

Research on the Implicit Ideological and Political Education by Chinese Excellent Culture in the Basic Teaching Stage of English Majors

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Abstract: The introduction and dissemination of western culture has been overemphasized in English major teaching in China, while the ideological and political role of Chinese excellent culture in English major teaching has been ignored, leading to the lack of Chinese culture for students and hindering the development of students' intercultural communication ability. Taking the professional course teaching in the basic stage for English majors as an example, this paper puts forward some countermeasures and suggestions for the implicit ideological and political education of Chinese excellent culture in professional courses for English majors.

1. Introduction

In 2018, the Ministry of Education promulgated the “National Standard for Undergraduate Teaching Quality in Colleges and Universities” (hereinafter referred to as the New National Standard), which puts forward more clear requirements for the cultivation of English majors, that is, “students should have the ability of using foreign languages, literature appreciation, cross-cultural communication, critical thinking, and certain research ability, innovation ability, information technology application ability. Under this guidance, most universities have set up basic English professional courses in the first and second years for English majors, in order to meet the learning needs of English majors. Therefore, how to properly use the implicit education method at the basic stage to guide students of English major to feel, understand and internalize the excellent Chinese culture, and realize the goal of ideological and political education will be an important research.

2. The Connotation of Ideological and Political Education in Courses

The concept of Ideological and Political Education in Courses originated in 2014, and its main purpose is to solve the dilemma of ideological and political education for college students, hoping to realize the function of ideological and political education by using ideological and political education resources in relevant courses. Therefore, the meaning of Ideological and Political Education in Courses is initially understood as: relying on ideological and political theory courses, professional courses, general courses and other courses to carry out ideological and political education practice activities. From the current practice of ideological and political education in

universities, we can find that ideological and political theory courses are the main channel of ideological and political education for university students, and play an important role in cultivating talents in the new era of all-round development. However, we can also find that the ideological and political theory courses in universities have been fighting independently for many years, and the resources and functions of ideological and political education contained in other courses are not fully and effectively brought into play, and the ecological environment of curriculum education is not formed, which affects the effectiveness of ideological and political education for university students.

Therefore, the meaning of “Ideological and Political Education in Courses” can be further understood as: the practice of ideological and political education relying on and with the help of professional courses and general courses, or the practice of integrating ideological and political education into professional courses and general courses. Therefore, integrating the cultivation and shaping of values into all courses through implicit education, applying ideological and political education throughout the whole process of education, and implementing the connotation of educating people in classroom teaching, can make all courses have an ideological and political taste, highlight the value of education, and make moral education “silent”.

3. The Importance of Implicit Education in Ideological and Political Education

The concept of “Implicit Ideological and Political Education” comes from the concepts such as “potential curriculum” and “hidden curriculum”, which is similar to the “Implicit Moral Education” in pedagogy. It is relative to the explicit ideological and political education, and is intended to make college students receive education in a penetrating and subtle way.

For a long time, the ideological and political education in universities in China has been dominated by explicit ideological and political education, which emphasizes the direct instillation of theoretical knowledge in ideological and political classroom, while ignoring the development and excavation of implicit ideological and political education resources, such as the ideological and political education resources in professional courses. Therefore, the effectiveness of implicit factors in ideological and political education in and universities is not good. Today's ideological and political workers in universities have formed the understanding of taking explicit education as the main teaching method due to the long-time influence of explicit education. In the process of using ideological and political education resources, they mostly use educational resources as the carrier of explicit education to spread knowledge to educators, ignoring the role of implicit educational resources. Teachers engaged in ideological and political education in universities are used to using the inherent content of textbooks to teach students ideological and political theory directly. They seldom apply knowledge in ideological and political education resources to inspire and guide students, which reduces the effectiveness of implicit ideological and political education.

But today's society is undergoing economic and social transformation, the rapid development of Internet, the rise of artificial intelligence and other major changes, and the environment of education is experiencing great changes. In such an environment, we must highlight the function of implicit education, arouse students' emotion, and achieve the effect of “moistening things silently” by “sneaking into the night with the wind”. The new environment asks for new methods. We can no longer make use of simple and direct methods to explain the truth in the complex world.

4. The Current Situation of Chinese Culture Teaching for English Majors in Chinese Universities

The New National Standard requires English majors to develop their intercultural communication ability, which mainly refers to the ability of students to interact and communicate

between different cultures in Chinese and English. Geof Alred (2003) pointed out that communication between different cultures was not synonymous with giving up one's own identity and denying one's own social identity. It is very important that understanding another culture helps to understand one's own cultural identity. Therefore, if we want to cultivate the cross-cultural communication ability of English majors in China, great attention should be paid to the teaching of Chinese excellent traditional culture. However, many English teachers and students in Chinese universities do not fully understand this. They think that intercultural communication ability is to cultivate students to understand the cultural knowledge of English-speaking countries, and to use fluent and correct English to talk about western cultures with westerners. It is ignored that the most important thing in intercultural communication ability is to be able to spread excellent Chinese culture with accurate and fluent English so as to realize the function of cultivating Chinese culture disseminators.

For a long time, due to the misunderstanding of intercultural communicative competence by English teaching researchers, English teachers and English majors, the input and spread of Chinese culture has been in a weak position in English teaching in China. At present, there are courses such as British and American Society and Culture, Western Culture for English Majors in almost all universities, while courses related to Chinese culture are seldom found in the curriculum system. Moreover, the teaching resources for English majors are mainly from English and American original texts, which mainly introduces the culture and customs of western countries, but Chinese excellent culture is rarely included in the system of professional textbooks. In addition, through the analysis of the cultural background and content of the textbook “Modern College English”, which is used in Comprehensive English Course for English Majors at the basic stage of our university, the results show that more than 100 reading materials in the first four volumes start from a comprehensive introduction of western culture. It is precisely because of the weakening of Chinese culture in the teaching of English majors that caused the lack of Chinese culture education. Therefore, in the teaching process of English majors, teachers need to make further comparison between Chinese and Western cultures and explore the deep-seated value of Chinese culture.

5. The Enlightenment of “Ideological and Political Education in Courses” from Foreign Universities

American colleges and universities usually influence students' ideas through campus activities, social activities, psychological counseling, environmental edification and other forms, so as to enhance students' sense of social responsibility and realize students' all-round development. Therefore, the implicit ideological and political education in American colleges and universities has the following enlightenment to our ideological and political education:

5.1 Integrating Practice with Moral Education

Actively organize students to participate in various extracurricular activities, so that students can improve their moral quality, sense of responsibility and sense of mission in the practice of activities.

5.2 Taking Knowledge Education as the Carrier of Moral Education

The United States will take the Declaration of Independence and the Constitution as the content of political education throughout the whole process of human socialization. Moral education is mainly carried out in primary and secondary schools, while moral education is mainly carried out with knowledge as the carrier in the university stage, so that students can have the values advocated by the society through the study of humanities and social sciences courses and professional courses.

In Chinese universities, education is mainly carried out according to majors. According to New National Standard, basic professional courses and senior professional courses account for 65% of the total credits. However, in the real teaching of professional courses, teachers only highlights the teaching of professional knowledge and skills, but ignore the value guidance of ideological and political education. Therefore, professional teachers need to closely link the content of professional courses with social values to realize the coordinated development of ideological and political education and professional education.

5.3 Expanding Implicit Education

In the past, ideological and political education in Chinese universities has been dominated by explicit education, while in the United States, more attention has been paid to unconscious education, so that students are influenced by American political concepts and values. Therefore, China's ideological and political education should also expand the effectiveness of implicit education, achieve coordinated development through professional courses, social practice and other implicit courses, so as to enhance Chinese students' cultural self-confidence, political value recognition, and improve their ideological and moral quality.

6. The Implementation of Ideological and Political Implicit Education in the Basic Teaching Stage of English Majors

According to teaching rules, the four-year English major teaching is usually divided into two stages: the basic stage (Grade one and Grade two) and the senior stage (Grade three and Grade four). The main teaching task of the basic stage is to teach basic English knowledge, to train students' basic skills comprehensively, and to cultivate students' English-using ability, good learning habits and correct learning methods, so as to lay a solid foundation for further learning in senior grades. The basic courses for English majors in our university mainly include Comprehensive English, English Listening and Speaking, Oral English, English Reading, Introduction of the Society and Culture in English-speaking Countries, English Grammar, Advanced Chinese, Selected Readings of English Short Stories, Introduction to Chinese Culture, etc.. These courses, covering English professional skill courses and English professional knowledge courses, will be able to help cultivate students excellent in both profession and morality.

6.1 Establishing the Guarantee System

Ideological and political education in courses is a systematic project of teaching reform, which requires the concerted efforts of various organizations to achieve the construction goals. In order to realize the purpose of ideological and political education in the basic stage of English majors, the university should provide a guarantee system by taking the teaching and research office as the construction unit to do a good job in ideological and political education planning objectives, formulate the implementation rules, clarify the objectives and tasks of each teacher, and ensure that the ideological and political education reform program is implemented in the whole teaching process of each professional course. From the goal design to the implementation of teaching and research, we need to give full play to the role of teaching and research offices, teaching teams and other teaching organizations, in order to improve the effect of the implicit ideological and political education in English professional courses.

6.2 Strengthening the Cooperation between Courses in the Basic Stage

There are more than ten courses in the basic stage of English majors. Teachers of these courses should cooperate with each other, regularly carry out teaching discussion and teaching observation with ideological and political education as the topic, and jointly carry out curriculum design. In this way, the ideological and political elements of Chinese culture can support and complement each other between different professional courses, so as to form a complete ideological and political education system. At the same time, with the help of university policy support, we can achieve close cooperation with teachers of ideological and political courses, and dig out the ideological and political elements in professional courses, which are conducive to the co-operation of implicit ideological and political education and explicit ideological and political education.

6.3 Innovating the Teaching Concept of Professional Teachers

The main body of ideological and political education for English majors in universities is teachers, who should constantly improve their ability and level. Teachers should realize that the basic stage of English teaching is not only to teach English language knowledge and skills, but also to spread Chinese excellent culture, correct values, national political system and humanistic morality. Therefore, teachers of English majors must timely know about the current trend of teaching reform, the importance and connotation of ideological and political education, and pay attention to current affairs, so as to give full play to their enthusiasm, initiative and creativity in the ideological and political education of English majors. With the teaching materials with Chinese elements, Chinese excellent traditional culture and Chinese feelings, professional teachers can integrate the eastern and western perspectives and expressions, and encourage students to think independently, understand the world comprehensively and objectively, and form an international perspective by using a variety of teaching methods.

7. Summary

The ideological and political education in courses for English majors is the effective integration of professional curriculum and ideological and political education, which can strengthen the education of Chinese excellent culture while imparting professional knowledge, so as to ensure that professional curriculum and ideological and political theory courses are in the same direction, and form a synergistic effect. Implicit ideological and political education in English professional courses not only reflects the richness and diversity of English professional courses, but also reflects the value guidance and value orientation of excellent Chinese culture. The sharing and dissemination of excellent Chinese culture in English professional courses in the basic stage will help to integrate Chinese excellent culture and values into the implicit daily normative education for English majors, and realize the goal of cultivating the inheritor of Chinese culture, the communicator of future voice, the innovator of Chinese theory and the pioneer of China's future in the construction of New Liberal Arts.

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