

A Case Study On The Integration Of Ideological And Political Education Theories Teaching Into Normal Schools' English Classroom, Taking Chinese Traditional Festivals For Example

Lu Ying

Wuxi City College of Vocational Technology, Wuxi, Jiangsu Province, 214000, China

Abstract: Chinese traditional festivals are the treasures of Chinese culture and effective carriers of ideological and political education. This article takes the first period of Unit 3 Festivals and customs in Book 2 as a teaching practice case. We use the series of books of English for High School (Yinlin Press) as the teaching materials. Our students major in preschool education. This kind of teaching can excavate the ideological and political elements of Chinese traditional festivals, and can give full play to the ideological and political functions of the curriculum in the English classroom. In the teaching case of the article, ideological and political elements and English classroom teaching are organically integrated by allowing student groups to cooperate in the production of PPT, classroom display, video viewing, group discussion, oral and written expression and other teaching activities.

Key words: ideological and political education theories teaching; Chinese traditional festivals; English classroom; normal schools

Chinese nation has a long history of more than five thousand years, and the Chinese traditional culture is even more extensive and profound. It is a summary and sublimation of the experience of the working people in the long-term social practice. Chinese culture is an inexhaustible driving force for the continuous life and unity and progress of the Chinese nation. Excellent traditional culture has a strong educational function, which is of great significance and value for promoting the all-round development of today's normal majors.

Chinese traditional festivals are an important part of Chinese culture, with diverse forms and rich contents. Chinese traditional festivals developed from the ancient ancestors which not only clearly record the rich and colorful social life and cultural content of the ancestors of the Chinese nation, but also accumulate broad and profound historical and cultural connotations. Chinese traditional festivals are an important carrier of the traditional culture of the Chinese nation, and they still have strong vitality. As an important form of expression in the traditional culture of the Chinese nation, traditional festivals have rich connotations. They are an important resource, way and carrier for ideological and political education theories teaching for students of normal schools, and are of great significance for strengthening and improving ideological and political education theories teaching for these students.

General Secretary Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China: promote the creative transformation and innovative development of China's excellent traditional culture, inherit revolutionary culture, develop advanced socialist culture, stay true to the original, absorb foreign countries and face the future, better build the Chinese spirit, Chinese values and Chinese strength, and provide spiritual guidance for the people.

Traditional festivals are the external manifestations of culture. Traditional festival culture is not only a continuation of the spiritual lifeline of the Chinese nation, but also a manifestation of the self-confidence of Chinese culture. In terms of content, Chinese traditional festival culture covers the relationship between heaven and man, ethics and life consciousness; in terms of form, Chinese traditional festivals are normative, aesthetic and participatory. There is no doubt that Chinese traditional festivals are an effective carrier of ideological and political education theories teaching. Relying on Chinese traditional festivals to promote ideological and political education, we can fully explore the ideological and political functions of their courses in the English classroom of normal schools, "cultivating morality", and cultivate future teachers with high ideological awareness and strong cultural literacy.

1. Origin

In December 2016, General Secretary Xi Jinping stressed at the National Conference on Ideological and Political Work in Colleges and Universities that "we should adhere to moral cultivation as the central link, integrate ideological and political work throughout the whole process of education and teaching, and realize the whole process of educating people in an all-round way." In 2017, the Party Group of the Ministry of Education issued the Outline for the Implementation of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities, which proposed to dig deep into the ideological and political education elements contained in various professional courses as an important content of classroom teaching; give full play to the main role of professional teachers in curriculum education, and promote the teaching reform of "ideological and politics education". As a result, the research of "ideology and politics education" has emerged in the academic community.

Normal colleges and universities shoulder the important responsibility of cultivating and delivering high-quality and high-skilled teachers for the country. The construction and reform of the ideological and political courses of normal colleges and universities are imperative. The teaching concept of "ideology and politics education" should not only be included in the work scope of party organizations at all levels in normal colleges and universities, but also become the responsibility of teachers teaching various disciplines. The English

course of normal colleges and universities is a compulsory public basic course for students. It has the characteristics of a wide audience, a large number of hours, a long time span and rich teaching content. English class is the main position for ideological and political education in English courses. For normal colleges and universities, training future teachers should not only give students professional skills and knowledge, but also have corresponding teachers' professional ethics and profound ideological connotations.

The English classroom is the main position of ideological and political education in English courses. Only by correctly choosing the content of English classroom teaching can have the effective ideological and political education teaching. Most of the traditional English textbooks are articles from British and American countries, which tell foreign stories and reflect foreign people and things. The content about Chinese culture is relatively rare, and the content about Chinese traditional culture is even more missing. According to the theme of English textbooks, English teachers can be close to the real life of teachers and students, and can combine the characteristics of normal majors, mobilize teachers and students to work together to explore the ideological and political elements from Chinese traditional festivals and from cultural resources, and give full play to the ideological and political functions of the curriculum in English classroom teaching. On the one hand, through this process, teachers and students can re-emphasize the inheritance of Chinese culture, especially festival cultures, and enhance students' cultural self-confidence. On the other hand, this can change the singularity of British and American culture in English classroom teaching contents, strengthen students' English language use and communication skills in combination with teaching practice, and constantly improve learning. Students can gradually develop the cultural literacy and the ability to spread Chinese culture in English.

2.Current Situation of English Classroom Teaching and Ideology and Politics Education for students in normal schools

In order to understand the situation of ideological and political teaching in the English classroom of normal majors, we conducted a questionnaire survey in the classes of Grade One that major in preschool teaching (they will graduate from normal schools after five-year study) in 2020. The survey results show that more than half of the students know something about ideological and political education, but they don't think there is much about ideological and political contents in the English class, and there is limited time to explore the differences between Chinese and Western values in the background of the text. Most students believe that ideological and political contents should be integrated into the English classroom, and believe that English teaching in the English classroom is as important as educating people. Usually, they will consciously understand current political hotspots through social platforms or news apps; they will actively understand national policies such as poverty alleviation, or people's livelihood; political hotspots such as garbage classification; they will exchange current political hotspots with their classmates. Students generally hope that English classroom teaching will be combined with their preschool education majors, and English classroom teaching will be carried out in various forms like on the Internet.

3.Exploration of English classroom teaching practice

Since then, we have carried out various forms of practical activities in the English classroom of normal schools, adding ideological and political contents, and striving to improve students' basic skills in English listening, speaking, reading and writing, while strengthening students' ideological and political education. This article especially discusses the teaching practice of using Chinese traditional festivals to integrate ideological and political education into the English classroom. Next, let's go to the first period of Unit 3 in Book 3 of English for high school, Welcome to the Unit. This is the teaching material during the second term for students of Grade One in our school. Let's learn how to excavate the ideological and political elements in the English classroom teaching. Let's learn how to make good use of the function of the ideological and political education by teaching and learning traditional festival cultures.

3.1 Academic analysis

This course is aimed at the students from Grade One our schools who will be given teaching training for five years in majoring preschool education. After a semester of study and life, most students began to adapt to the study of the majors, and they have accumulated a certain amount of knowledge in English language and knowledge about preschool professional education. However, students are in the early grade, and there are not many opportunities to speak in public. They are not fluent and brave to speak in public. They need to give more opportunities and strengthened exercises. In terms of English language learning, most students have a certain ability to obtain information, process information, analyze and solve problems in English; however, some students can still produce English sounds combined with dialects, and their pronunciation is not standard. In terms of English language application ability, most students can have the most basic reading skills. They can read and understand some moderately difficult articles. However, some students are still not very motivated to participate in English classroom activities due to various factors. Students in normal schools usually rely on mobile phones to play games or watch the TV series. They can not use mobile phones properly like studying on the Internet. The design of this lesson is different from the traditional teaching method. Students are encouraged to learn online, learn independently, and use mobile phones and the Internet reasonably. Students will prefer this kind of modern, interactive and group cooperative teaching.

3.2 Design intention

The teaching activities of this period first allow students to fill in information in forms about Chinese traditional festivals and customs

through group cooperation. Next, videos introducing Yipeng Lantern Festival in Thailand, Midsummer Festival in Sweden and Mexican Day of the Dead will be broadcast. The teacher asks students to extract key information and share their feelings about these festivals. Then let students cite examples of Chinese traditional festivals that are similar to these three festivals. It realizes the integration of Chinese and foreign cultures through comparison. Finally, students find information about other festivals at home and abroad on the Internet and introduce them to everyone in English. The words in this lesson are simple and the sentence patterns are not complicated, which can improve students' self-confidence during English classroom teaching. The contents of this period involves cultural, emotional and preschool professional characteristics. Students can actively participate, which is easy to stimulate students' interest in English learning, enhance learning initiative, and cooperate in learning, which is conducive to strengthening the cultivation of English literacy in preschool majors. This period can also be used for comparative teaching between Chinese and foreign festivals or for kids' English teaching.

3.3 Teaching goals

Knowledge goal: Learn and master some important words about Chinese and foreign festivals, and understand the common sense of relevant backgrounds.

Ability goal: This period mainly involves the cultivation of pronunciation, vocabulary, reading and listening and speaking abilities. By setting tasks, students are guided to develop their abilities to learn independently and cooperatively with their existing preschool education knowledge and skills as well as English language knowledge and skills.

Emotional goal: Enhance students' awareness of independent learning and cooperation through interactive communication. Through the understanding of Chinese traditional festival culture, students can be guided to understand the similarities and differences between Chinese and Western cultures, and can consciously experience the professional role of preschool education in the future.

3.4 Teaching key and difficult points

Key points: (1) Master the relevant vocabulary, phrases and sentence patterns of Chinese and foreign festivals. 2) Understand and master the main information of Chinese traditional festival culture, and be able to use and express relevant stories, customs and songs in English independently.

Difficult points: (1) Cultivate reading skills and improve reading abilities.. 2) Use the relevant language and cultural knowledge you have learned to express or express your views in English in discussion and communication.

3.5 Teaching and learning methods

Teaching methods: This period mainly adopts the situational teaching method, uses multimedia courseware to intuitively demonstrate relevant knowledge, as well as group cooperative teaching methods, communication teaching methods, etc., and comprehensively uses various teaching methods to stimulate students' interests in learning English, enliven the classroom atmosphere, and promote students' understanding and mastery of knowledge.

Learning guidance: The theories of "people-oriented" and "for all students" promote the growth of all students. Students can has changed from "learning" to "learning". Cooperative learning methods and task-based learning methods have been adopted. The teacher encourages student groups to discuss, exchange and cooperate, divide labor and cooperate, and use each other's strengths to help each other and guide each other. Students try to complete the tasks together assigned by the teacher. Students who have an unsatisfactory foundation in English but are good at singing or painting can also find confidence in learning English.

3.6 Pre-class preparation

Before class, the teacher arranges students to use new media to search for information about a Chinese traditional festival. The group divides labor and cooperates, focusing on one aspect of the festival to design and produce PPT. After completing the task, the PPT slides are uploaded to the Pan-Elegant Learning Platform, and teachers, other groups and group members can give their scores separately. Before class, each group will select representatives to show the PPT slides and display them separately with teachers in advance to communicate with possible language expression errors or cultural information errors or insufficient PPT slide production one by one, and gradually improve them. Teachers themselves should also search for a large amount of information about Chinese traditional festivals and traditional festivals abroad.

3.7. Teaching procedures

3.7.1. In the introduction session, the teacher first showed a picture of lion dance. Lively scenes, red and yellow eye-catching colors attracted the attention of students and aroused their interests. Under the title of Unit 3 of the textbook, teachers and students interpret Robert A. Heinlein's famous saying together: "Customs and habits tell a person who he is, where he belongs to, and what he must do." It is from the book Citizen of the Galaxy. In this sentence, anthropologist Dr. Mad told the protagonist Sobby, which fully illustrates the important role of customs in society. Then, the teacher took one of the most important Chinese traditional festival ——Spring Festival ——as an example to lead in the lesson. The PPT slides talk about the customs and habits of the Spring Festival. What we Chinese will eat and what we will do

during the festival?

3.7.2. During the display of PPT slides from the students, every group selected one representative to speak in the front of the class. They would introduce a coming Chinese traditional festival (The Dragon Boat Festival is approaching). Each group only focuses on one aspect of the festival. Some groups introduced the origin, historical stories and legends of the festival; some groups specialized in introducing food with festival characteristics, such as its historical origins, production process, and they even brought the food to the classroom for taste; some groups talked about the main customs of the festival, including dragon boat racing, eating rice dumplings and sachets. Teachers and students took photos or videos respectively. The excellent works such as the best PPT slide design, the best PPT display and the best oral English expression will be selected by the whole class and released in the class QQ group. They can not only be displayed as a piece of excellent English classroom homework, but also permanently preserve the souvenir of the collective activities reserved for the class. Later the teachers will award prizes for encouragement.

3.7.3. During the group discussion session, the whole class were divided into four groups according to the number of students to discuss the four Chinese traditional festivals: Lantern Festival, Tomb-sweeping Day, Mid-Autumn Festival and Double Ninth Festival. Students tried to use the learned vocabulary to discuss the customs and habits of these traditional festivals, and fill in the relevant information in the form after the discussion.

3.7.4. The next step is to watch videos introducing festivals in three different countries, that is Yipong Festival in Thailand, Midsummer Festival in Sweden and Day of the Dead in Mexico. The video without any English subtitles practiced students' listening skills. After watching it twice, the students can basically fill in the blanks in the textbook. While learning about other national festivals, the teacher and students compared the similarities between Chinese and foreign festivals: during Thai Yipeng Festival and Lantern Festival people can enjoy lanterns; Sweden's Midsummer Festival and Dragon Boat Festival are both in the early summer; during the time Mexican Day of the Dead and Tomb-sweeping Day people often remember the dead relatives.

3.7.5. In the step of extension, the teacher shows some strange festivals in other countries in the world. It will broaden students' horizons. Students are asked to summarize a festival by using their own simple words, after the oral practice, and they are asked to write it down.

3.8. Assignment

After class, according to the division of the group, let the students use the Internet to search for information about one Chinese traditional festival and make it into a mini-book full of pictures, which can be introduced to foreign friends or given to kindergarten children.

3.9. Assessment and evaluation

The task items designed in this period take full account of the individual differences of students, and combine the characteristics of students' preschool education majors for evaluation and assessment.

3.10. Teaching Reflections

3.10.1. This lesson uses the Internet and what the students have learned to guide them to carry out personalized previews and make discussions in advance. This kind of preview work has stimulated students' interests in learning English.

3.10.2. The knowledge is fully displayed through PPT, from easy to difficult, interlocked and promoted layer by layer. Through group cooperation, students' learning initiative and enthusiasm have been greatly mobilized.

3.10.3. Solve the problems in the preview work through English classes, compare Chinese and foreign festivals, deepen the understanding of Chinese traditional festival culture, and enhance cultural self-confidence.

3.10.4. After class, through some learning communication apps and other platforms such as class QQ group, WeChat group, the whole class display homework exercises, get learning results from the teacher and classmates. This kind of evaluation system from all aspects would mobilize students' enthusiasm, make the most of advantages of preschool professional skills, develop students' imagination and creativity, and let them further understand the cultural connotation of this lesson. The teaching effect is relatively obvious.

4. Conclusion

Chinese traditional festival is the treasure of the Chinese nation. In this lesson, the long history of Chinese traditional festivals gives students pride; the cultural comparison of Chinese and Western festivals enriches students' knowledge and enhances their cultural self-confidence; students have established and cultivated a sense of innovation and their abilities to innovate when completing preview work and homework; and the storytelling of Chinese traditional festivals enriches the English classroom teaching of normal schools. The ideological and political content effectively enhances the ideological and political functions of the English classroom teaching. When students can master the knowledge and application of English language, they also can combine the professional skills of their major. Teachers integrate socialist core values into the English classroom teaching in normal schools to develop a team of future teachers with a correct world outlook, outlook on life and values.

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