

An Empirical Research on Integrating Ideological and Political Education in College English Teaching through Blended Learning

-To Cultivate Rural Students' Confidence in the Culture of the motherland in Vocational Colleges

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Abstract: This research team effectively integrates ideological and political education in college English teaching through blended learning, we help students to establish a correct world outlook, outlook on life, values, and cultivate students' confidence in the culture of the motherland, enhance patriotic feelings.

1. Introduction

At the beginning of 2020, a sudden outbreak of Covid-19 occurred. Universities and vocational colleges began to explore the mixed teaching mode of “online” and “offline”. As a new effective and multi-dimensional teaching model combining the advantages of offline traditional teaching and online teaching, it has become the mainstream of information-based teaching and the basic form of education during the current epidemic.

On June 1st, 2020, the Ministry of Education issued the Guidance Outline for the Ideological and Political Construction of Higher Education Curriculum.

The Declaration on the Construction of a New Liberal Arts was released on November 3rd, 2020. It was pointed out that we should insist on respecting the rules, adhering to integrity and innovation, basing on China's national conditions, classifying advanced. A theoretical system, discipline system and teaching system of liberal arts education with Chinese characteristics will be gradually formed. The Ministry of Education on the issuance of “higher education curriculum ideological and political construction guidelines” in the notice pointed out promoting the ideological and political construction of curriculum is a strategic measure to carry out the fundamental task of moral education. This provides a guiding strategy for the practice of “Three Integrity Education” in foreign language discipline.

As an English teacher, the author thinks that we should combine foreign language teaching with curriculum ideology and politics. Integrating ideological and political education into English teaching through blended learning to cultivate rural students' confidence in the culture of the motherland in vocational college

2. Background of Research

2.1 Research Object

Influenced by epidemic prevention and control, the object of this research is rural students from our vocational college. 9 %of rural students have been studying with their parents since childhood in the economically developed city, 91% of rural students came from economically backward and remote rural areas. Many rural students from remote rural areas and minority areas have the experience of staying behind. When they entered our college, some rural students are obviously different from other students in terms of living standard, knowledge, expertise and social experience. At the same time, due to the continuous improvement of the urban level of many cities in Yunnan Province, there is a certain contradiction between the social ideas and values and the ideological values of rural students. To some extent, some rural students lack certain degree of judgment. They are vulnerable to the shock of western culture. At the same time, facing the fierce competition and complex interpersonal relationship in the society, rural students are often unable to cope well. Therefore, it is easy to produce some extreme psychological problems. Even individual students make more extreme behavior. Therefore, integrating ideological and political education into English teaching in vocational college through blended learning, it will have an important impact on the knowledge system and values of rural students.

2.2 The Present Situation of English Ideological and Political Education in Vocational Colleges

The objective of college English teaching is to develop student's ability of English application, enhance their awareness and competence of intercultural communication, develop their ability of autonomous learning, and improve their comprehensive cultural attainment.

At present, the English course of vocational college is a compulsory course of public foundation. The teaching content is mostly about western culture and value. In the process of teaching, English teachers pay more attention to the explanation of the grammar, vocabulary and translation of the target text in English teaching, but rarely introduce the ideological and political education or the expression in English. At the same time, some teachers fail to pay attention to the importance of integrating ideological and political education into English teaching. They believed that English education in vocational education is for the purpose of application, practicality and adequacy. The compilation of English textbooks, the selection of texts, the formulation of syllabus and the revision of teaching plans also do not have too much content about ideological and political education.

The author believes that in the era of globalization, English has the function of two-way cultural communication. English teachers should balance the relationship between English culture and excellent traditional Chinese culture in order to truly cultivate rural students' intercultural communication ability. When explaining western culture, teachers should not ignore our own culture and publicize our culture to the outside world. So research team takes the western culture as the entry point and permeates the excellent Chinese traditional culture to carry on the ideological and political education. Our teachers should focus on rural student's personal development for their characters, thinking skills, not just some knowledge and value of western countries, language skills, but to develop the whole person.

3. The Process of Research

Strengthen moral education and cultivate people is an excellent cultural tradition of the Chinese nation. The Chinese nation has constructed a set of mature moral value system in the long historical development process, and formed a wealth of personal ethics, family ethics, national ethics and universe ethics of moral norms system and moral education theory.

Therefore, this research team regards strengthen moral education and cultivate people as the

fundamental task of education, and carefully studies the production-oriented approach teaching theory proposed by Professor Wen Qiufang. Based on *New Concept Interactive English*, we considered the three principles of learning center, integration of learning and application, and whole person education in every teaching link. At the same time, we carried out curriculum ideology and politics from teaching objectives, teaching resources, teaching evaluation and other dimensions. We mainly carried out online and offline teaching through the network platform of U Campus and Rain Classroom to improve rural students' thinking and logical judgment, and finally achieve cultural confidence through the cultivation of intercultural communication skills, the cognition of Chinese and western cultures and the analysis of similarities and differences.

3.1 Teaching Diagnosis

The research team has diagnosed the rural students in listening, speaking, reading, writing and translating. According to diagnosis results, we will find out the problems of rural students, and then divided the students into three levels according to the individual differences. And three levels of rural students are free to combine in different levels for finishing online tasks. They can cooperate with each other, so that it has a certain degree of complementarity.

3.2 The Design of Blended English Instruction

Due to the limited time in offline class, each teacher in the research team has to collect, sort out and update useful materials of ideological and political. In the end, we determined the course content as theme, discourse, language knowledge, cultural knowledge, language skills and learning strategies. According to the theme and cultural knowledge of each unit, rural students are guided by integrating ideological and political education content from 8 aspects: Individual and group, responsibility, love and dedication, family and country, country and world, fairness and justice, environmental protection, and a community with a shared future for mankind. At the same time, subjects and online tasks are combined to emphasize the active and engagement of rural students, and the individually targeted and instruction of teachers in classroom teaching.

Good online feedback is a key to a high level of rural students' engagement. The group's feedback time is generally less than 3 days. The teachers will provide different-instruction for the students online. Later, we need to take back online tasks and check the quality of the feedback. The feedback will be evaluated by the teachers and the classmates. Participation evaluation mainly focuses on the rural students to show the results of the task completed by the group. This will show whether they have understood the point, or get their classmates' point of view. At the same time, rural students can supple, extend, correct or change the main points or ideas in the task on the basis of understanding. Let rural students have active learning, and have careful reflection and clear discrimination.

3.3 Part of the Class Demonstration

The research team demonstrated the online and offline classroom design of Unit 1 as follows

Step 1 Offline teaching: the team extracted ideological and political points applicable to Chinese cultural soil and transferred them to Chinese traditions.

Firstly, we take Gratitude as the theme. After completing the basic grammar, pronunciation, vocabulary and text teaching, the teacher will continue to guide the students to think.

Secondly, we will focus on the theme of "Love and Dedication". The Covid-19 epidemic has spread across the globe and tested the psyche of nations. Different countries have different attitudes, methods and results in fighting against the epidemic. In the face of the onslaught of the epidemic

and secondary disasters, China has taken its time and effectively responded. Countless Chinese people stuck to their posts and carried the health of many people through their own actions. How many families have been reunited with their own abandonment? It reflects the value pursuit of love and dedication. It also shows a small home to protect everyone's noble realm.

Thirdly, we will introduce traditional Chinese cultural knowledge. In the Chinese cultural tradition, love is refined to “benevolence” and regarded as a basic human characteristic. Confucius said, “Benevolent love”, and said, “Benevolent, human also.” Confucius regarded “benevolence” as the core requirement of human social morality. Only with great love can we face up to difficulties and be willing to contribute

Step 2 online teaching:

Firstly, Group1 should finish the task (Please introduce Lu Xun’s spirit and make a 10-minute PowerPoint presentation.).The teacher will provide different-instruction for the students online to help rural students to understand “Fierce-browed, I coolly defy a thousand pointing fingers; head bowed, like a willing ox I serve the children”.

Step 3 take back online tasks and check the quality of the feedback:

Through the students carefully collect information, and design online tasks. Then the teacher will ask Group 1 to present their tasks offline, and the teacher and the classmates will evaluate the tasks together.

4. Results of Research

During the whole teaching process, teachers respect and emphasize the dominant position of rural students, and cultivate and improve rural students' ability of organization, coordination and management. After a semester of training, 91% of rural students said that this teaching model and teaching design effectively helped them build self-confidence, improve interpersonal relations, accumulate experience, and cultivate and enhance personal cultural literacy. 98% of rural students said it helped them to establish a correct world outlook, outlook on life, values, cultivate students' confidence in the culture of the motherland, and enhance patriotic feelings.

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