

Research on Ideological and Political Education Mode of College English Courses Based on Blended Teaching—A Case Study of Foshan University

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Abstract: This study investigates the development and application of an ideological and political education model within college English courses, utilizing blended teaching methods. Using Foshan University as a case study, the paper thoroughly analyzes the implementation outcomes and insights derived from its ideological and political education approach embedded within the college English curriculum. The findings indicate that this model successfully enhances students' proficiency in English usage, fosters their competence in cross-cultural communication, and promotes the adoption of socialist core values.

1. Introduction

In today's era of globalization, English, as an international language, plays an important role in training international talents. However, the traditional college English teaching model often pays too much attention to the cultivation of language skills and ignores the cultivation of students' ideological and moral quality. In the practice of English teaching, Foshan University tries to introduce mixed teaching method and combine it with ideological and political education, aiming at cultivating modern talents with solid English skills and good ideological and moral quality. This study will deeply discuss the implementation process, effect and its enlightenment to English teaching in other universities, and provide useful reference for promoting the development of ideological and political education in English courses in higher education in China.

2. The theoretical basis of blended teaching

2.1 The definition and characteristics of blended teaching

Blended teaching is a new teaching method that combines online and offline teaching elements. It combines traditional face-to-face classroom teaching with the advantages of digital and networked online learning, aiming at creating a comprehensive learning experience to promote students' learning and development more effectively^[1]. The core of blended teaching lies in "blending", which breaks the traditional teaching mode, decomposes teaching activities into different modules, and flexibly combines these modules according to students' learning needs and

actual situation^[2]. By mixing online and offline, teachers can better meet students' learning needs and improve students' learning effect. The characteristics of blended teaching are mainly reflected in the following aspects:

(1) Flexibility: Blended teaching allows teachers to flexibly adjust teaching content and methods according to students' learning needs and actual conditions to meet the individual needs of different students.

(2) Comprehensiveness: Blended teaching combines online and offline teaching resources to provide students with a richer and more diverse learning experience.

(3) Interaction: Through the online platform, teachers can interact with students in real time, answer students' questions in time, and improve students' learning effect.

2.2 Theoretical basis of blended teaching

Blended teaching is a teaching mode that combines the advantages of online and offline teaching, and its theoretical basis mainly involves constructivism learning theory, humanistic learning theory and Bloom's mastery learning theory^[3]. Constructivist learning theory holds that knowledge is not acquired by teachers, but by learners in a certain situation, that is, social and cultural background, with the help of others (including teachers and learning partners), using necessary learning materials and through the way of meaning construction. In blended teaching, online teaching provides students with rich learning resources and autonomous learning environment, while offline teaching promotes students' active construction of knowledge through teachers' guidance and students' interaction^[4]. Humanistic learning theory emphasizes people's self-realization and emotional needs. In blended teaching, teachers pay attention not only to students' knowledge acquisition, but also to students' emotional needs and personality development. Online teaching can provide personalized learning paths to meet the different needs of students, while offline teaching provides opportunities for interpersonal communication and emotional exchange between teachers and students. Bloom's mastery learning theory holds that as long as enough time and proper help are provided, most students can master what they have learned. In blended teaching, online teaching can provide timely learning feedback and guidance to help students correct mistakes and master knowledge in time, while offline teaching can promote students' cooperative learning and knowledge consolidation and improvement through group cooperation^[5].

2.3 The application of blended teaching in college English teaching

Amidst the era of educational digitization, blended teaching has emerged as a cornerstone of college English instruction, seamlessly integrating online and offline resources to create a versatile learning environment and enhance English learning outcomes. This instructional model encompasses various dimensions: multimedia and online platforms are leveraged to diversify teaching resources. Educators utilize online platforms to disseminate materials such as videos, audio recordings, and presentations, facilitating student pre-study and review. Furthermore, the online learning environment enables a blend of teaching methodologies, allowing for real-time teacher-student interaction through guided discussions, Q&A sessions, and collaborative activities. Blended teaching emphasizes autonomous and cooperative learning, fostering teamwork and practical English application skills through task assignments and group discussions. By engaging in collaborative activities, students not only enhance their English proficiency but also develop critical teamwork competencies^[6].

Foshan University exemplifies the success of blended teaching in college English instruction. Through a combination of online and offline learning modalities, students not only acquire English language proficiency but also cultivate self-directed and collaborative learning capabilities.

Simultaneously, educators enhance teaching quality and efficiency by leveraging blended teaching methodologies, facilitating mutual learning between instructors and students.

In summary, the integration of blended teaching methodologies in college English instruction effectively optimizes teaching resources, enhances student learning outcomes, elevates teaching quality, and unlocks new avenues for the advancement of English language education.

3. The construction of ideological and political education mode in college English courses

3.1 The necessity of ideological and political education mode in college English course

In the landscape of higher education, college English courses stand out as compulsory foundational components, boasting extensive coverage and profound influence. Concurrently, amidst the deepening globalization, English emerges as a pivotal lingua franca for international discourse. Yet, historically, college English instruction has predominantly prioritized linguistic knowledge and skills, often sidelining the significance of ideological and political education. Thus, it becomes imperative to explore the imperative of integrating ideological and political education within college English curricula.

Embedding ideological and political education within college English courses aligns with the fundamental mission of education. Moral cultivation constitutes the cornerstone of higher education and a pivotal mandate of college English programs. By infusing ideological and political education elements into these courses, students can be effectively guided towards developing a sound worldview, life perspective, and value system, thereby nurturing well-rounded individuals equipped with global perspectives and cross-cultural communication proficiencies^[7].

The integration of ideological and political education serves to enhance the ideological and political construction of the curriculum. The ongoing reform in higher education emphasizes the alignment of various courses with ideological and political theory, fostering a cohesive educational approach. College English courses play a vital role in ideological and political education, and integrating such elements augments the optimization of the overall higher education curriculum system, fostering holistic development among students. The incorporation of ideological and political education within college English courses aims at enhancing students' comprehensive capabilities. In the era of globalization, proficiency in English, as a key tool for international communication, demands multifaceted competencies from students. Through the integration of ideological and political education, students not only bolster their grasp of English language knowledge and skills but also cultivate abilities in cross-cultural communication, critical thinking, and ethical literacy, thereby enriching their overall quality of education.

3.2 The construction strategy of ideological and political education mode in college English course

In designing the ideological and political education model for college English courses, it's crucial to thoughtfully blend course features with educational goals. College English instruction transcends mere language learning; it serves as a dynamic arena for cross-cultural exchange^[8]. Therefore, in the choice of teaching content, we should pay attention to excavating China's excellent traditional culture and socialist core values, and integrate them into daily teaching. For example, students can be guided to know and understand the unique charm of Chinese culture and enhance their cultural self-confidence by comparing Chinese and western cultures. The innovation of teaching methods is also crucial. Blended teaching, as a combination of online and offline teaching mode, provides more possibilities for the integration of ideological and political elements. Online, you can use multimedia resources, such as video, audio, pictures, etc., to vividly

display China's development achievements and history and culture; Online, students can experience and feel in practice through topic discussion, role play and other forms. The construction of teachers cannot be ignored. Teachers play a central role in education, and their ideological and political values directly influence educational outcomes. Hence, it's vital to enhance teachers' ideological and political training, enabling them to seamlessly integrate these elements into the curriculum. Teachers must embrace the notion of education as a moral imperative, prioritizing ideological and political education in their teaching practices. Additionally, revising the evaluation system is pivotal. Traditional assessments solely focusing on language proficiency are inadequate. Instead, a comprehensive evaluation framework should encompass students' moral character and cultural awareness. Diversifying evaluation methods, such as teacher, self, and peer assessments, ensures fairness and objectivity.

3.3 The implementation mode of ideological and political education mode in college English course

The implementation of ideological and political education mode in college English course is a systematic project, involving curriculum design, teaching methods, textbook selection, teacher training and many other aspects. The following is an in-depth discussion of these embodiments. First of all, curriculum design is the key. Under the framework of blended teaching, online and offline curriculum design should be closely integrated to form an organic whole. Offline courses should focus on cultivating students' practical language application ability, while online courses can make full use of the advantages of digital technology and introduce rich ideological and political education resources, so that students can receive ideological and political education while learning language knowledge. The innovation of teaching methods is also crucial. Teachers should adopt diversified teaching methods, such as case analysis, group discussion and role-playing, to stimulate students' interest in learning and improve their participation. In these activities, teachers can skillfully integrate ideological and political elements, so that students can experience and feel in practice. The choice of teaching materials cannot be ignored. When choosing college English textbooks, we should not only pay attention to the accuracy and practicability of the language, but also give full consideration to its value of ideological and political education. At the same time, teachers can also compile supplementary teaching materials or materials that incorporate ideological and political elements according to actual needs. Teacher training is an important link to ensure the implementation effect. Teachers should constantly improve their ideological and political qualities in order to better integrate ideological and political elements into English teaching. Schools can organize relevant training and discussion activities to improve teachers' ideological and political education ability^[9].

4. The case study of Foshan Institute of Science and Technology

4.1 Overview of Foshan Institute of Science and Technology

Foshan University, situated in Foshan City, Guangdong Province, stands as a venerable institution boasting a rich history and diverse academic disciplines. Renowned for its commitment to nurturing innovative minds and driving local socio-economic progress, the university houses numerous national and provincial key disciplines spanning engineering, science, management, and literature. Boasting a distinguished faculty, the institution counts among its ranks numerous esteemed scholars and experts, both domestic and international. With state-of-the-art teaching facilities, advanced laboratories, libraries, and sports amenities, Foshan University provides an enriching learning environment for its students. Notably, the university has been a pioneer in

blending ideological and political education into college English courses, spearheading efforts to seamlessly integrate these elements with professional education, thus fostering a cohort of high-caliber individuals with global perspectives and a profound sense of civic duty^[10].

4.2 Practice of ideological and political education mode in college English course of Foshan University

In Foshan University, the practice of ideological and political education mode in college English course is mainly reflected in the following aspects. First of all, the school makes full use of the advantages of blended teaching, organically integrates online and offline teaching resources, and provides a diversified learning environment for students. In this environment, students can not only be exposed to pure English language knowledge, but also cultivate cultural self-confidence and value recognition in cross-cultural communication through the integration of ideological and political elements. The school pays attention to the organic combination of English language knowledge and ideological and political content in curriculum design. For example, by selecting English articles with China characteristics, students can learn about China's traditional culture and modern development while learning the language, thus enhancing their cultural self-confidence and national pride. In addition, the school also actively introduces foreign high-quality teaching resources, so that students can cultivate their critical thinking and cross-cultural communication ability in the process of comparing Chinese and western cultures. In the teaching mode, Foshan University pays attention to students' dominant position, encourages teachers to adopt interactive and discussion teaching methods, and guides students to actively participate in the study of ideological and political courses. The school also regularly carries out practical activities of ideological and political education, such as English corner and cultural festival, so that students can experience the application of English and ideological and political knowledge in real context. Generally speaking, Foshan University makes full use of the advantages of mixed teaching in the practice of ideological and political education mode of college English course, and pays attention to the integration of English and ideological and political content, the students' dominant position and the development of practical activities, providing students with a comprehensive and three-dimensional learning experience.

4.3 The effect and enlightenment of ideological and political education mode in the college English courses of Foshan University

At Foshan University, the implementation of the ideological and political education model within college English courses has yielded notable achievements. Leveraging blended teaching methods, significant enhancements have been observed in students' language proficiency, alongside a robust integration of ideological and political components fostering the cultivation of socialist core values. This model not only kindles students' learning enthusiasm but also bolsters their cultural confidence and national pride.

Following the adoption of this ideological and political education model, marked advancements have been witnessed in students' English proficiency, cross-cultural communication skills, and critical thinking abilities. Moreover, the fusion of ideological and political education enables a deeper understanding and appreciation of China's rich traditional culture, augmenting students' cultural confidence amid English language learning.

The impact of this model transcends the confines of Foshan University. It underscores the significance of embedding ideological and political education within higher education curricula and advocates for the fusion of professional expertise with ideological and political education to nurture well-rounded modern talents. For other universities, the case study of Foshan University offers a

compelling blueprint for integrating ideological and political education into college English courses effectively.

5. Conclusion

This paper delves deeply into the ideological and political education model within college English courses, employing blended teaching methods, with a particular focus on the practical case of Foshan University. It begins by elucidating the context of blended teaching's emergence and the pivotal role of ideological and political education within college English instruction. Subsequently, it delineates the theoretical underpinnings of blended teaching and its application in the college English curriculum. Furthermore, it examines the imperative, strategies, and implementation modalities for constructing the ideological and political education model within college English courses. Through a comprehensive analysis of the Foshan University case study, this paper showcases the practical efficacy and insights garnered from this model. By enhancing the quality of college English instruction, this study also furnishes novel perspectives for ideological and political education across diverse university settings.

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