

A Practical Exploration of Ideological and Political Teaching Reform in Art English Courses from the Perspective of International Communication

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Abstract: The Guideline for Ideological and Political Construction of English Curriculum points out that “we should adhere to the socialist cultural development path with Chinese characteristics, carry forward the excellent traditional Chinese culture, absorb the outstanding cultural achievements of the world, and build a discourse system with Chinese characteristics”. In the new era of China’s international communication, in order to effectively enhance the international and world influence of Chinese culture, we must fully explore and use the ideological and political elements of the curriculum in the teaching process, and cultivate students’ firm cultural confidence.

Keywords: International communication horizon; Art English course; Ideological and political teaching; Reform practice

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Introduction:

Under the background of the new era, how to integrate the elements of ideological and political education into college English teaching is an important topic in the current English teaching reform. As a course of humanities, art English has a natural connection with ideological and political education. Art English teachers should change the traditional education idea and improve their ideological and political accomplishment and moral sentiment.

1. The impact of international exchange and cooperation on art English teaching

With the development of economic globalization, cultures of different countries influence and learn from each other. The culture and art of all countries in the world are infiltrating and merging with each other, and the cultural model dominated by the West is also quietly changing. At the same time, China’s development is also playing an increasingly important role in the world. At present, China’s comprehensive national strength is constantly increasing, and China has become the second largest economy in the world. In the past 40 years of reform and opening up, China’s economic construction has made remarkable achievements, and the comprehensive national strength has been greatly improved. In the process of economic globalization, Western culture dominates the direction of global cultural development^[1]. However, Chinese traditional culture still has irreplaceable role and value. On the one hand, as an ancient civilization with a long history and profound cultural deposits, we have a unique understanding of the Chinese civilization. On the other hand, there are many misunderstandings and prejudices in the Western world when facing the Eastern civilization.

2. The current situation of art English teaching

English course is a comprehensive course, which includes not only language, culture, knowledge, but also politics, history, philosophy and other humanistic qualities. At present, there are several problems in art English teaching in domestic colleges and universities: First, the course is set up late. Some colleges and universities set up art English late, have not established the corresponding teaching team and system, and the teaching resources are short; Second, the curriculum is unreasonable. At present, there are few fine arts English courses in China. Most colleges and universities still adopt the traditional teaching mode and only offer English courses. Third, the course content is boring^[2]. As art English itself is a foreign language course, students have little interest in it. Fourth, the lack of clear teaching objectives. As a language course, the teaching goal of art English is to train students to master the English language knowledge and cultural background knowledge related to art through learning. However, at present, there is a common phenomenon of “emphasizing language and undervaluing culture” in domestic colleges and universities, and students’ cultural guidance and ideological and political education are neglected in the teaching process.

3. Practical exploration of ideological and political teaching reform in art English courses from the perspective of international communication

As an interdisciplinary course with distinctive Chinese characteristics, Fine arts English is an important course to cultivate students’ cross-cultural communication ability and enhance their cultural self-confidence. In the actual teaching process, how to excavate and apply the ideological and political elements in the art English course and achieve the ideological and political goals of the course is a process that needs constant exploration and practice. In China’s international communication, art English, as a compulsory course, can combine ideological and political elements with art English course content^[3].

3.1 Explore ideological and political elements and explore ideological and political connotations

As a new subject, art English is developing rapidly at home and abroad. Compared with ordinary English, art English emphasizes the cultivation of students’ aesthetic quality, cultural quality and language ability, and reflects the interdisciplinary characteristics. Therefore, in the teaching of art English, ideological and political elements and connotations can be fully explored. In terms of teaching content, it is necessary to explore the knowledge of Chinese culture and traditional arts related to the subject, such as Chinese painting, calligraphy, Chinese painting, etc.; It is also necessary to explore the outstanding Chinese and foreign art works and character stories related to this discipline, such as the representative works of famous contemporary painters at home and abroad, and the works of world masters of art. In terms of teaching methods, it is necessary to enrich teaching means and forms, such as broadcasting documentaries, situational dramas, picture analysis, etc. We should also pay attention to pre-class preview, classroom teaching, after-class extension and other links. In terms of curriculum objectives, it is necessary to clarify the purpose and task of learning to improve students’ cultural literacy and aesthetic ability. It is also necessary to strengthen the cultivation of students’ humanistic spirit and enhance their sense of identity and pride in Chinese culture^[4]. In course evaluation, we should pay attention to both the cultivation of students’ language ability and the evaluation of their comprehensive quality.

3.2 Design multiple evaluations to enhance the learning experience

Learning evaluation is the judgment and summary of students’ learning effect, which plays an important guiding role for teachers’ teaching and students’ learning. In the ideological and political teaching of art English courses, teachers should design various forms of learning evaluation, such as self-evaluation, group mutual evaluation, teacher-student mutual evaluation, etc., and give full play to the main role of students in the process of multiple evaluation, so that students become the master of the class. Taking “Chinese traditional architecture culture” as an example, teachers can encourage students to collect pictures and materials about Chinese traditional architecture in the teaching process, and write relevant introduction articles. At the same time, teachers can use the teaching platform to carry out online learning activities. For example, teachers can publish videos and pictures about ancient Chinese buildings, and let students choose topics of interest for discussion; Teachers can also carry out group cooperative learning activities in class, allowing students to discuss the topic of “traditional Chinese architecture” in small groups and show their opinions in class.

3.3 Optimize course design and stimulate learning interest

In the process of art English teaching, teachers need to fully tap the ideological and political elements in art English courses, attract students through rich course contents and forms, improve students’ interest in art English learning, let students feel the charm of traditional Chinese culture in class, and cultivate students’ national pride and cultural confidence.

In the teaching process of art English courses, teachers can present them to students through PPT display, video playback, dubbing and other ways. For example, when talking about “classic works of Chinese contemporary art”, you can play Qi Baishi’s art

video to inspire students' interest; When talking about "the story of Dunhuang murals", it can be presented to students through PPT display, video playback, dubbing explanation and other ways; When talking about "classic works of Chinese contemporary art", it can be combined with some artists' life experiences to introduce the works. Teachers can inspire students' thinking by designing questions in classroom teaching [5].

3.4 Combine online and offline to enrich teaching resources

Art English courses are rich in content, covering traditional Chinese culture, contemporary art classics, etc. In the course of teaching, teachers should not only pay attention to teaching art English professional knowledge, but also pay attention to cultivating students' cultural confidence and national pride. Therefore, it is necessary to make full use of information means, enrich teaching resources, and create a combination of online and offline course teaching mode.

In the construction of teaching resources, we should make full use of modern technical means. In courseware making, teachers can make PPT courseware of traditional Chinese culture and contemporary art classics to show students; In terms of homework, teachers can assign relevant homework for students to complete.

In the teaching process, teachers can use online resources such as network platform and learning software to assist teaching. First, the online learning platform is used to establish online course groups and share them. Before teaching, teachers can publish relevant course resources on the teaching platform for students to learn independently after class. Secondly, using network learning software to create group online learning platform. Teachers can organize students to discuss and communicate in a group, and adjust and supplement the teaching content according to the discussion of students [6].

4. Conclusion

To sum up, curriculum thinking and politics is a comprehensive teaching concept, which should achieve the overall optimization of curriculum objectives, teaching content, teachers, teaching methods and students through scientific teaching design and teaching process implementation, so that it can become a "booster" for the growth and development of teachers and students. In the practice of ideological and political teaching in art English courses, relevant educators should dig deep into the ideological and political elements contained in art English courses, organically combine the ideological and political elements with teaching content, so as to fully mobilize students' enthusiasm and initiative in class participation and cultivate students' firm cultural confidence. It is believed that with the improvement of China's international communication ability and level, our country will certainly be able to provide more and better cultural products and cultural services for the international community.

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