

# Research on college english teaching reform based on ideological and political curriculum

*Lei Shengchun*

Harbin Huade University, Harbin 150001, Heilongjiang

**Abstract:** With the continuous promotion of the new round of educational reform, ideological and political curriculum has become the focus of college education. In the process of socialist modernization, colleges and universities bear the burden of talent training. In order to improve the quality of talent training and realize the parallel development of knowledge, skills and accomplishments, colleges and universities need to encourage teachers to dig deeply into the ideological and political elements in various courses, and strengthen their values and moral qualities in the process of imparting discipline knowledge to students. In view of this purpose, this paper takes the college English curriculum as the research object, ponders over the problems and causes of the infiltration of the ideological and political concept of the curriculum into the subject, and puts forward a series of optimization countermeasures, striving to make the college English curriculum and the ideological and political curriculum go in the same direction, build a collaborative education system, and help students develop in an all-round way.

**Keywords:** ideological and political curriculum; College English; Problem analysis; Optimization countermeasures

## introduction

The essence of curriculum ideological and political education is to establish morality and cultivate people, and promote the common progress of knowledge, ability and accomplishment. Carrying out ideological and political curriculum can help young college students build a correct world outlook, outlook on life and values, and identify with and strengthen the ideal and belief of socialism with Chinese characteristics. To achieve this, it is far from enough to rely solely on ideological and political courses, which means that teachers of general education courses and professional courses should take the initiative to assume the responsibility of ideological and political education, and implement the task of moral cultivation in all disciplines and links. In this context, college students' English curriculum involves multiple cultures, which has unique advantages in the implementation of ideological and political construction of the curriculum. Teachers need to deeply analyze the humanistic spirit, family and country feelings and other contents contained in college English courses, and help students objectively understand the cultural differences and uniqueness of different countries on the basis of strengthening their cultural self-confidence. Based on this, the author puts forward the following views in combination with his years of teaching experience and relevant research on curriculum ideology and politics.

## 1. The connotation of the ideological and political concept of the curriculum

At the national conference on ideological and political work in colleges and universities, it was emphasized that we should take moral cultivation as the central link, implement the ideological and political education work in the whole process, actively carry out the whole process and all-round education, and realize the new pattern of higher education in China. The traditional ideological and political education concept is mostly realized by ideological and political courses and counselors, which is relatively narrow. In order to broaden the scope of ideological and political education, the ideological and political education curriculum has gradually transformed into the concept of ideological and political education curriculum, that is, ideological and political education curriculum is a concept of education, rather than a curriculum, which requires teachers of other courses to organically penetrate the elements of education when explaining the knowledge of the subject, leading students to identify with the national system, identify with the socialist modernization, and identify with the excellent traditional Chinese culture. The ideological and political theory of the curriculum is by no means simply to infiltrate the ideological and political theory into other disciplines, but to analyze the humanistic spirit and cultural concepts behind the knowledge through the explanation of other disciplines, so as to achieve the educational effect of "1+1>2".

Based on the above analysis, we can find that it is a general trend to infiltrate the ideological and political concept of the curriculum into the college English curriculum, which not only contributes to the reform of English curriculum teaching, but also promotes the all-round development of students, laying a solid foundation for them to become socialist successors.

## 2. The Importance and Feasibility Analysis of Implementing Ideological and Political Education in College English Curriculum

### 2.1 An Analysis of the Necessity of College English Curriculum Infiltrating Ideological and Political Ideas

Language is the carrier of culture, which enables people to communicate ideas, exchange opinions and pass information. Language

is the product of culture, and language practice without culture has no soul. Therefore, English is characterized by humanism and instrumentality. College English focuses on cultivating students' comprehensive abilities in English listening, speaking, reading, writing and translating. In the course of teaching, teachers will guide students to read a lot of English articles, carry out English conversation exercises and translation, and then help them master English language communication skills. In daily learning, students will invisibly learn from British and American culture, western values, such as western religious culture, lifestyle, etc. If teachers do not strengthen students' awareness of objective discrimination in teaching, it is easy to lead the latter to accept western culture and values in full, and then doubt their own culture.

In the process of ideological and political implementation of college English curriculum, English teachers play an important role. Because of the influence of their study experience and research experience, most college English teachers have been immersed in English elements for more than ten years or even decades. Compared with other professional teachers, they know more about western culture, western art and western values. When teaching, teachers can fully use their own advantages to guide students to identify Chinese and Western cultures, and follow the principle of "taking the essence and eliminating the dross" to integrate Chinese and Western cultures. This can not only cultivate a high level of English teachers for colleges and universities, but also promote the all-round development of students. But there are also some problems in this process, such as the high level of professionalism of English teachers, but the teaching ability of ideological and political education is relatively weak. Therefore, how to consolidate their ideological and political knowledge and correctly understand the value of their role is one of the important problems that English teachers need to solve.

## **2.2 The Feasibility of College English Course Infiltrating Ideological and Political Ideas**

College English curriculum has natural advantages in implementing the ideological and political ideal of the curriculum. College English courses are both instrumental and humanistic. Instrumentality is shown in that English is an important tool for people to communicate with foreign countries; Humanism can help students better understand foreign cultures, broaden their horizons and sublimate their thinking. Language is the carrier of culture. If language is disconnected from culture, language will lose its soul. Therefore, if we want to help students really master English, then teachers need to put English in a specific cultural environment, so that students can always accept the baptism of English culture in the process of English reading, listening and translation. Through the investigation of the text content selected in the current college English textbooks, we can find that many of the articles above involve foreign celebrities, British and American culture, folk culture, western life, etc. These contents are closely related to values and social ideology. At the same time, both college English courses and ideological and political courses have the characteristics of human nature. Therefore, it is easier to achieve the goal of educating people silently with the help of college English courses, which is far more effective than theoretical preaching.

## **3. Research on the teaching strategies of ideological and political education in college english infiltration course**

### **3.1 Strengthen the review of English textbooks and fully tap the ideological and political elements in the textbooks**

Textbooks are important resources and carriers for English curriculum development. In the process of English curriculum construction, colleges and universities need to recognize the importance of textbooks, comprehensively improve the quality of textbooks, and then display the educational function of textbooks. In the process of teaching material construction, the school strengthened the supervision of teaching material construction and improved the quality of teaching materials through certain incentive measures. In the process of examining and approving college English textbooks, teachers need to first review the language ideology and values involved in the textbooks to see if there are serious contents that beautify western culture and promote western values in the textbooks. For colleges and universities with rich educational resources and high-quality school running conditions, they can independently design and compile English school-based textbooks that penetrate the ideological and political curriculum according to their own learning conditions.

For example, the overall design of college English textbooks can try to take cross-cultural as the starting point. In each unit, select the listening, speaking, reading and writing text content with cultural connotation, and match it with the language practice section, so as to highlight the humanistic and instrumental nature of English. In addition, teachers can also try to integrate the relevant contents of the core values of socialism with Chinese characteristics in the new era into the teaching materials, so that students can personally feel the characteristics and advantages of different systems, and then identify with and firm the "four self-confidence"

### **3.2 Strengthen the top-level design and integrate the ideological and political requirements of the curriculum into the English syllabus**

When formulating the English syllabus, the teaching and research group mainly considers the following aspects.

First, we need to grasp the relationship between the teaching objectives and the ideological and political education objectives of the curriculum, and then integrate the language knowledge objectives such as listening, speaking, reading and writing with the literacy

objectives such as cross-cultural ability and cultural literacy, so that the ideological and political objectives of the curriculum become an important branch of the overall goal of English teaching, and then pass on the correct values and excellent traditional Chinese culture to students to help them identify with the excellent local culture.

The second aspect is to carry out unit teaching design with ideological and political curriculum as the focus. The teaching and research team needs to combine the unit teaching objectives, teaching difficulties and other contents in the English textbooks with the ideological and political objectives, ideological and political elements, ideological and political cases and other contents. Because the ideological and political elements involve a wide range of contents, including the cultural uniqueness of the East and the West, the sense of identity of the excellent traditional Chinese culture, the sense of identity of the national system, etc., teachers need to take one of them as a unit teaching goal, and the entire unit teaching content is carried out around the ideological and political goal. After the unit teaching objectives are determined, the teaching cases and teaching texts selected by teachers need to adapt to the unit teaching objectives.

For example, if the unit teaching goal takes “patriotism” as the theme, then patriotism should be reflected in the selection of teaching texts and teaching cases. Teachers can try to give a speech on the theme of the anniversary of the victory of the Anti Japanese War, and let students organize to search for relevant materials and translate them into standard English. In the process of speech, students can sublimate their feelings into patriotism.

Third, teachers need to consider carefully when choosing unit teaching methods to highlight students’ dominant position as much as possible. Teachers can combine students’ majors, characteristics, interests and unit teaching themes, and let students actively compare and analyze Chinese and Western cultures with the help of guided learning method, case teaching method, task oriented method, project teaching method, etc. In this process, teachers can also try to create a variety of teaching situations for students, strengthen students’ experience through role playing or film playing, and increase students’ cultural tolerance and cultural understanding.

### **3.3 Improve English teachers’ ideological and political level and strengthen their awareness of ideological and political education**

Teachers are not only organizers of teaching activities, but also implementers of the concept of ideological and political education. Therefore, in order to infiltrate the ideological and political concept of the curriculum into all aspects of teaching, teachers should first improve their own ideological and political level, and then transform their knowledge reserves into corresponding achievements through specific teaching activities. This achievement transformation requires teachers to have higher subjective initiative, rather than mechanical and passive transformation. So how to improve teachers’ ideological and political education level? I think we can try to start from the following aspects.

First of all, through training activities to improve English teachers’ ability of ideological and political education. The school should regularly invite scholars, experts and excellent teachers who have made achievements in the ideological and political education of English courses to enter the school to give lectures, solve the doubts of English teachers through face-to-face sharing and communication, and eliminate the inherent misconceptions in the minds of English teachers. From the subconscious, we can realize that the important task of English teachers is not to improve the students’ passing rate of English examinations, but also to help students grow up healthily in terms of ideology and culture.

Secondly, we should improve English teachers’ ability of ideological and political education by means of interdisciplinary research. Through the analysis of college English teachers’ ideological and political knowledge reserves, it can be found that many teachers believe that ideological and political education is moral education, and pay little attention to the political system, the party’s program and other contents. Therefore, in order to improve the educational ability of ideological and political teachers, schools can organize English teachers and ideological and political teachers to conduct interdisciplinary discussions, help English teachers understand the Party’s programmatic documents, national systems and other contents by virtue of the professionalism of ideological and political teachers, and focus on arming themselves with advanced theoretical knowledge.

Thirdly, with the help of regional discussions between different universities, we can improve the ability of English teachers to educate people in politics and ideology. Different universities in the same region have both competitive and cooperative relations. Therefore, university leaders can try to actively carry out regional research with other universities from the perspective of “cooperation is the foundation, while separation is the foundation”. In this way, English teachers in different colleges and universities can share their experience of ideological and political education through online or offline methods to make up for their own shortcomings.

Finally, English teachers need to pay attention to the construction of their own teaching style and ethics. Teachers’ noble personality itself is an excellent educational resource. Therefore, English teachers should give full play to their role models, and use their strong family and country feelings, cultural heritage, teaching style and ethics, as well as personality charm to infect students, so that they can truly be reasonable and emotional.

### 3.4 Integrate the curriculum ideology and politics into the English teaching evaluation system to mobilize the enthusiasm of teachers and students

Teaching evaluation is the guarantee for the implementation of teaching objectives. A curriculum evaluation system that highlights the ideological and political characteristics is an indispensable part of college English teaching practice. Colleges and universities should establish a leading organization to guide the ideological and political construction of the curriculum. The evaluation of college English teaching effect should not only pass the single assessment mode of students' English test scores and "pass rate", but also include the ideological and political work of the curriculum into the list of teachers' responsibility for educating people and the year-end assessment content. The ideological and political situation of the curriculum carried out by teachers in the process of college English teaching and the actual effect achieved should be taken as an important standard for professional title evaluation, award evaluation, selection and training. The school should strictly implement the system of leaders of teaching units, teaching supervisors and peer teachers to listen to the lectures, and give an objective evaluation of the implementation of curriculum ideology and politics in the listening records. Scientific research management departments should take the ideological and political construction of curriculum as an important project, carry out relevant scientific research work, and fully mobilize teachers' enthusiasm for curriculum ideological and political construction.

The teaching evaluation of ideological and political education in college English can start from the three dimensions of evaluation content, method and subject, reflecting the humanity, pluralism and science of evaluation. The evaluation content is based on the stage class quizzes, designed with ideological and political elements, such as debates, film reviews, etc., to timely find out whether there is deviation in students' value orientation, and if there is deviation, guide and correct it. The evaluation method is a combination of process evaluation and summative evaluation. Process evaluation includes explicit evaluation records of students' daily attendance, classroom interaction, homework, notes, etc. At the same time, implicit observation and evaluation of students' learning attitude, learning habits, progress, etc. should be taken into account to form students' personal files. The final evaluation shall take the form of final written examination, investigation report, paper, etc. Both evaluation methods should pay attention to students' confidence and sense of success in learning English from the elimination of learning obstacles, and give priority to motivation. The evaluation subjects should be diversified, and self evaluation, mutual evaluation and other evaluation should be combined. The evaluation subjects include students, teachers, classmates and counselors. The evaluation is carried out by means of self-evaluation reports, questionnaires, symposiums, visits and in-depth interviews. It objectively and truly reflects the gap between students' comprehensive qualities and objective standards. More importantly, it provides a strong guarantee for teachers' ideological and political teaching and students' comprehensive development in the future.

## 4. conclusion

Through the analysis and summary of the above contents, we can find that it is feasible to infiltrate ideological and political curriculum into college English curriculum. However, there are also some problems in the process of integration, such as the teachers' ideological and political level needs to be improved, and the integration of curriculum ideological and political education and English curriculum has been formalized. In order to solve these problems, schools need to make efforts in teaching objectives, teaching design and teachers' ideological and political education level, build a collaborative education system of English curriculum and curriculum ideological and political education, and promote the comprehensive development of students.

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