning process, teachers are obligated to cultivate students with China's socialist core values and call on students to study for China dream of realizing national rejuvenation, for "the Chinese dream is people's dream". In order to inspire student to know the importance of dreams and to realize their dreams both personal and national ones, Chinese Dream "A big story" as the is integrated into the teaching of the theme "The Pursuit of Dreams". Firstly, teachers guide students to compare different China dreams since 1949 to future 2050 by historical analysis. Besides, students are asked to compare and contrast the differences between the "Chinese Dream" and the "American Dream" through horizontal analysis. After learning "A big story" and the difference between Chinese Dream and American Dream, students will have a strong sense of mission to make contribution to realizing national rejuvenation.

5. Conclusion

To sum up, although the textbooks focus on British and American culture and developing English knowledge and skills among college students, they still involve in China culture, which is far away good enough for teachers to conduct ideological and political education. As English teachers, we should also continue to improve the ability and level of ideological and political education. Besides, we should try harder to make full use of internet technology to update our teaching methods for ideological and political education. In the process of teaching design and teaching practice, we also should consciously combine the culture of the target language with Chinese characteristics naturally and smoothly to convey positive energy.

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