

Research on the Practical Path of Ideological and Political Theories Education in College English Teaching under Flipped Class Model

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Abstract: China now is in a complicated context of collision, interweaving and penetration of multiculturalism and values. The limitations of relying solely on knowledge teaching to realize the goal of education are becoming increasingly prominent. Therefore, we need to adhere to the concept of moral education, ability first with all-round development, running the ideological and political work throughout the process of teaching. Combined with the teaching concept of flipped class model, this paper explores the ideological and political teaching path of College English, expounds the tasks and goals of ideological and political theories education, and came up with a specific, practical path in College English teaching under flipped class model, aiming to cultivate new generations with patriotism, international vision, responsibility to shoulder great task of national rejuvenation, as a way to better conform to the requirements of social progress.

1. Introduction

Ideological and political theories education in all courses is to add ideological and political education elements to all kinds of courses, as a way to achieve the according effect and strengthen morality for cultivating generations. As of the time of retrieval, there were 6,355 articles with ideological and political theories education in all courses, involving all disciplines in colleges and universities, such as literature, history, philosophy, science, engineering, medicine and agriculture. Taking ideological and political theories education in all courses and foreign language teaching as the keywords, 115 articles were retrieved. Basically, some suggestions on the ideological and political advancement of College English teaching are put forward, such as introducing political hot spots of current affairs, spreading Chinese culture and telling Chinese stories. There are also criticisms that the ideological and political construction of College English is insufficient, and many teachers fail to notice or even cultivate students' ideological and political awareness.

College English serves as the main way for students to get exposed to western thoughts and ideologies, which has a long-term impact on students' values. To a certain extent, students studying college English are learning western culture and values. Their unique cultural and ideological security problems are obvious. Therefore, it is not only important but also necessary to cultivate "the ideological and political field" of College English, deal with the complex ideological struggle and prevent infiltration and evolution. It is also of dramatic significance to guide college students to establish a firm principled position and correct values, treat the cultural differences between China

and the West with Marxist methodology. Further exploring the practical path of ideological and political education in College English teaching is conducive to cultivating new generations with family and country sensation, international vision, responsibility to shoulder great task of national rejuvenation, which can also promote social advancement.

2. The Concept of Flipped Class Model

Flipped class model, also known as flipped classroom, is a new educational concept from the traditional teacher-centered teaching model to the student-centered one. It is a new wave of teaching reform, which means teachers no longer occupy the classroom to impart knowledge, but hand over the autonomy of learning to students. Teachers guide them to use their time after class to learn the course content, and the classroom has become an important place for interaction and interaction between teachers and students. Before students enter the classroom, teachers have acquiesced that they have learned the arranged course content and the textbook knowledge will not be explained in details. Teachers play a more enlightening and guiding role in this whole process. It is worth noting that the focus of flipped class model is to make full and effective use of classroom interaction, skip the traditional knowledge infusion stage to a certain extent, and then reach the high-level stage of stimulating students to think independently and solve problems. At the same time, teachers' learning ability plays a key role in the sustainable development of College English teaching ecology and the construction of lifelong learning society. Therefore, the application of flipped class model is necessary for college teachers to achieve self-development and also important for the sound development of college education.

3. Implementation Principles of Ideological and Political Theories education in College English Teaching

It's obvious that the opportunities and challenges of ideological and political education in colleges and universities coexist. To achieve the best educational effect in the new era, we must keep pace with the times, seize opportunities and meet challenges. Therefore, we need to firmly grasp several principles accordingly.

3.1 The Principle of Order

The principle of order is not only the systematic requirement of classroom teaching itself, but also the reflection of the law of teaching restricting learners' physical and mental development. Just like other professional courses, it also has its own set of scientific system. Therefore, in the process of integrating ideological and political elements, work should be carried out in order. The cognition of scholars is a developing process from simplicity to complexity, from shallow to deep, and the development of thinking ability also needs to go through a process from image thinking, abstract thinking, and then to dialectical thinking. On the one hand, in the arrangement of course teaching content, we should not only reflect the systematicness of the logical structure of knowledge itself, but also reasonably handle the content of cultural input according to the cognitive level, characteristics and the development law of thinking of scholars in different learning stages. On the other hand, in the selection of ideological and political content, besides ensuring the internal order of the value system, teachers are also required to focus on the internal correlation of various cultural levels. So that scholars can effectively and systematically complete the internalization of knowledge and the guidance of values, helping people comprehensively understand the scientific knowledge and the cultural essence behind it.

3.2 The Principle of Gradual Development

The introduction of ideological and political theories education in all courses is not achieved overnight, but needs a step-by-step process. From the micro point of view, ideological and political elements are more excavated from culture, which can be divided into two levels, namely, cultural knowledge level and cultural understanding level. Cultural education is phased where its positioning is to take cultural knowledge as the starting point, cultural awareness as the bridge and cultural understanding as the ultimate goal. The education and teaching of culture are characterized by stages or levels. In the teaching practice of ideological and political education, we should not only formulate the corresponding teaching contents according to the students' actual situation, acceptance and comprehension ability, but also carry out orderly in accordance with the steps from the shallower to the deeper.

3.3 The Principle of Moderation

Moderation is to appropriately teach the required course content according to the needs of teaching tasks and purposes, including the moderation of teaching materials and teaching methods. The appropriateness of teaching materials means that the selected content should not only include the subject culture of professional knowledge, but also vividly integrate into the ideological and political resources related to the major, and reasonably compile and arrange the course. For College English, one of the compulsory public courses, it has a unique educational carrier with penetration advantages, which covers all students in school and lasts up to two years. Obviously, teachers have enough time to make full use of various teaching resources to carry out ideological and political education for students. However, while learning college English, students will inevitably be exposed to foreign culture in the teaching materials, and will inevitably be influenced by some Western ideas that are not conducive to their own development or even decadent. In addition, most English teachers often ignore the educational function of language, which makes English teaching lack a certain depth and appeal.

4. Practical Path of Ideological and Political Theories Education in College English Teaching under Flipped Class Model

4.1 Pre-class Stage

According to the specific theme of the unit, teachers explore the combination of English, major and ideology and politics. After strengthening the consciousness of building morality, teachers need to make good use of curriculum resources and tap the potential elements of ideological and political education in the curriculum. For the selection of related contents, students' cognitive scope needs to be considered, and the ideological and political resources students can accept are the focus. At this stage, we should fully consider the theme characteristics or text connotation, make advantage of online resources, set teaching objectives, ideological and political objectives, identify key and difficult points, make teaching plans, and then record a 45-minute video and upload it to the corresponding platform. Teachers can carry out ideological and political education based on the unit theme in combination with their own experience or nearby cases, in order to improve students' in-depth thinking and cultivate their ideological and political ability. Teachers not only need to study and understand the content theoretically, but also need to connect the professional knowledge in the course with the basic principles, the socialist core values and the great rejuvenation of China, so as to accomplish the moral education of students. On the basis of independent preview of teaching materials, students can try to grasp the contents shown in the video as well as the lesson plan. After that, prepare for the answers to questions through the online learning platform, which will

immediately give feedbacks. On the platform, teachers can timely get to know students' learning status, notice the progress and difficulty of classroom teaching, and then create individual counseling plans, and enhance the pertinence and ideological and political nature of classroom teaching.

4.2 During the Class

Students should do their homework independently in class, and the problems can be solved through discussion and cooperation between groups. Teachers patrol the classroom and give students necessary individual guidance. Then, students should complete the relevant exercises on the platform or other materials, and make independent correction by watching the detailed answers or the teacher's exercise evaluation video, so as to consolidate the knowledge learned and reflect on the summary. After that, the teacher guides the students to tell the relevant stories of themselves or the people around them based on a certain subject. This part of storytelling can be carried out in pairs or groups. Also, students have the opportunity to tell the story again, in order to help improve students' speaking skills and inspire themselves. Specifically, students need peer feedback when telling a story for the first time, and storytellers improve their stories according to their peers' opinions. After a period of training to improve their storytelling ability, students' in-depth thinking and critical thinking ability can be also strengthened.

4.3 After-class Stage

After-class stage can be mainly designed to consolidate students' knowledge, arouse students' emotional resonance as much as possible, cultivate students' humanistic feelings, realize the guidance of correct values, as well as promote the construction of ideological and political theories education in all courses. Teachers can assign corresponding tasks based on students' realities, combine professional knowledge with national development, and lead students to apply their knowledge to promote socialist construction in combination with the important task of national rejuvenation in the new era. Meanwhile, teachers are supposed to offer students correct ideological guidance in a timely manner, help them critically examine western culture and core values with the philosophy and methodology of dialectical materialism, establish socialist core values, develop qualified builders, concern the growth of students' ideas and spirit, stimulate the responsibility of mission, and realize the fundamental task of moral education.

5. Conclusion

Under the flipped class model, College English teaching has set off a student-centered learning style, stimulated the enthusiasm and innovation of students' autonomous learning to a great extent, promoted the sound development of college teachers, and is significant to improve the quality of higher education online. Meanwhile, widely promoted in the construction of higher education all over the country, ideological and political theories education in all courses is proposed to keep up with the development of the era. While firmly grasping the core position of it, teachers should take advantage of classroom teaching, give full play to the educational function, realize the organic integration of ideological and political courses, as well as the knowledge transfer and value guidance, truly implement the effectiveness of education, return to the natural essence, and strive for a better vision in China's higher education.

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