

On the Teaching Strategies of Ideological and Political Education in College English under the Hybrid Teaching Mode

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Keywords: Hybrid teaching mode, College english, Ideological and political teaching

Abstract: College English course, as one of the subjects of college education, is of the recessive educational function and the attribute of humanistic English. It is the main position of ideological and political teaching in educational institutions. The College English classroom with blended teaching can take students as the education center and be highly integrated with ideological and political education, which is a major measure to promote the ideological and political construction of college English courses at present.

1. Introduction

Contemporary college students, whether from the perspective of thinking, cognition or learning approach, adopt new methods that are different from the past. Teachers can make ideological and political education penetrate into college English better by using mixed teaching mode. The traditional ideological and political education is often taught on the basis of the teaching materials, but in the hybrid teaching mode, combined with the English curriculum model, moral elements can be constantly excavated, so as to achieve the purpose of teaching and educating people.

2. Key Concepts and Era Background

With the further integration of network information technology and education, the trend of hybrid teaching is expanding, and it is in full swing in teaching. Hybrid teaching mode is a teaching mode that takes students as the main body of teaching, breaks the traditional teaching mode, overcomes the shortcomings of limited class hours and course restrictions in previous teaching, mixes online and offline teaching, and fully integrates the two to achieve complementary advantages and enrich teaching resources. This mode can fully mobilize students' subjective initiative to meet personalized educational requirements. In the relevant documents issued by the education department, the content of classroom teaching revolution has been put forward for many times. The purpose is to accelerate the process of classroom teaching reform, take student development as the core, promote curriculum reform through teaching reform, and actively promote small class education, hybrid teaching, flipped classroom and other teaching methods, so as to realize the new teaching method of online and offline combination. The intelligent teaching system in hybrid teaching has a very important impact on the teaching process, so teachers need to make a reasonable choice. In addition, the rapid development of information technology has prompted the

emergence of a large number of teaching platforms, fully guaranteed the smooth progress and implementation of education, and promoted the rapid development of educational informatization reform ^[1].

3. Current Situation of Ideological and Political Teaching in College English under the Hybrid Teaching Mode

3.1 Gradual Formation of Hybrid Teaching without Full Realization of Student-Centered Class

Under the background of educational informatization promoting the development of educational reform, college English also needs to keep up with the pace of the times, strive to be the vanguard of educational reform, actively change the traditional teaching mode, transform it into a hybrid teaching mode, and facilitate the hybrid teaching mode with its rich teaching resources. Moreover, the teaching resources in the teaching materials are also an effective supplement to the traditional online courses, and the improved smart classroom system with multiple functions also provides a basic guarantee for hybrid teaching. However, some teachers lack the cognition and ability to change their roles, and the designed classroom can not mobilize students' subjective initiative, resulting in mixed teaching only improving the development speed of online courses. However, in the offline classroom, teaching still can not be student-centered, and it is still a quite prevalent phenomenon to teach based on teachers' knowledge and emphasize input rather than output, resulting in a gradual imbalance in the proportion of teaching. It can not fundamentally improve students' comprehensive English ability, let alone achieve the teaching goal of integrating English with ideology and politics ^[2].

3.2 Ignorance of the Humanistic Nature of English Courses and Forcible Integration with Ideological and Political Teaching

English teaching process belongs to ideology, and English curriculum is of both language tools and humanistic characteristics. However, in actual teaching, teachers often pay attention to students' English ability and ignore the cultivation of students' language skills, which can not give full play to the characteristics of English curriculum. At the same time, due to the high integration of the humanistic attribute of English course and the concept of ideological and political knowledge of the curriculum, English teaching is a unified process of mastering basic language knowledge, practicing language skills and forming values. At present, when teachers teach English under the concept of curriculum ideological politics, they often have weak awareness of curriculum ideological politics and insufficient strength of curriculum ideological politics. Moreover, teachers do not dig into the content of curriculum ideological politics, but only combine ideological politics with English forcibly, which leads to the gradual loss of students' passion for learning in classroom teaching, which is not conducive to students' development. In this case, it is difficult for college students who are in the critical period of developing values to achieve the desired teaching effect. The combination of English teaching and ideological and political education is often based on the integration of language knowledge training materials and ideological and political materials. However, in the construction of English classroom ideological and political education, it is still a long way to go in the key issues such as internalization of ideological and political knowledge, evaluation of classroom education effects, and implementation of problem orientation.

3.3 Insufficient Cultivation of Thinking Ability and Cross-Cultural Communication Competence

The term “speculative absenteeism” was first put forward by Yuanshen Huang in China, and then studied by other scholars to analyze the factors of students' lack of thinking ability. Many scholars' research objects are mainly English majors, but with the expansion of the coverage of research objects, other non-English majors are also taken into consideration. The training of thinking ability and cross-cultural communication competence in English course is not specified in the curriculum objectives, and teachers do not take it as the core quality to cultivate students. At the same time, teachers often focus on explaining Western cultural knowledge and social common sense, ignoring the inheritance and development of traditional culture, so that students do not have a deep understanding of the cultural differences between China and the west. They can not view the cultural differences between China and the West with a dialectical attitude, and have the consciousness and responsibility to carry forward the stories, voices and traditional cultural characteristics of the Chinese nation^[3].

4. Ideological and Political Teaching Strategies of College English under the Mixed Teaching Mode

The online teaching platform provides learning space for the hybrid teaching of college English, but the offline promotion teaching is still based on the traditional classroom. However, the main body of the classroom teaching under the hybrid mode should be transformed from teachers to students. Teachers are the designers and guides of classroom teaching activities aimed at outputting knowledge. The student-centered educational principle is still the teaching guide. Through task-based, collaborative and research-based teaching with individuals or groups as units, students' ability of comprehensive language use is cultivated. At the same time, English teaching is expected to organically integrate ideological and political elements with language skills training in order to achieve the curriculum objectives of knowledge transfer, language ability training and value orientation.

The development of hybrid teaching includes two teaching platforms, online and offline. Online teaching is mainly based on educational network. Specific training is carried out according to the needs of students according to the knowledge points of each part of the textbook, and the learning work aims at the comprehensive ability of listening, speaking, reading, writing and translation. Offline classes are mostly flipped classes, which adopt the methods of students' task display and targeted subject analysis and design the specific teaching contents by using the different classroom interaction functions of the teaching system. Thus, it can achieve to improve students' interest in classroom learning and stimulate their initiative, interest and creativity. Adopting the closed-loop mode of “online-offline-online” can give full play to the respective advantages of both online teaching and classroom one, achieve coordination and complementarity, improve the overall quality of education and build qualified classes. Therefore, the teaching efficiency and the ideological and political construction can be improved and bettered. In this following, the teaching design of *The humanities: out of date* is taken as a case to illustrate the specific ways to realize the course ideological politics in the hybrid English teaching activities based on the learning platforms and the digital course ones^[4].

4.1 Pre-Class Independent Practice Stage Focusing on Mastering Basic Language Knowledge and Practicing Oral Skills

Online education is mainly based on active prevision before class. For freshmen who have just

graduated from high school, their awareness and ability of autonomous learning are generally weak, and their competence of active monitoring and evaluation also needs to be improved. Thus, teachers should use the online platform to set pre-class tasks, which allows students to freely arrange their schedule to complete tasks without being constrained by time and place, which plays an important role in the cultivation of students' awareness of autonomous learning. At the same time, the big data in the system can bring teachers the most direct classroom feedback, so that teachers can understand students' ability and effectiveness to complete their work, so as to timely change teaching methods and measures to achieve curriculum goals. Taking unit teaching as an example, the topic of the unit is whether the humanities has been eliminated by the times. The teaching content in and after class can be divided into micro video materials about the introduction of cultural backgrounds, presentation of the text structure and explanation of the language points and extensive reading materials aiming at deepening the understanding of the main content of the text. The multi-modal teaching materials include both the introduction of basic language knowledge and the practice materials of it. The purpose is to understand the basic knowledge of English, deepen the understanding of texts, and improve writing ability and critical thinking ability. The process of selecting skills-training materials also reflects the ideological and political awareness of university teachers. In order to prevent teachers from mechanically and forcibly copying ideological and political teaching materials, teachers should carefully screen language skills-training materials, and integrate them with professional language skills training, achieving the actual effect of educating by moistening things silently and better practicing the fundamental task of teachers to establish morality and cultivate people.^[5]

The reading and writing exercises of this unit are based on the original text of the important speech made by General secretary of Xi Jinping at the National Symposium on philosophy and Social Sciences. Ideological and political objective is to cultivate liberal arts talents in the new era for realizing the great dream of the rejuvenation of the Chinese nation. The micro class video with word explanation, article understanding and writing frame structure presentation is prepared for students to study by themselves before class, and these activities are also conducive to the cultivation of listening skills.

4.2 In-Class Teaching Stage Based on Language Output and Practice

In the traditional curriculum dominated by teachers' knowledge transmission, students passively learn knowledge points, resulting in the limitations of educational means and methods, which can not meet students' individualized needs. Students' strong interest in reading, autonomy and innovation are also constrained. With the further application and development of modern information technology in the field of education, classroom teaching has also begun to become a stage for students to show their ability and a carrier for knowledge-seeking activities. The focus of the teaching process has shifted from teachers' teaching to students' learning. The student-centered educational concept has been fully embodied and practiced under the promotion of educational information technology. The role of teachers has also undergone a subversive change. The role of teachers, as the main guide and planner of modern classroom activities, is to provide a scaffold for students to better complete tasks^[6].

If students are allowed to learn by themselves with the help of materials offered in advance in the autonomous stage before class, they, in classroom, can internalize and sublimate their knowledge with the help of task display, practical training and testing, big data analysis and problem solving, which has played the role of value orientation. A variety of educational technology means and teaching modes are flexibly adopted for classroom teaching. For example, task desks, inquiry desks and project desks are set up to facilitate the realization of transiting from lecture in classroom

to autonomous learning. The multiple interactive functions of the learning platform and teaching activities in classroom can also make this transition more smooth and better adapt to students' psychological cognition ^[7].

In the unit mentioned above, the input part of language skills practice is put on online learning platforms, the output part of it is conducted in classroom teaching. In the corresponding tasks concerned, oral expression and writing performance are taken as the main carrier to cultivate students' ability of discourse comprehension, expression and critical thinking. In the group discussion, the writing framework of the pros-and-cons composition can be clarified on the basis of the structure of the text. Students can explore the difficulties in this kind of style and then finish their own writing. Teachers can specify evaluation criteria and organize activities to analyze the high-quality writings. During the process, the evaluation guidance of emphasizing the effect of ideological and political education should also be paid attention to. With teachers' comments and peer feedback, the content of the composition is revised and polished again, and students can better understand the basic essentials of the composition and form reasonable life values ^[8].

4.3 Post-Class Internalization and Expansion Stage Focusing on Deepening the Understanding and Evaluation of Writing Tasks

After the offline teaching is completed, teachers can return to the online platform and follow the online-offline-online teaching mode. The purpose of returning to the online again is to supplement, expand and continue the offline teaching. But not every student can complete language practice due to the limitation of the teaching time in classroom and the influence of large-class teaching. However, the online learning platform can use multimodal production methods and approaches in the form of text, sound, image, photo, video and text. In the text production, the assessment from the students and the teachers can be carried out more quickly and intuitively; In the oral expression output, students' thoughts can be expressed quickly through the systematic conversation system, which facilitates the communication between teachers and students. The demonstration of the ideological and political education after class is to make students use the topic to express their thought and, through the guidance and evaluation of their output, prompt them to establish a good outlook on life and make the ideas internalized and improved ^[9].

In the text *The humanities: out of date*, the offline text expansion is mainly to read the English version of *Call to Arms* by Mr. Lu Xun and its English preface jointly compiled by Professor Xianyi Yang and Naidie Dai. It aims to help students seek for the answers to some questions: why did Mr. Lu Xun give up medicine and become a writer, what are the effect of his ideological and cultural works on the development of China's revolution, and how can young people in the new era serve the country and contribute to the society. Then, by exploring the questions step by step, students can be guided to reflect on how to shape, cultivate and practice socialist core values. After class, teachers also need to strengthen the practice of language skills through online platforms. Ted's lecture *Why tech needs the humanities* has been uploaded as the material to practice students' listening skills, which can not only deepen the understanding of the main content, but also promote the formation of compound talents among language students, so as to enhance their own strength to meet the needs of national development.

5. Implementation of Multiple Evaluation Systems Based on Teaching Effect

Evaluation is also an essential part of teaching. Its purpose is to promote teaching and learning by evaluation. The reform of evaluation methods in college English also embodies the basic idea of ideological and political education in teaching. It has transformed from internal to external, from result-oriented to generative, and from quantitative to qualitative, thus forming a multi-level

evaluation system, which is not only conducive to promoting the development of high-quality teaching, but also facilitates the construction of ideological and political education in teaching^[10].

The analysis of teaching data provided by the online platform can help teachers have a general knowledge of the realization of the teaching objectives, namely, the knowledge objectives based on the mastery of basic language knowledge, the skill objectives based on the skills training and the attitude objectives guided by ideological and political value. At the same time, course credits earned from the online learning platform will promote the continuous improvement of the teaching evaluation system, and students' learning motivation will be aroused. The completion of tasks is also an important reference for teachers to evaluate the quality of their learning. In college English teaching, the assessment of output content based on reading has become the main content of teaching evaluation. Teachers should use online platforms for appropriate objective evaluation and self-judgment, and encourage real-time cooperation to read and discuss together and learn from each other. The participation into learning activities has also become a reference for teachers' scoring. For example, it is quite advisable for teachers to score on the basis of the posting time and number of replies to the topic discussion, the number of responses and the performance of online tests. In addition, it is also an important embodiment of establishing a diversified evaluation system to emphasize the main role of students in evaluations and increase the scoring ratio in students' self-assessment and their network sharing. The evaluation criterion based on the effect of teaching and educating people is an essential measure to promote ideological and political construction in courses, and it is also a critical link to improve the quality of education and the efficiency of talent training.

6. Conclusion

In conclusion, college English teaching reform has achieved initial results under the influence of the promotion of educational informationization. The hybrid teaching has opened up a new pattern of the curriculum of college English, and has also become a new trend to comprehensively promote the educational reform. The effective combination of the ideological and political education and the hybrid teaching mode of college English has reflected the curricular objectives of knowledge transmission, skill training and development orientation in the implementation of education, and continuously promoted the fundamental task of building morality and cultivating people.

Acknowledgement

This study, a periodical production of Research on the teaching reform of college English under the Concept of Curriculum Ideology and Politics, was supported by a grant from Teaching Reform Research Program of Pingdingshan University with the approval number 2021-JY16.

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