

Exploration and Practice on the Construction of Curriculum Ideological and Political Education for English Majors

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Keywords: Curriculum, Ideology and politics, Comprehensive English

Abstract: The effectiveness of moral education is the fundamental standard to test all the work in colleges and universities, and the effective coupling of Ideological and political education and professional courses is the new challenge of college education in the new era. This paper explores the teaching mode of Ideological and political education for English major through a two-semester action research by identifying rich and diversified ideological and political elements from Comprehensive English, integrating learning and application and providing three-dimensional evaluation system. The study reveals that curriculum ideological and political education for English Majors innovates new teaching modes for foreign language majors and improves students' comprehensive quality and avoids the blind worship of western culture.

1. Introduction

Curriculum ideological and political education is a way of thinking that combines knowledge teaching and value guidance. It has the characteristics of value guidance, cultural carrier and collaborative education, which is an education concept with Chinese characteristics. The purpose is to comprehensively improve the effectiveness of moral education. Many celebrities have always shown a strong interest in moral education. The ancient Greek philosopher Socrates' knowledge is virtue [1] reveals the relationship between education and morality. He thinks that the purpose of education is to awaken people's goodness and virtue. Russell, a British educator in the 19th century, thinks that the imparting of knowledge and skills is utilitarianism, while the leading of spiritual wealth with intrinsic value is humanism. Humanism and utilitarianism should complement each other[2].

In recent years, ideological and political education has been a hot topic for researchers and scholars in China. On the level of theoretical construction, scholars in China have reached a consensus on the necessity of "curriculum ideological and political education", and construct the teaching system of curriculum ideological and political education. Representative studies include: Deyi Gao proposed to build a trinity of Ideological and political theory courses, comprehensive quality courses and professional courses[3]; Hongjuan He discusses the internal logic and construction strategy of the ideological and political turn of curriculum[4]; Daokun Lu explores the

curriculum Some core problems and solutions in the implementation of Ideological and political education[5].

There were two problems in the curriculum ideological and political research in the past research: first, previous research provided more theoretical discussion but less practical methods. Scholars in China have reached a broad agreement on the value and significance of Ideological and political education, but how to carry out the Ideological and political education and how to evaluate is far from enough; second, previous research mainly focus on how to integrate Ideological and political education with Curriculum education on College English level (English for non English majors), few is centered on English Major. In fact, the English major curriculum not only emphasizes professionalism, but also pays great attention to ideological and Humanistic. Compared with College English, it is different in teaching methods, contents and teaching depth. How to infiltrate the spirit of curriculum ideological and political into the teaching of professional English is a very important problem which is worth discussing.

2. Action Research

This study adopts the action research of planning, action, observation and reflection, and combines the methods of questionnaire survey, classroom observation and interview to discuss how to carry out ideological and political activities in English major classroom teaching, and explores the teaching mode of Ideological and political course for English major. The study was based on six classes of Applied English in grade 2019 of Applied Foreign Languages College in Zhejiang China. Three classes were selected as the experimental class and another three as the control classes. The experimental class implemented the “one core, two wings” Ideological and political teaching mode in Comprehensive English, while the control class did not adopt the ideological and political teaching mode, and implemented the conventional teaching according to the syllabus and teaching plan.

Next, the author will introduce how to integrate the ideological and political ideas into English major teaching from three aspects: before class, in class and after class.

2.1 Rich and Diversified Ideological and Political Elements

The core of Comprehensive English course education is humanistic education and value guidance, so the teaching content should not be limited to teaching materials, and teachers should choose ideological and political resources. Firstly, the teacher excavates the western humanistic thoughts and values contained in the teaching content based on the main guiding ideology of Marxist philosophy and searches for the humanistic thoughts in Chinese classics and traditional culture; secondly, textbooks and texts are limited, thus it is necessary for the teacher to sort out excellent value guiding resources all over the world as a useful supplement to the text[6]

In addition, the project breaks the mode of teachers sharing resources with students, and creates an environment for teachers and students to participate in learning resources together. By using the network teaching platform, students will share the useful information they find and summarize in the process of learning, breaking the traditional teaching mode that learning resources are provided by teachers in one way, and forming a diversified teaching database that keeps pace with the times.

2.2 An Integration of Learning and Application

Whether the curriculum ideological and political education can receive good effect depends on whether flexible educational approaches and methods are adopted[7]. Teachers should explore effective teaching elements and methods according to students' cognitive characteristics. First of all,

teachers will carry out problem-based thematic teaching according to Chinese culture and reality, and in the process of language teaching, we will encourage students to think about the topics in the textbook from multiple dimensions to strengthen students' awareness of comparison and criticism. What's more, the teacher will increase the discussion and analysis of current social hot spots, current politics between China and the west, and carry out targeted oral and writing exercise. Secondly, in terms of teaching methods, teachers will not stick to one pattern. We will use debate, speech contest and other activities so that students can learn in practice. Besides, teachers will explore how to take different after-school activities to improve the effect of Ideological and political education, and how to consolidate what they have learned in class and improve the effect of education by assigning after-school writing, translation, oral activities and extracurricular lectures.

2.3 Evaluation System

We try to establish an open, fair and just diversified three-dimensional evaluation system for new teaching mode, which is not only the summary of teaching, but also play the role of promoting learning. First of all, when students finish the task before class, they make a preliminary evaluation of their task completion and reflect on the shortcomings of assignments. At the same time, the teacher also makes a preliminary evaluation of the students' tasks, and understands the students' learning effect through a series of forms such as interview, questionnaire survey, students' self-analysis. Finally, students improve their works according to these evaluations, and submit the final results on the platform. These evaluations and achievements will also be retained on the network platform, forming their own growth portfolio, and establishing an open, fair and just diversified three-dimensional evaluation system. In addition, teachers will reflect on teaching through writing teaching diary and regular discussion so as to accumulate good experience , ideas and methods.

3. Results

3.1 The Curriculum Ideological and Political Education for English Majors Innovates New Teaching Modes for Foreign Language Majors

During the two-semester practice of combining ideological and political teaching mode with the comprehensive English, the author adopts various teaching methods such as BOPPPS, OBE, flipped class and integrates moral education, language application, and humanistic quality cultivation through different kinds of activities. We try to avoid monotonous explanation of Ideological and political content, focus on students' participatory activities and inspire students to cultivate socialist core values. The integration of Ideological and political elements and teaching objectives deepens the depth of students' learning, and transforms from low-level understanding and memory to high-level deep learning, especially cultivating students' critical thinking and innovative thinking. It is also a challenge for teachers. In the teaching process, the teaching methods transform from the traditional classroom of memory, understanding and application to the analysis, evaluation and creation which promotes students' deep learning.

3.2 It Improves Students' Comprehensive Quality and Avoids the Blind Worship of Western Culture

40 students from Class 1908 of Applied English and 40 students from Class 1903 were selected to conduct a questionnaire on the satisfaction of Ideological and political class. The questionnaire survey was conducted by using the Likert Scale. The survey mainly focused on the influence of Ideological and political teaching mode on the improvement of students' professional core quality

and comprehensive quality and the impact on students' values. The result showed that most students think that ideological and political education can be integrated into professional learning. For the implementation of the ideological and political curriculum, the experimental group's sense of identity is significantly higher than that of the control group. The questionnaire data shows that the experimental group's recognition and acceptance of their own curriculum ideological and political education is generally higher than that of the control group.

Through in-depth interviews with the students, it is found that the students in the experimental group have a positive and positive attitude towards the teaching and practice of Ideological and political education in English major courses. They believe that the integration of Ideological and political elements into the professional courses, such as the pursuit of dreams, correct outlook on life, values, awareness of environmental protection, innovative spirit and so on, can help the students improve their thinking while learning professional knowledge. It can help students express their thoughts and feelings in English while they are learning professional knowledge. What's more, students' language fluency have been improved to varying degrees and they have a better understanding of Chinese and western culture.

4. Discussion

The guideline of Ideological and political construction of college curriculum requires colleges and universities to focus on promoting the concept of Ideological and political construction of curriculum and further improving the effectiveness of cultivating morality and talents in Colleges and universities. English major courses have unique ideological and political education value for the majority of students due to its strong humanistic and ideological nature. How to couple ideological and political education with professional courses is a new challenge for higher education in the new era. The study reveals that curriculum ideological and political education for English Majors innovates new teaching modes for foreign language majors and improves students' comprehensive quality and avoids the blind worship of western culture. In the process of refining the ideological and political elements of the curriculum, we should further subdivide the socialist core values and adopt reasonable and effective coupling strategies to implement the fundamental task of establishing morality and cultivating people.

Acknowledgment

Supported by Education Department of Zhejiang Province, China(“One Core, Two Wings” Ideological and political teaching mode for foreign language majors Grant No:Y202043895)

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