

Research on the Ideological and Political Construction Path of University English Courses Based on Blended Teaching in the Post-Epidemic Period

Lin Yin^{1,*}, Yajuan Gu¹

¹*School of Humanities and Education, Foshan University, Foshan, 528225, Guangdong, China*

**Corresponding author*

Keywords: In the post-epidemic era, blended teaching, curriculum ideology and politics, university English

Abstract: In the context of ideological and political thinking in the post-epidemic era, it is necessary to enable students to learn language knowledge independently, cultivate students' abilities, guide students' values, and at the same time ensure the effect of language teaching, and integrate the elements of "curriculum ideology and politics". Therefore, in the process of English teaching, constantly excavating humanistic connotations, promoting humanistic values, and establishing cultural self-confidence can not only meet the needs of cross-cultural communication, but also improve students' ideological and political quality and achieve collaborative education. Based on teaching practice, this paper first analyzes the significance of ideological and political construction of university English courses, and then discusses the ideological and political construction strategies of university English courses based on blended teaching, in order to provide reference for relevant personnel.

1. Introduction

Cultivating socialist builders and successors with both ability and political integrity is the fundamental task of university education, so in terms of teaching philosophy, it is necessary to gradually change from opening ideological and political courses to comprehensive ideological and political courses. University English is a public basic course with the highest audience, and in continuous practice, it has become one of the important platforms to promote the ideological and political work of the curriculum. The humanistic nature of language teaching enables English courses to better integrate ideological and political education elements and achieve whole-process and all-round education.

2. The Significance of Ideological and Political Construction of University English Courses

2.1. It is Conducive to the Beautiful Mind of University Students

As a public compulsory course in universities, university English covers a large number of students, a wide range of majors, a long teaching cycle, and poor teaching results. For students, they have little

contact with English, so English classes become an important window for them to understand the outside world, an important place for them to contact Western culture and ideas, or the only way. Therefore, integrating ideological and political courses into university English teaching can not only enrich the English classroom, but also subtly in still the correct world view, outlook on life and values to university students. At the same time, universities should guide students to consciously learn Chinese culture, read classic works, watch excellent documentaries, encourage students to improve students' humanistic qualities through official media, authoritative textbooks and other channels, improve their ability to express Chinese culture in English, and lay a solid foundation for the spread of Chinese civilization. University English course ideological and political education is a subtle ideological and political education process, which can allow students to condense the positive energy of youth, strive for the realization of the Chinese dream, protect students' hearts, provide impetus for the construction of Chinese spirit, the creation of Chinese value, and the creation of Chinese power.

2.2. It is Conducive to Improving the Cultural Self-Confidence of University Students

In recent years, the exchange and integration of Chinese and Western cultures have gradually deepened, and in this context, if the ideological and moral education of university students is not strengthened, allowing those university students who lack judgment to be influenced by various emerging streaming media and self-media will cause great harm. The implementation of curriculum ideology and politics in university English teaching means that in addition to teaching students language knowledge, teachers must also infiltrate the education of patriotism, collectivism and ideals and beliefs, so as to guide students to establish correct socialist core values and enhance their psychological determination in the face of foreign cultural influences^[1]. In this process, teachers will compare Western culture with Chinese culture from the perspective of cross-cultural communication, guide students to dig deep into the excellent traditional Chinese culture, and help students understand and master the English expressions associated with the content of Chinese culture, so that students can have a deeper knowledge and understanding of the excellent traditional Chinese culture, thereby enhancing national pride and cultural self-confidence.

2.3. It is Conducive to Enriching the Humanistic Knowledge of University Students

The ideological and political education of university students has rich contents, including education in patriotism, collectivism, and socialism, as well as education in ideals, morality, discipline, the legal system, national defense, and national unity. These three aspects are directly or indirectly involved in the teaching of English in universities. Therefore, in university English teaching, if teachers can dig out the essence of Western culture from the textbooks, let students recognize the great people of the West, such as Socrates, Aristotle, and other great figures, such as ancient Greek civilization, ancient Roman legal culture, and integrate ideological and political elements into teaching, they can improve students' humanistic qualities, enrich their professional knowledge, broaden their knowledge, enrich their thinking, make up for the lack of humanistic knowledge of students, and then improve their ideological quality, cultivate moral character, and truly achieve the purpose of "three comprehensive education".

3. The Ideological and Political Construction Strategy of University English Courses Based on Blended Teaching

"Curriculum ideology and politics" is not an ideological and political course, but an educational practice that combines ideological and political education with professional courses and general education courses. It is emphasized that in the teaching process, the acquisition of professional

knowledge, the cultivation of professional skills and the shaping of values should be organically combined, so that the curriculum can truly play the role of "cultivating morality and educating people". Blended teaching mainly refers to the use of new media network technology, breaking down spatial and regional barriers, realizing the sharing of educational resources, and carrying out language teaching in online + offline mode. The characteristics of blended teaching are: flexible teaching methods, rich teaching materials, diverse learning methods, and diverse course forms, so that students can achieve meaningful deep learning in teaching activities.

3.1. Carry Out Online Self-Directed Learning Guided by "Learning"

"Learning" in blended teaching refers to online self-directed learning by students during the project construction phase. In this module, teachers first determine the ideological and political theme of the teaching unit, design student-oriented project activities with ideological and political goals, and set teaching objectives covering the three dimensions of language, skills and ideological and political aspects. After that, scaffolding is built and rich online teaching resources are used to create a large, real, value-oriented language input environment for students^[2]. Then design online learning tasks, monitor students' learning progress, and complete project tasks. Students need to complete online learning tasks independently, such as completing language learning tasks for listening to audio or reading articles published by teachers, and completing practice questions related to language points. In order to integrate ideological and political elements, when teachers establish a resource library, they need to screen the materials on the Internet, retain domestic and foreign audio, video, articles, news and other language input materials that are conducive to the inheritance of students' traditional cultural spirit or the cultivation of socialist core values, and classify them according to unit themes and project tasks, and then rely on learning platforms such as Superstar Learning Pass to distribute learning materials for students to learn. This ensures that in the process of learning a given material, students can think independently, look at cultural differences with a dialectical perspective, cultivate cultural self-confidence, and shape the correct socialist core values.

3.2. Implement Classroom Project Learning Activities Guided by "Teaching"

"Teach" in blended learning refers to the classroom (offline) teaching plan implemented by the teacher during the initiation phase of the program. In this module, teachers are guided by project products and design a series of project tasks with a certain difficulty gradient. Students can use the materials used in independent learning to complete the project tasks assigned by the teacher in the classroom through group cooperation, so as to consolidate language points, train language skills, cultivate cooperative learning ability and shape values. For example, students can role-play the content of texts in the narrative genre, language point formation competitions between groups, discussion of analytical essay writing skills within small groups, group seminars or symposiums, and small speeches or debates in the argumentative essay genre. All classroom activities are carried out around the main line of the project, and the students' interest and enthusiasm for learning are fully mobilized through a step-by-step approach. Through these project activities, students can better internalize the language knowledge they have learned, thereby laying a linguistic foundation for the output of project results. In the process of implementing classroom project activities, teachers can consciously guide and compare the cultural differences between China and the West, so that students can learn to look at certain social phenomena and even international issues dialectically, objectively and inclusively, so as to lay an ideological foundation for the shaping of values and the cultivation of sound personalities.

3.3. Carry Out Extracurricular Practical Activities Guided by "Doing"

"Do" in blended teaching refers to project practice, that is, students independently carry out language practice activities inside and outside the classroom, which are carried out during the project implementation phase. This module requires students to export Chinese culture and ideology through social research, volunteer activities, debate competitions, leaflet distribution and other project practice activities with the goal of completing the project products of this unit. This module is oriented towards language output and exercises, and uses the quality of the final product as the final evaluation index of the project. In this process, students should implement the concept of socialist core values into practice, so that the implicit function of "curriculum ideology and politics" will be revealed. For example, the theme of a teaching unit is "The Science of Kindness", and its teaching activities can be designed as "good people and good deeds sharing sessions". In this regard, students should first search for resources through the Internet to learn the definition, examples, and significance of the word "kindness" [3]. Secondly, through classroom discussions, group activities and exercises, the characteristics of language are internalized, so that students realize that "kindness" is an excellent tradition of the Chinese nation in the socialist core value system, and "friendliness" is a good medicine to eliminate social insensitivity and practice the socialist core value system, and is a prerequisite for building a harmonious society and realizing the Chinese dream. Third, by guiding students to complete project tasks and achievements, put into practice a series of ideas such as "why is good", "what is good" and "how to be good", and carry out volunteer activities for good people and good deeds; Finally, the final display results of the "Good People and Good Deeds Sharing Session" activity were completed. By participating in and completing this activity, students identify with and internalize the values of "always thinking of kindness, doing more good deeds, and contributing to a better and harmonious society together". Through volunteer activities, charity sharing meetings and other forms, ideological and political education can act on students' behavior with clear values, and achieve the effect of ideological and political education.

3.4. Strengthen the Curriculum Evaluation System Guided by "Thinking"

The ideological and political construction of university English courses based on blended teaching requires teachers to innovate multiple evaluation methods, accurately grasp students' learning effects, and feedback to students and school management departments, so as to adjust the teaching rhythm and achieve a win-win situation between teaching and learning. University English teachers should change their way of thinking, make full use of online teaching and assessment platforms, introduce new human-computer writing modes, and make the assessment system intelligent to improve students' learning effects. In addition to teacher real-time evaluation, after-class evaluation, student independent evaluation, and peer evaluation, the evaluation methods that teachers can adopt also include intelligent system evaluation to form a relatively strong reflection force and become a powerful starting point for the teaching process. Specifically, teachers should develop the habit of after-class online evaluation, integrate university English into students' lives, so that students have a comprehensive and objective understanding of university English and have a personal experience of university English; When students conduct self-evaluation, they should independently combine English knowledge with professional knowledge, comprehensively evaluate the shortcomings in the two types of learning, and give feedback to teachers and classmates in time to form a mutual learning evaluation method. In the intelligent evaluation system, in addition to the explicit evaluation module for teachers and students, an anonymous evaluation module can also be set up as an effective supplement to evaluate students' ideological and political level.

4. Conclusions

To sum up, the ultimate purpose of ideological and political construction of university courses is to "cultivate people with virtue", and the humanistic characteristics of university English teaching coincide with this purpose, so in the post-epidemic era, ideological and political construction of university English courses based on blended teaching can make university English classrooms shift from simply cultivating English skills to cultivating students' personality and values. Under the background of curriculum ideology and politics, university English teachers should dig out the entry point of ideology and politics from existing teaching materials, and organically combine the focus of English teaching with ideological and political content through the optimization and upgrading of teaching methods; Combined with the personality characteristics and professional characteristics of university students, the unique role of ideological and political education in English courses is given to guide students to practice the core values of socialism and spread advanced culture.

Acknowledgements

1) "A Study on the Ideological and Political Construction of College English Courses based on Blended Teaching in the Post-epidemic Period—a Case study of Foshan University", 2021 Teaching Quality and Teaching Reform Project of Universities in Guangdong Province.

2) University-level curriculum ideological and political construction reform project "College English" demonstration class of Foshan University.

References

- [1] Gu Feng. (2021). *Ideological and Political Implementation Path of English Professional Courses Based on Online and Offline Hybrid Teaching in the Post-epidemic Era: A Case Study of English-Chinese/Chinese-English Translation Courses* [J]. *Journal of Jixi University*, 021(003), 136-141.
- [2] Li Tao. (2021). *Exploration and Practice of "Post-epidemic Period" Blended Teaching Model: A Case Study of English Listening Course* [J]. 2020-12, 109-112.
- [3] Zhao Ying. (2021). *Research on the Hybrid Teaching Mode of University English in the Post-epidemic Era* [J]. *Reading and Writing: Late Edition*, 12, 0013-0014.