

Research on the Teaching System of College English Courses in Military College under the Perspective of Political Education

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Abstract: The university English course insists on the orientation of moral education and educating people for warfare, continues to promote the reform of combat-oriented teaching with content as the core, thoroughly studies the actual needs of troops, explores the interface between university English and military courses, organically integrates part of the military content into English teaching, tries to combine Political Education, and explores the construction of a new teaching system.

Keywords: College English; Political Education; Foreign language skills; Moral education

1. Introduction

In recent years, China's higher education teaching reform has taken "Political Education" as an important direction, and its important connotation can be summarized as follows: through reforming the curriculum model, curriculum objectives, curriculum content, curriculum structure, the ideological and political education of college students' national consciousness, political identity, cultural confidence, personality development, etc., and the inherent knowledge and skills transfer of various courses are organically integrated to promote the overall development of educated people and fully demonstrate the responsibility of teaching and education. Through reforming the course model, course content and course structure, the university integrates the ideological and political education of college students, such as national consciousness, political identity, cultural confidence and personality development, with the inherent knowledge and skill transfer of various courses to promote the all-round development of the educated and fully demonstrate the responsibility of teaching and educating people. The concept of "Political Education" was first proposed by the Shanghai Municipal Party Committee and Municipal Government in 2014, and educational units across the country have deeply explored the political theory education resources embedded in the curriculum, firmly focused the central work of educating people on the establishment of moral education, and vigorously promoted the role of the main channel of classroom teaching.¹ In December 2016, President Xi emphasized in the National Conference on Ideological and Political Work in Colleges and Universities stressed that "classroom teaching should be used as the main channel, ideological and political theory courses should be adhered to in the improvement of strengthening, and all other courses should keep a good section of the channel and plant a good responsibility field, so that all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect." In the first half of 2019, President Xi again emphasized the need to improve the curriculum system according to the new situation and constantly address the issue of mutual integration and coherence between different types of courses. These documents are new requirements for educators in the new era, standing at the strategic height of the development and great rejuvenation of the Chinese nation.

2. The Meaning of "Political Education" in the Teaching of English in Military Colleges and Universities

The White Paper on China's National Defense in the New Era (2019 Edition) states that the People's Army in the new era

provides strategic support for consolidating the ruling governance of the Communist Party of China and the implementation and improvement of the socialist system, and for defending national sovereignty and territorial unity and integrity and promoting world peace and development. Therefore, this poses a higher requirement and challenge for the cultivation of good foreign language skills for Chinese military personnel, which also must have become an indispensable military skill for Chinese military personnel to participate in international military operations.

At present, “after zero five” cadets have been enlisted, enrolled, has gradually become the main body of military students. These local young cadets are in the “plucking and gestation period”, and their ideas have greater plasticity, which needs careful guidance and cultivation. As a compulsory public foundation course, English in military colleges and universities runs through the four semesters of the cadets’ college years, and its long duration, long span, and strong humanistic nature are bound to play a pivotal role in passing down the excellent Chinese traditional culture, practicing the core socialist values, and cultivating qualified soldiers in the new era. University English teaching materials contain thought political elements can be designed to be strong, with current affairs, ideology, acceptability, relevance, appropriateness and interest, so as to achieve easy to understand, so that the students in the emotional resonance, the core values of the students have a subtle influence.

3. The current situation of teaching English courses in military schools

Military schools are the main training ground for foreign language talents in the military, and when performing various military tasks, it is particularly important for cadets to have a broad insight and a long-term global perspective, and to have good cross-cultural communication skills. The current status quo of college English teaching in military schools is still based on conventional learning, such as words, reading, writing, grammar, etc. This has laid a hidden danger for students to ignore the skills training in knowledge input, which leads them to emphasize test scores rather than the learning process, and it is difficult to make great progress in the actual comprehensive use of English. While the “instrumental” nature of college English is to enhance the ability, most of the trainees are still stuck in the understanding and mastery of relevant military terminology, although military colleges and universities have been offering “Military English Listening and Speaking Course” in line with the objective need to perform diversified military tasks. The listening and oral expression ability is still weak when they perform specific tasks, as well as their ability to deal with complex and unfamiliar situations when performing military tasks is relatively poor, and they cannot adapt to the needs of the army in the new era of mission tasks. Second, there is no unified assessment system for foreign language ability of military personnel. Even if most of the trainees have passed the English IV exam, their foreign language ability can only reach the level of daily conversation, which is difficult to meet the needs of diversified military tasks in the future.

4. The path to improve the teaching system of college English courses in military schools

English instructors in military schools should further change their teaching philosophy, dare to break the shackles of the traditional college English teaching model, carefully design and organize English teaching activities close to various military tasks, closely focus on the instructor as the main body and the cadets as the center, emphasize the practical application of college English in military tasks, and weaken the mechanical practice of basic knowledge and grammar theory. Fully mobilize the enthusiasm and enthusiasm of foreign language learning, effectively enhance their cross-cultural communication skills, and truly achieve the efficient combination of learning and use. In addition, the instructors should comprehensively investigate and analyze the possible situations in which the trainees will use English in diverse military tasks in the future, as well as the language purposes, characteristics, and ways in these situations, and according to these situations, they should design and simulate various real-life scenarios in a targeted and comprehensive manner to train and complete different military tasks in a specific and efficient way, so that each trainee can effectively participate in using the foreign language knowledge learned to complete various In order to improve their ability to use military English to express their thoughts and opinions and to improve their conversational skills, they will be able to integrate language practice with their learning objectives.

The Guide to Teaching College English promulgated in 2020 clarifies that the College English Course consists of three major course system clusters, General English, Special English, and Intercultural Communication, and that college English teaching is input-oriented and output-oriented, giving full play to the role of instructor-led and learner-led, and realizing the transformation of college English from teaching to learning and from teaching objectives to teaching needs^[7]. Thus, the output-oriented approach (POA) entered the curriculum as a new foreign language teaching method. When designing the various

parts of the teaching task, the first concern is what the learners can learn. In the “learning-use integration” advocated by POA, learning-use integration emphasizes the principle of combining learning with application. Under the pattern of “big thinking and politics”, as a general education course, the thinking and politics element of college English course is to be integrated into it and give full play to its synergistic effect. Foreign language instructors must closely focus on the overall goal of talent cultivation in the college, and according to the training program of the major and the curriculum, they must re-study and reorganize the course structure, teaching contents, teaching methods, etc., and systematically and reengineer the design and practice of the integration of the ideological and political elements, and present them in the course lesson plans, teaching materials, classroom teaching, practical teaching, and students’ independent learning, etc., so as to realize the organic integration of the course. The organic integration and unification of knowledge education and ideological and political education.

In the past, the traditional evaluation methods largely defeated the original purpose of cultivating people with innovative ability and critical thinking, and could not scientifically and objectively test the learning effect of learners, which limited the play of their own subjective initiative in the learning process. Therefore, a comprehensive evaluation system, designed to evaluate learners’ learning results from different dimensions, can not only verify and quantify multiple indicators, but also remind the “partial” learners to pay attention to other areas of ability improvement, so that learners can have a more comprehensive and in-depth understanding of themselves, with targeted to complement their strengths and weaknesses.

5. Conclusion

In the process of teaching and researching university English, if we want to penetrate the “curriculum thinking politics” and ensure the efficiency and quality of teaching, all foreign language educators should deeply study the needs of the task force and the textbook content, make necessary integration and elimination, and reasonably link the thinking politics content with the teaching content. Clarify teaching objectives, dare to be bold and innovative in teaching methods and means, make full use of emerging teaching resources in the new media era, pay attention to the cultivation of trainees’ independent learning ability and improve the evaluation system of teaching results in order to promote the improvement of teaching quality and cultivate a sound personality and cross-cultural communication ability. We will give full play to the role of the native culture in shaping personality and cultivating values, further enhance the participants’ national self-confidence and pride, and use English to tell Chinese stories, spread Chinese voices and export Chinese values.

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