

An Analysis of the Ideological and Political Education in Technical English Based on the Core Literacy

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Abstract: Due to the lack of relevant research on the combination of the core literacy and the ideological and political education in the technical colleges, this research, takes the English courses in technical schools as an example, creatively combines the four core literacy of technical English with the six major teaching demands. This paper constructs a new teaching mode based on the core literacy and puts the model into concrete teaching practice. It combines the knowledge of English course with the cultivation of students' ability and moral education. What's more, it analyzes the concrete teaching approaches and provides some useful reflections for further research.

1. Introduction

In March 2014, the Ministry of Education put forward the important concept of "core literacy". *The Core Literacy of Chinese Students' Development*^[1], officially released in September 2016, puts forward the core literacy of students' lifelong development into three aspects: cultural foundation, independent development and social participation. In China, the cultivation of students' core literacy is mainly achieved through the different courses at different stages. The curriculum of each course should serve for the development of students' core literacy, and help students form the key abilities and necessary qualities in the combination with the course content. On May 28, 2020, the Ministry of Education issued the *Guiding Outline of Ideological and Political Construction of Higher Education Curriculum*^[2], which pointed out that the ideological and political construction of the curriculum should focus on strengthening students' ideals and beliefs, and take love of the Party, patriotism, socialism, the people and the community as the main line. In December 2017, the Ministry of Education of China published the *Implementation Outline of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities*^[3], which clearly points out the need to promote the classroom teaching reform with the aim of "Ideological and Political Education in All Courses". How to integrate the elements of ideological and political education into all aspects of classroom teaching is the key difficult point in the reform of ideological and political education in schools. Judging from the proposed time, the concept of core literacy has been put forward before the concept of ideological and political education. Judging from the goal, the core literacy points out "What kind of virtue, what kind of person", while the ideology and political education realizes how to cultivate people in virtue. Core literacy is the baton of ideological and political education, while the realization of core literacy needs the implementation of ideological and political education. The two are mutually integrated and complement each other.

2. Current Research

Although the concept of core literacy was put forward from the policy level in China in 2014, the concept of core literacy is not completely unfamiliar to us. Many foreign countries and international organizations have already put forward a lot of relevant research, including the UK, the United States, Australia and many other countries have conducted relevant research on the core literacy of students and formulated corresponding education policies. The author took "core literacy" as the key word to search on CNKI(March 5, 2021), there were a total of 143,404 related papers, among which 11,505 were related to English. The researches on core literacy mainly focus on the following two aspects: one is the connotation research on core English literacy. For example, Cheng Xiaodang and Zhao siqi^[4] published the *Substantial Connotation of Core English Literacy* in the *Journal of Curriculum Teaching Method* in 2016, emphasizes the educational value of English as a subject, and promotes the development of students' mental ability, emotional attitude, ideological character and social responsibility. The second is the research on the cultivation approaches and measures of core literacy. For example, Ji Xiaoting^[5] mentioned several major cultivation approaches ,including the development of teachers, teaching activities and students, on the essay of *Ways to cultivate core competence of English subject* in 2016.

The research on ideological and political curriculum at home and abroad began at the end of last century. In recent two years, there have been many studies on ideological and political curriculum. By March 5, 2021, there were 11,211 relevant articles retrieved on CNKI with the keyword "curriculum ideological politics". Through the comparative analysis of big data, the author finds that scholars' research mainly discusses how to realize ideological and political education of professional courses from two aspects. For example, Gao deyi and Zong aidong^[6] clearly pointed out that "constructing ideological and political education curriculum system in colleges and universities with the trinity of ideological and political theory course, comprehensive quality course and professional course. On the one hand, the scholars discuss the value and significance of the construction and promotion of the theoretical system of "curriculum ideology and politics". On the other hand, from the micro point of view to a certain major or a certain course as the entry point to explore the implementation of "curriculum ideological and political" approach and practice.

In a word, there is a lack of research on the combination of core literacy and Ideological and political education. The author has found 81 related articles with the keyword "Core literacy, Ideology and political education" on CNKI (March5, 2020), and only 2 related articles were retrieved with English core literacy and English ideological and political education". As a new teaching method, the ideological and political education in English is not only imparts professional knowledge, but also excavates the ideological and political elements to trains students' knowledge and skills and to promotes students' thinking ability, cultural character and self-learning ability. At present, the related research mainly stays in the theoretical analysis and theoretical path construction, and it has not been applied in the concrete teaching practice.

3. The Ideological and Political Teaching Approach of Technical English based on the Core Literacy

3.1 The Core Literacy of Technical English

The core literacy of English is a subdivided subject under the general framework of "Chinese students developing core literacy", which was promulgated in 2016. From the perspective of Core Literacy, English is not only a language subject, but also includes four dimensions: language ability, cultural character, thinking quality and learning ability. While improving the language ability and

learning ability, the students' identification with their own country and nation should be emphasized, and the logic and criticism thinking should be strengthened. According to the English curriculum standards of technical schools and the current situation of technical students' English learning, we should pay special attention to the cultivation of students' English proficiency and general professional quality. With English knowledge as the foundation and English application as the core, we need to cultivate students' professional qualities such as using English, dealing with information, innovating, communicating, solving problems, improving students' cultural quality and practicing craftsman spirit. Therefore, the author divides the core literacy of technical English into four dimensions: emotional character, workplace language communication, dialectical thinking ability and self-learning ability.

3.2 Demanding Points of Ideological and Political Education for Technical Students

The students of technical schools are quite different from those of ordinary schools. In order to better understand the demands of the students in ideological and political education, so as to accurately determine the corresponding teaching objectives in ideological and political education, the author conducted a questionnaire survey among more than 400 students in XXX school. Based on the self-evaluation, self-analysis of the students and the results of the questionnaire, the author summed up six demanding points that need our teachers to focus on in daily teaching: English professional skills and knowledge, interpersonal communication, life value goal, future occupation, self-improvement, and psychological adjustment. The teaching design of ideological and political education can start from the following six aspects: helping students to solve the problems such as lack of life value goal, vague career goal, lack of self-ability, imbalance of mental state, family problems and internet information obsession. Through the teaching to help students setup idea and faith, promote mental health, cultivate cultural self-confidence, strengthen professional accomplishment, promote critical thinking, form the consciousness of self-learning and practice artisan spirit.

3.3 Ideological and Political Education of Technical English based on the Core Literacy

Based on the core literacy of technical English and the six demanding points of technical students, the author tries to construct a new teaching model, as shown in Table 1. The new teaching mode focuses on cultivating the four core literacy of technical English, taking ideological and political teaching activities as the operating mechanism, based on the six demanding points, to achieve the teaching aims of ideological and political education.

In the whole teaching practice, the author strengthened practical English teaching while cultivating students' comprehensive language skills such as listening, speaking, reading, writing and translation, and paid attention to the ideological, humanistic and scientific content of the textbook. All the contents are combined with students' six ideological and political needs, and the content and teaching methods of the course are developed again. In the whole teaching design, the students' ideological and political needs are closely connected, and the teaching activities are carried out in various ways such as explanation, discussion and reflection based on the principle of communication and interaction, which can not only ensure the systematic information and knowledge of the classroom, but also stimulate students to think and participate actively.

What's more, the author also constructs a set of complete and dynamic three-dimensional evaluation system, so as to promote the course ideological and political construction orderly and effectively, while realizing teaching and educating people as well as improving teachers' ability of ideological and political teaching.

Table 1: Ideological and Political Education based on the Core Literacy of Technical English

	Core Literacy of Technical English	Demanding Points in Ideological and Political Education	The Teaching Aims
Ideological and Political Education based on The Core Literacy of Technical English	Emotional Character	Lack of life value goal	Setting up ideas and faith; Promoting mental health; Cultivating cultural self-confidence
		Imbalance of mental state	
		Family problems	
	Workplace Language Communication	Vague career goals	Strengthen professional accomplishment; Practice artisan spirit
		Lack of life value goal	
	Dialectical Thinking Ability	Lack of life value goal	Cultivating cultural self-confidence; Promoting critical thinking
		Internet information obsession	
	Self-Learning Ability	Lack of self-learning ability	Cultivating Cultural confidence; Forming the consciousness of self-learning

4. Conclusion

There are a lot of studies on English core literacy and ideological and political education, but most of these studies are just paying attention to the macro-theoretical construction and discussion, lacking of concrete approaches and teaching practice on how to realize “Ideological and Political Education”. This paper helps to solve the problem of lacking relevant research on the teaching practice of technical English, taking the English course of XXX school as an example, creatively combines the four core literacy of technical English with the six teaching demands of technical students, constructs a new teaching mode of technical English and puts it into teaching practice. It combines the knowledge of English course with the cultivation of students’ ability and moral education, and puts forward some more suggestions on the ideological and political education of technical English in the future.

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