

Research on the construction path of “Curriculum Ideology and politics” in British and American literature under the background of new liberal arts

Caixia Yu

Baotou Medical College, Inner Mongolia University of Science and Technology, Baotou 014030, China

Abstract: Under the background of new liberal arts, British and American literature as a subject with deep humanistic concern, its “curriculum ideology and politics” construction not only bears the mission of cultivating professional quality, but also shoulders the responsibility of cultivating students’ ideological and political quality. The purpose of this study is to explore the path of the construction of “curriculum thought and politics” in British and American literature, through the organic combination of teaching syllabus, course content, teaching mode and evaluation mode, and clearly adhere to the moral cultivation of people, student-oriented, so that professional goals and ideological and political education goals in the curriculum system integration, to provide a feasible reference for the British and American literature education in the new liberal arts era.

Key words: new liberal arts; American and American literature; “Curriculum thinking and politics”; Construction; Path

I. The construction value of “Curriculum Ideology and Politics” in British and American literature under the background of new liberal arts

Under the background of new liberal arts, as an important humanities subject, the construction of curriculum ideology and politics of British and American literature has far-reaching value. Under this background, teachers need to examine the curriculum of British and American literature and integrate it into the framework of “curriculum thought and politics”, so as to better cultivate students’ comprehensive literacy and ideological quality. On the one hand, the teaching of British and American literature itself has rich ideological connotations, which provides rich resources for “curriculum thinking and politics”. By digging deeply into British and American literary works, teachers can guide students to examine the social concepts, moral concepts and human nature reflected in literary works, and cultivate students’ understanding and respect for diverse cultures. For example, in the study of English literature, students can be guided to consider the importance of ethical choices and personal responsibility by discussing the moral dilemmas in Shakespeare’s Hamlet. When studying American literature, students could be prompted to consider issues of social justice and human rights by analyzing works such as Sophie’s Choice. The ideological guidance of such literary works helps cultivate students’ ability of independent thinking and critical thinking, which is in line with the goal of cultivating students’ sense of social responsibility in “curriculum Ideology and politics”. On the other hand, the course of British and American literature can help students to have a more comprehensive understanding of social development and cultural evolution by digging deeply into the historical background and cultural context of literary works. This will help broaden students’ horizons and make them more advantaged in cross-cultural communication. For example, in the study of English literature, students can understand the social problems in Britain in the 19th century through the analysis of Oliver Twist by Dickens, and guide students to pay attention to social fairness and justice. In the study of American literature, by discussing works such as The Grapes of Wrath, students can have a deep understanding of the social unrest during the American Civil War, and cultivate students’ sense of national history and culture. This kind of teaching design is helpful to cultivate students’ international vision and cross-cultural communication ability, which meets the requirement of “curriculum Ideology and politics” to cultivate students’ social responsibility and international vision.

II. The construction and implementation path of “Curriculum Thinking and Politics” in British and American literature

1. Teaching syllabus: adhere to moral education, professional goals and ideological and political education goals

Under the background of the new liberal arts, British and American literature, as an important humanities discipline, should take the teaching syllabus as the core, adhere to the concept of moral education, and aim to achieve the organic combination of professional goals and ideological and political education goals. On the one hand, the design of the syllabus should highlight the concept of “moral education” and emphasize training students to become socialist builders and successors with all-round development of morality, intelligence, physical fitness, the United States and labor. In the professional goal of British and American literature, besides the cultivation of in-depth interpretation and criticism of literary works, more attention should be paid to the cultivation of students’ humanistic quality and social responsibility. In the syllabus, special modules can be set, covering humanistic care, social responsibility and other aspects, so as to guide students to reflect on the value of life and social obligations through the reading and analysis of literary works, and gradually form a deep understanding of society through the accumulation of professional knowledge. On the other hand, the syllabus should make clear the educational goal of “curriculum ideology and politics”, so that it can complement the professional goal of British and American literature. This means that in the syllabus, clear indicators of “curriculum thought and politics” should be set, for example, by cultivating students’ sensitivity to ethical and social issues in literary works, guiding students to think deeply about social phenomena and forming independent opinions on the development direction of human civilization. The setting of these goals should fully take into account the characteristics of

British and American literature, combined with its historical and cultural connotations, so that the goals of “curriculum thought and politics” can meet the national requirements and be close to the actual situation of British and American literature majors.

2. Course content: The organic integration of literary works appreciation and ideological and political elements

Under the background of the new liberal arts, an important part of constructing the implementation path of “curriculum thought and politics” in British and American literature is the design of course content, in which the organic integration of literary works appreciation and ideological and political elements becomes the key. Take the course of “Literary History” as an example, teachers can dig deeply into literary works to make them not only the carriers of subject knowledge, but also provide opportunities for cultivating students’ ideological and political literacy. First of all, the design of the literary history course should emphasize a comprehensive grasp of British and American literature, aiming to present the evolution process of British and American literature through the development context of history, so that students can have a deeper understanding of the era and cultural background in which literary works are located. In this process, teachers can consciously choose works that have both literary and artistic value as well as profound ideological influence, such as Shakespeare’s plays and Hardy’s novels. Through in-depth interpretation of these works, students can not only gain a clear outline of the development of British and American literature, but also gradually form a sensitivity to moral, ethical and other ideological and political elements in literary appreciation. Secondly, teachers can set up special modules in the course of literary history to emphasize the ideological and political elements contained in literary works. For example, when teaching British literature in the 19th century, through in-depth analysis of Charles Dickens’s *Oliver Twist*, students can be guided to think about the class contradictions and poverty in British society at that time, so that they can feel the artistic charm of literature and think about the importance of social justice and humanitarian care in literary appreciation. Such a setting helps to cultivate students’ concern and sense of responsibility for social issues in the transmission of subject knowledge, so that they can be more responsible in the future social practice. Finally, in the course of literary history, students can be stimulated to actively explore the ideological and political elements in literary works by means of classroom discussion and academic writing. By guiding students to analyze and compare the works of different periods and different authors, they can cultivate their critical thinking and independent opinions. For example, students can be organized to discuss works such as *1984* and *Brave New World*, and compare different viewpoints on core issues such as power, freedom, individual and collective, so that students can think about major issues facing human society while appreciating literature.

3. Teaching mode: student-oriented and innovative teaching design

In the implementation path of the construction of “curriculum thought and politics” in British and American literature, the innovative design of teaching mode is very important, and the student-oriented and innovative teaching design becomes the key to promote the all-round development of students. Taking the course of “Literature schools” as an example, we can stimulate students’ interest in learning and cultivate their independent thinking and innovation ability through flexible and diverse teaching modes. First, by adopting a student-centered teaching concept, curriculum design should pay attention to students’ individual differences and take into account students’ interests, needs and potential. In the “Genre of Literature” course, we can increase the initiative and participation in learning by setting up modules in which students independently choose genres of literature for in-depth research, so that students can choose genres they are interested in according to their own interests. For example, students can choose to study the “romantic” genre in the 19th century in the United States, or the “Victorian literature” genre in the United Kingdom, to form an independent understanding of the vein of literary development through in-depth study of relevant literary works. Secondly, innovative instructional design requires the integration of ideological and political elements into teaching activities. In the course of “literary schools”, students can be guided to think about ideas involved in literary schools by organizing students to participate in debates and discussions. For example, when discussing romantic schools, students can be guided to think about Romanticism’s emphasis on individual emotions, freedom and rebellion, and then trigger students to think about contemporary social values. Such a teaching design helps to cultivate students’ sensitivity to social and cultural issues and critical thinking ability in the transmission of professional subject knowledge. Finally, the innovation of teaching mode can also enable students to develop more comprehensively in literary studies by introducing interdisciplinary teaching elements. In the course of “Genre of Literature”, historians and sociologists of related majors can be invited to participate in the course, and students can explore the relationship between genre of literature and social history and cultural change. Through cross-disciplinary exchanges, students can broaden their disciplinary horizons and better understand the interactive relationship between literary works and social and cultural backgrounds in literary studies.

4. Form a reasonable evaluation model and test the results in practice

In the implementation path of the construction of “curriculum thought and politics” in British and American literature, forming a reasonable evaluation model is a key part to ensure the teaching effect. Taking the course of “Western Literary Theory” as an example, we need to design an evaluation model that can not only evaluate students’ mastery of professional knowledge of British and American literature, but also reflect the development of their ideological and political literacy, so as to test the results of “curriculum thought and politics” in practice. First of all, the evaluation model should highlight the professionalism and pay attention to the students’ deep understanding and application ability of the Western literary theory system. Students are encouraged to use their literary theory to analyze literary works and demonstrate their mastery and application of relevant theories by setting assignments in the form of essays and research reports. For example, students may be asked to choose a certain school of literary theory and analyze the interpretation of an English and American literary work from the perspective of that literary theory, requiring the elaboration to be clear and logical. This kind of professional evaluation helps to test students’ grasp of the theoretical systems of British and American literature, and also provides an opportunity to develop their critical thinking and independent research skills. Secondly, the evaluation model should integrate ideological

and political elements and pay attention to students' deep understanding of literary thought and culture. Students' cognition of ideas and moral values contained in literary works can be examined by designing open questions and group discussions. For example, in the study of literary works, students can be asked to explore the ethical issues involved, analyze the author's thoughts on society and human nature, and the implications of these thoughts for contemporary society. Such an evaluation model can help to test the cultivation of students' humanistic care and social responsibility in the literature discipline. Finally, the practice test should pay attention to the students' application ability in the real society. Through the design of practical case analysis, social practice and other links, the ability of students to apply the knowledge to practical problem solving is examined. For example, when studying a certain literary genre, students can be asked to analyze the influence of that genre and consider its practical significance in contemporary society. Such practical tests can help cultivate students' sense of social responsibility and practical application ability, so as to realize the educational goal of "curriculum ideology and politics".

Conclusion:

In the exploration of the construction of "curriculum thought and politics" in British and American literature, we deeply feel the complementary power of the idea of fostering morality and cultivating people with professional goals and ideological and political education goals. Through the organic integration of the appreciation of literary works and ideological and political elements, the innovative design of student-oriented teaching model, and the formation of a reasonable evaluation model to test the results in practice, we provide students with a richer and more comprehensive subject experience. Guided by the concept of the new liberal arts, we believe that this path will inject new impetus into the cultivation of British and American literature professionals with high humanistic literacy, social responsibility and innovation ability, and make positive contributions to shaping a more enlightened and responsible future society.

References:

- [1] Haiyan Liao. Ideological and Political Construction and Practice of Introduction to English Literature under the background of New Liberal Arts [J]. *Lancet journal of hunan institute of science and technology*, 2022 (6) : 124-127. The DOI: 10.16336 / j.carol carroll nki cn43-1459 / z. 2022.06.023
- [2] Lu Zuo. Research on the mutual construction of British and American Literature and Curriculum Ideological and Political Classroom Teaching under the background of New Liberal Arts [J]. *Modern English*, 2022, (17): 1-4.
- [3] Chunhua Qin. A Study on the Integration of British and American Literature Teaching and Curriculum Ideology and Politics under the background of New Liberal Arts [J]. *Overseas English*, 2021, (20): 163-164.
- [4] Xiaoxia Tang, Wen Huang. [J]. *Jiangsu Research on Foreign Language Teaching*, 2023, (01): 10-12+9.