

Excavating the ideological and political elements of the curriculum and constructing excellent foreign language courses -- taking “Comprehensive English I” course of Guangzhou Huanan Business College as an example

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Abstract: This paper takes “Comprehensive English I”, a basic course for business English majors in Guangzhou Huanan Business College as the research object, and probes into the effective methods of how to construct high-quality open online courses. This paper focuses on how to integrate ideological and political education elements into the course design, so as to realize the construction and sharing of high-quality teaching resources. Through systematic curriculum structure design and innovative teaching methods, the aim is to improve the teaching quality and attractiveness of the curriculum.

Key words: Curriculum ideological and political elements; Fine course; Comprehensive English I

1. Course overview

Comprehensive English I is a basic course for Business English majors in our school, which was launched in 2008. It consists of 48 hours, 50% of which are theoretical and practical. It focuses on the basic knowledge of business English and the skills of listening, speaking, reading, writing and translating English for foreign trade salesmen and translation assistants. It aims at cultivating high-quality technical and technical English talents with all-round development. The course is positioned to connect with senior high school English courses, while providing basic courses such as speaking and listening, which lays a solid foundation for the subsequent study of professional courses such as Comprehensive Business English. The course was rated as school-level high-quality open online course in 2020, and launched Xueyin Online in the same year. The course has been offered to about 10 classes inside and outside the school, with a total enrollment of about 1,500 students. The existing online resources are abundant, and it has begun to take shape and complete functions.

This course includes four projects: tourism, environmental protection, traditional culture and Wisdom of China. Each project includes listening and speaking, reading, translating, writing and developing activities. The Listening and speaking module is guided by a variety of listening and speaking materials to stimulate students' interest in learning, help them familiarize themselves with chapter topics, and promote learning through listening and speaking training. Through a series of steps such as skimming, intensive reading, long and difficult sentences study, new words study and exercises after class, the reading module can improve students' English reading comprehension and enrich their vocabulary and grammar knowledge. The translation module explains translation skills, English translation and Chinese-English translation exercises to help students understand basic translation concepts and common translation skills, and master the translation methods of medium and low difficulty business texts between English and Chinese. The writing module includes a variety of common application texts in today's workplace, aiming to familiarize students with common English application texts in work life in advance, and lay a good foundation for practical English writing in the future. The expansion activity module cultivates students' teamwork ability through group activities, stimulates creative thinking, and enables students to learn necessary skills in the workplace such as group cooperation, achievement presentation, and self-justification. At the same time, each unit of the course adds the theme of Chinese traditional culture classroom activities, student-centered, through interactive and collaborative learning, to improve students' understanding and recognition of excellent traditional Chinese culture.

2. Curriculum design concepts and ideas

2.1 Course design concept

2.1.1 Take curriculum ideology and politics as the core, and run through the whole process of English learning. Through the excavation of teaching materials, inheritance and promotion of traditional Chinese culture, cultivate students' cultural self-confidence and teamwork ability, establish correct life and values, and build “ideological and political” foreign language “excellent courses”.

2.1.2 Student-centered, emphasizing students' dominant position and results-oriented. Provide a variety of learning resources and case studies, create an interactive and inquiry-based learning environment, stimulate students' initiative and creativity, and realize “applying what they have learned”.

2.1.3 Cultivate business English communication skills, industry knowledge and project management ability for the purpose of practice. Through group discussion and practical operation, students' interest in learning and motivation will be enhanced, and business English will be applied to practical study and life.

2.1.4 Take career development as the orientation and plan students' personal career. Combined with professional needs and workplace

requirements, training practical English ability, training business English vocational ability and quality, to provide support for students to become high-quality technical English talents.

2.2 Course design ideas

2.2.1 Specialty characteristics and industry needs. According to the actual needs of the social industry and the requirements of English teaching in the personnel training program, the classroom teaching content will be reasonably integrated with the career development of students in combination with the professional characteristics, and the emphasis will be placed on industry-related English skills and knowledge to meet the actual needs of students in future career development. At the same time, we will focus on cultivating students' cross-cultural communication skills and teamwork spirit to help them adapt to the global workplace environment.

2.2.2 Comprehensive application of basic knowledge and language. Focus on teaching basic language skills and knowledge, through highlighting classroom situational exercises and workplace simulation practice, practice to promote learning. In this way, students can internalize the teaching content into comprehensive language practice ability, and cultivate their flexibility and confidence in language use.

2.2.3 Practicability and practicality. Student-centered, emphasizing practice and the concept of "learning by doing and doing by learning". Through the creation of real situations and workplace simulation, stimulate students' learning interest and motivation, provide rich practical opportunities, help them quickly master skills and theories, cultivate comprehensive literacy and practical ability, and lay a solid foundation for future study and career development.

2.2.4 Communication needs in vocational posts. Students practice workplace communication and communication skills in a real environment by simulating business meetings and customer service scenarios. Watching professional video instruction helps them understand working styles and communication norms in different industries. Such diverse learning tasks improve students' practical coping skills and teamwork skills, laying a solid foundation for future career development.

2.3 Teaching design and methods

Taking course item 3 Unit 3 Chinese Traditional Culture as an example, the teaching design mode relies on the form of "Internet +", takes Xueyin Online as the platform, and takes effective teaching -- BOPPPS mode as the overall teaching design mode. It keeps pace with The Times according to chapter content and students' learning situation. The teaching process is divided into six steps: Bridge-in introduction, Objective objectives, Pre-assessment testing, Participatory Learning, Post-assessment post-testing and Summary. It reflects the teaching purpose of attaching importance to the cultivation of students' comprehensive learning ability and application ability.

2.4 Teaching methods

In addition to the traditional teaching methods such as lecturing and demonstration, we also actively adopt student-centered teaching methods, including task-driven, role playing, games, simulation and case discussion. Through these diverse forms of teaching, we are able to stimulate students' interest and enthusiasm in learning, enhance their participation and learning effectiveness. Such teaching methods not only help students better understand and master knowledge, but also cultivate their spirit of cooperation, communication skills and problem-solving skills, laying a solid foundation for their future learning and development.

2.5 Evaluation of Teaching

Establish a comprehensive curriculum assessment and evaluation system, including classroom discipline, question answering, attendance, homework, teamwork, process and result assessment, etc. Ensure that students can check their usual grades and attendance at any time, and teachers can evaluate students' performance in a timely manner to effectively motivate learning. We will promote teaching reform with students as the center, build a good teaching evaluation platform, and ensure the effective implementation of "curriculum ideology and politics". The school aims to cultivate high-quality talents by carrying out diversified dynamic process assessment, extending teaching time and space, and establishing a dynamic whole-process management assessment system. The course assessment covers all the content and important difficulties, and the comprehensive assessment of each situation reflects the performance of students in the theoretical level of business English, the practical application of listening, speaking, reading, writing and translating as well as the comprehensive quality.

3. Curriculum reform

In order to create high-quality foreign language courses full of ideological and political elements, according to the implementation plan for comprehensively deepening the reform of curriculum education and teaching, the "1+N+P" teaching mode has been formed in the "Comprehensive English I" online open course, which integrates ideological and political education in professional teaching.

Among them, "1" stands for the reform of professional teaching. According to students' learning situation, the teaching concept should be updated, professional standards should be aligned, course content should be reorganized, original teaching chapters, teaching design and assessment methods should be adjusted, so as to establish a course content system with professional characteristics. We independently selected and edited some content that can fully present the excellent Chinese culture and professional spirit as a supplement to the textbooks. Among them, "I Speak for China in English -- A Typical Case of Chinese Traditional Culture Based on the" BOPPPS Six-Step Classroom Teaching Model "in English classroom was rated as a typical case of" classroom revolution "in 2021.

Second, "N" represents the ideological and political elements of professional courses and the integration of labor education concepts into the curriculum. In addition to "I Speak for China in English -- A Typical Case of Chinese Traditional Culture Based on the" BOPPPS Six-Step Classroom Teaching Model ", we integrate the above ideological and political elements into this course through one word per lesson, one sentence per lesson and one labor link per project, combining the current political hot topics. While learning English knowledge

and skills, students can understand their own culture from a new perspective, enhance their cultural confidence, and enhance their English expression ability of Chinese culture.

Third, “P” stands for practical activities. Combine “group activities” for each unit. For example, Business English major students “environmental protection” theme research activity -- the use of disposable tableware on campus. Through this activity, students have a deep understanding of the university’s students’ understanding of environmental protection and its implementation, and make a theme report. The students recorded their own labor practice activities in the school in the form of short videos with English narration and subtitles.

4. Construction and practice

4.1 The school curriculum construction resources are allocated in place to provide guarantee for curriculum construction. The school has a strong network foundation and multi-functional recording room to support course video recording. In recent years, the school has also carried out many micro-lesson training, guiding teachers to design and produce micro-lessons. The training center is equipped with computer professionals, audio-visual education personnel and educational administration personnel, focusing on solving teachers’ technical problems in the production process of fine courses, including the shooting and editing of teaching videos and micro-lessons, to ensure that the work is implemented in place.

4.2 The online resource library of the course is well equipped, and the teaching practice is good. This course has preliminarily completed the construction of high-quality online open courses, and the existing online resources are rich, taking shape and complete in function, and the resources will continue to be updated in the teaching application. Students can directly download all the teaching resources of this course on the Internet, including course standards, electronic teaching plans, electronic courseware, exercises, video resources, reference materials and so on. Students can answer questions online and interact with teachers through the LearnPass platform.

4.3 The team teachers have complementary advantages, clear division of labor, and strong execution. The team members are all master’s degree holders of English majors, including associate teachers with senior professional titles, professional backbone teachers, “double quality” teachers, professional leaders, course experts with senior professional titles and industry experts from enterprises as part-time teachers. The course relies on the project of “Research and Practice on the Business English ‘Middle and High School’ overpass course System of Nanbo Group’s Higher Vocational College Enrollment Expansion”, and works with “Guangdong Sanyuan McDonald’s Food Co., LTD. Off-campus Practice Teaching Base for Business English Majors” to provide excellent business English talents for the society and further enrich the teaching projects.

4.4 The construction standards and evaluation mechanism are clear to ensure the continuous construction and application of the curriculum. The construction standards and evaluation mechanism shall be implemented in strict accordance with the provincial construction norms, so as to make the management system of the use of project construction funds more scientific. Fund investment, team management, resource review, resource update and co-construction and sharing mechanism can guarantee the sustainable construction and application of high-quality online open courses.

5. Deficiencies and improvements

Relying on the Super Star Learning platform, we will produce online teaching resources including videos, lectures, teaching plans, practical training, exercises, etc., focus on developing micro-courses and multimedia materials, improve the quality and quantity of teaching resources, and ensure full coverage of teaching needs. In-depth study of the information-based teaching function of the Super Star Learning Pass platform, combined with the professional standards of business English courses, design and improve the content of online courses, conduct data editing and platform promotion, and train users. Strengthen the technical support and resource arrangement of the network platform, improve the interaction and utilization rate of teaching resources, and make it become the main platform for students and teachers to communicate and share resources in daily life.

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Fund Project: Comprehensive English I, school-level excellent online Open Course of Quality Engineering, Guangzhou Huanan Business College, Project No. 2024HMZLGC18.

Guangzhou Huanan Business College 2024 school level ideological and political demonstration course “Comprehensive English I”□
 Project No.HMKCSZ202407.