

A Study on College English Teaching Reform from the Perspective of Curriculum Ideology and Politics

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Abstract: The concept of "three complete education" plays an important guiding role in the subject curriculum teaching reform of colleges and universities in the new era. It leads the coordinated development of knowledge education and ideological and political education, and constantly improves the quality of teaching reform in colleges and universities. Under the background again, college English courses start with the value of the era of teaching reform under curriculum ideology and politics, effectively solve the problems in teaching reform, constantly improve the comprehensive English quality of college students, build a new pattern of ideological and political reform of college English courses in the new era, and improve the quality of college talent training.

Keywords: Curriculum ideology and politics; College English; Teaching reform

1. The Times value of College English Teaching reform from the perspective of curriculum Ideology and politics

1.1 Help to improve the quality of college personnel training

The Guiding Outline of Ideological and Political Construction in Higher Education Curriculum points out that teachers of all disciplines in colleges and universities should do their best to systematically promote ideological and political reform in the curriculum, especially focusing on the construction of public basic courses that can improve the "ideological cultivation, humanistic quality and scientific spirit" of college students. As one of the important basic courses in colleges and universities, college English covers a wide range of subjects, including humanities, society, history and other contents, and has a natural advantage and mission to guide the cultural values of college students. Therefore, college English teaching based on curriculum ideology and politics should fully grasp the instrumental and humanistic nature of subject teaching. It can not only improve the comprehensive English quality of college students, but also help them learn to distinguish right from wrong, firm their ideals and beliefs, and enhance national confidence, which plays a role in promoting the quality of college talent training.

1.2 Help to improve the ideological and political quality of college students

With the development of global integration and the collision of multiple thoughts of thought, college students are easily influenced by many bad foreign thoughts such as historical nihilism, hedonism and egoism. In addition, in college English teaching, students are exposed to more western history and culture, which has a significant impact on the values of college students in the "shaping period". Therefore, in this context, college English teachers should explore deeply, fully explore the ideological and political conjunctivism in the teaching content, integrate the socialist core values into it systematically and organically, and encourage college students to analyze the national confidence and humanistic spirit conveyed through the surface of second language learning, guide them to distinguish right from wrong and examine Western culture from a critical perspective. We will continue to strengthen our national confidence in a subtle way.

1.3 Help to strengthen the cultural confidence of college students

Teachers of all disciplines in colleges and universities should continue to carry forward and inherit the micro words and essence of excellent traditional Chinese culture, strengthen the ways of integrating teaching content into excellent culture and penetrating teaching methods into excellent culture, and build a multi-dimensional, system-wide and wide-ranging pattern of excellent Chinese

culture inheritance. As one of the most important basic courses in colleges and universities, college English has its humanistic characteristics embodied in the inheritance and development of Chinese excellent culture and cross-cultural education. Therefore, English teachers based on curriculum ideology and politics can improve college students' pride and interpretation ability of excellent traditional Chinese culture, strengthen cultural confidence and cultural consciousness, and effectively improve their comprehensive quality.

2. Optimization strategies of College English teaching reform from the perspective of curriculum Ideology and politics

2.1 Improve the awareness of college English teachers

The quality of college English teaching reform depends on whether the teachers' professional level is exquisite and whether they clearly understand the ideological and political ideas of the curriculum. Therefore, in order to comprehensively promote the ideological and political reform of college English courses, colleges and universities must strengthen the teaching staff and promote the formation of teachers' teaching innovation ideas. First of all, colleges and universities can establish a "ideological and political reform community" within the university to get through the relationship between college English and ideological and political courses, so as to prompt college English teachers to timely grasp the ideological and political requirements of the national curriculum and enhance their ideological and political education awareness. Secondly, colleges and universities can unite with experts from other colleges and universities, outstanding Communist Party members, and representatives of first-line foreign enterprises to form "College English Ideological and political education Alliance", which can connect the two major educational positions on campus and off campus, stimulate the subjective initiative of college English teachers' independent innovation, and constantly improve their ideological and political education ability, so as to improve the quality of curriculum ideological and political teaching reform.

2.2 Innovative mode, organic combination of the first and second classrooms

Under the background of ideological and political reform, college English teachers should break the shackles, innovate the first course and develop the second course, so as to balance the relationship between the two and "drive the two wheels" of ideological and political reform. First of all, college English teachers should focus on the overall situation, skillfully design and "refine" the way of classroom teaching. By means of divided classroom, flipped classroom, PBL classroom, etc., they should create large ideological and political courses that interact with students, teachers and students, and develop and create a good "core channel" for ideological and political reform of college English courses. For example, college English teachers can set up interest groups to encourage college students to translate the 20 important theories of the Party and speak national history and Party history in English, so as to improve the effectiveness of ideological and political reform in the curriculum. Secondly, due to the restriction of objective conditions, the creation of classroom teaching situation is insufficient, which leads to the lack of a sense of reality and substitution in college students' learning. Therefore, college English teachers can make use of professional characteristics to organize rich, diversified and practical second classroom activities. For example, I organized college students majoring in finance to enter famous foreign companies for market research, organized college students majoring in tourism to explain "Red Tour" to foreign tourists, and organized college students majoring in medicine to translate "on Typhoid Fever and Miscellany Diseases" and "Huangdi Neijing".

2.3 Enrich the content and develop curriculum ideological and political resources

In the College English Teaching Guide (2020 Edition), it is clearly pointed out that the ideological and political reform of college English curriculum should carefully study the teaching content, exert efforts on resource development, realize the integration of the two, and achieve the "into the mind, into the heart and into the soul" of knowledge and ideological and political education. Therefore, college English teachers should fully explore the teaching resources inside and outside the class, enrich the teaching content, and give full play to the humanistic and instrumental value of teaching. Traditional college English teaching focuses on the acquisition and basic application of the second foreign language, emphasizing knowledge explanation over emotional cultivation of students, and emphasizing mechanical practice over multiple practices. Therefore, under the ideological and political background of the curriculum, college English teachers should add content that can reflect China's excellent traditional culture, scientific and technological achievements, national life, social system and other aspects to the teaching content. Through debates, discussions and other exercises, they should compare the differences and similarities between China and the West in terms of world view, values, humanities and so on, highlighting the characteristics of civilization mutual learning and cultural diversity protection under the global

integration. Cultivate college students' correct thinking ability constantly.

Secondly, college English teachers should make full use of the intelligent education environment, develop network resources related to courses, integrate national development, great achievements and other content organically, as a beneficial supplement to the teaching content, realize "cultivating intelligence" and "cultivating heart", and constantly enhance the national pride of college students. For example, college English teachers can organize students to watch BBC documentaries Wild China, SilkRoad and The Story of China's Reform and Opening Up. And the Discovery Channel's "Seeing China: The Future from the Greater Bay Area", "Seven Wonders of China", "China: The Times", etc., to strengthen college students' "Four self-confidence", effectively improve their understanding and interpretation of the excellent traditional Chinese culture, and enhance national pride.

2.4 Multiple integration, innovative teaching evaluation

From the perspective of curriculum ideology and politics, the evaluation of college English teaching should be problem-oriented, with the purpose of promoting the development of college students' comprehensive literacy. The evaluation system should be constructed scientifically and systematically, and teachers' consciousness of multi-subject evaluation should be stimulated, so as to truly promote teaching, reform and development through evaluation. First of all, college English teachers should integrate ideological and political elements of the curriculum into the process evaluation, and leave enough time in each class for college students to improve their thematic awareness in group discussions and debates. For example, when learning Unit 4 of Volume 1, "Heroes of Our Time" (New Vision College English), teachers can organize students to give an impromptu speech around the theme of "Ordinary Heroes I have met", and each student can evaluate the speaker, which encourages them to form a collision of thoughts and rich feelings in the assessment between students. Secondly, in the outcome evaluation, college English teachers should change the traditional evaluation concept, realize the special multidimensional evaluation of the English learning effect of college students, integrate the learning attitude, class style, thinking ability, cooperation consciousness and other contents, so as to encourage college students to examine their self-development from different evaluation perspectives. To achieve the dual goals of improving English literacy and ideological and moral improvement.

3. Conclusion

The reform of college English teaching from the perspective of curriculum ideology and politics really pays attention to the questions of "what kind of people to train" and "how to train people", truly grasps the core point of "who to train people for", and resonates with curriculum teaching and cultivating virtues. Therefore, college English teachers should innovate the model and organically combine the first and second classroom. Enrich the content and develop the ideological and political resources of the course; Multiple integration, innovative teaching evaluation, truly improve the comprehensive quality of college students, firm national confidence, and create an efficient college English classroom in the new era.

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