

Exploration of Blended Teaching Practice of Ideological and Political Construction in College English Course under the Perspective of "Golden Class"

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Abstract: As the main battlefield of the university curriculum, college English course, can effectively realize the joint efforts to educate people by carrying out the curriculum in the blended teaching mode, which is an important driving force for the connotative development of modern colleges and universities and for the innovation of party building in colleges and universities. Based on the perspective of "golden class", this paper analyses blended teaching practice of ideological and political construction in college English course, and explores its teaching practice.

1. Introduction

The report of the 20th CPC National Congress puts forward, "casting souls and educating people with socialist core values, perfecting the ideological and political work system, and promoting the integration of ideological and political education in universities, middle schools and primary schools." College English curriculum involves a large group of students, and its teaching mode affects the quality of talent cultivation to a large extent. At present, the lack of traditional culture and ideological and political education in China's colleges and universities is serious, and it is particularly important to integrate the content of ideological and political education in college English course. As a new theoretical growth point, curriculum ideological and political education has a great fit with the construction of the "golden class" of college English, and both of them show consistency in the goal of educating people^[1].

2. The Necessity

The curriculum ideological and political construction is imperative, educators should be the way of the existing course construction, actively promote the reform and construction of curriculum ideology and politics in college English course, make full use of modern information technology, the establishment of students as the main body of classroom teaching, the teacher as the leading new teaching mode.

On the one hand, the construction of curriculum ideology and politics in college English and blended teaching practice is the need of modern education "three full education" pattern. In the pattern of "big ideology and politics", all kinds of courses need to play their role in ideology and

politics, so as to form the concept of education and education as one of the course teaching; on the other hand, the construction of curriculum ideology and politics in college English course is the practice of modern education "trinity" concept of education. College English course is both instrumental and humanistic, mainly cultivating students' language ability, intercultural communication ability and humanistic qualities, which is a common value with ideological and political education^[2].

3. Problems of Blended Teaching of Ideological and Political Construction in College English Course under the Perspective of "Golden Class"

3.1 Neglecting synergies and weakening macro-organizational roles

At present, curriculum ideology and politics in college English did not form a synergistic organizational system, the effectiveness of implementing blended teaching mode in curriculum ideological and political construction in college English is reduced. Colleges and universities have failed to delegate the task of curriculum ideology and politics in college English to the lower education management departments in a timely manner, and schools continue to focus on a single perspective of ideological and political education in teaching assessment, which also leads to a weak sense of integration of curriculum ideology and politics and ideological and political qualities of teachers. In this way, when students receive English curriculum education, the curriculum education carried out by teachers does not rise to the level of values. In addition, college English course also involve different professional disciplines, and college students are also faced with the separation of professional disciplinary knowledge and English disciplinary characteristics, which to a certain extent affects the penetration of the content of ideological and political education. It can be seen that there is a lack of basic organizational guidance for the construction of ideology and politics in college English course, and in the absence of a macroscopic framework, it is difficult for students to be exposed to more in-depth ideological and political education content when the blended teaching practice of college English course is carried out, which ultimately results in the wastage of the blended teaching technology^[3].

3.2 Neglecting content specificity and reducing teaching effectiveness

Under the perspective of "golden class", the development of the blended teaching mode of ideological and political education in college English course involves a wide range of contents, which includes English teaching content and ideological and political education as a whole. However, the blended teaching of curriculum ideology and politics in college English course lacks professionalism, especially when facing the excellent traditional Chinese culture, students' English expressions are even incorrect. This also exposes the drawbacks of college English teaching ignoring the principle of content specificity, and colleges and universities do not pay attention to the expression of native language and cultural content, not to mention the content of different professional disciplines. In addition, there are many students who lack English proficiency in their professional disciplines and teachers who lack the most basic reserves of professional English, all of which are incompatible with the content of college English teaching. The root of the problem is that most of the college English teaching is centred on the national level examination, and the content is mainly screened for the demand of the examination. Students can independently access multimedia learning resources, however, the effectiveness of teaching is not enough, failing to provide students with accurate learning direction and guidance for independent learning, resulting in low learning efficiency^[4].

3.3 Neglecting evaluation dimensions and weakening teaching science

The blended teaching of ideological and political education in college English course lacks an innovative evaluation system, and many colleges and universities have not integrated curriculum ideology and politics into the course evaluation system. Under the traditional teaching mode, the monolithic teaching evaluation standard of curriculum ideology and politics in college English course provides teachers with very limited feedback content, which also leads to the lack of substantive awareness among students of different majors of combining English with semi-professional English to improve when they are facing the level exams. Most importantly, the evaluation system of curriculum ideology and politics in college English course lacks the support of intelligent technology, and the collection of evaluation contents from different subjects is not efficient enough, coupled with the integration of ideological and political elements in the course is too rigid, which is not conducive to the enhancement of the effectiveness of the blended teaching construction of ideology and politics in college English course.

4. Measures for Blended Teaching of Ideological and Political Construction in College English Course under the Perspective of "Golden Class"

4.1 Tapping into the curriculum teaching fit and strengthening the construction of the top-level organizational system

First of all, strengthen the division of labour and give full play to their respective advantages. English teachers should determine the scope of curriculum ideology and politics in college English course on the basis of establishing communication. The Propaganda Department of the Party Committee of the university needs to promote and report the concept of curriculum ideology and politics in college English course in a timely manner, and report to the higher authorities regularly to improve the shortcomings, and the teaching management departments of different colleges should also convey the professional characteristics to English teachers, so that it will be easier for the teachers to incorporate the characteristic contents into English teaching; secondly, to dig out the points of convergence between blended teaching, ideological and political thinking in college English, and make predetermined plans for the introduction of information technology teaching hard. Secondly, we need to explore the connection between blended learning, ideological and political education, and college English. Based on the identified fit points, make assumptions about the introduction of hardware and software for information-based teaching, including whether the software and hardware devices are in line with the teaching objectives of the school's teachers and whether they are in line with the teaching process. This not only avoids waste of resources, but also provides more support for teachers to promptly solve problems encountered in blended learning.^[5]

4.2 Build a resource base for curriculum ideology and politics and reconstruct the ideological and political content of English course

College English teachers and teaching management should focus on the country's current designated teaching materials, explore the ideological and political elements contained therein, make up for the deficiencies in different units and teaching themes, and constantly arouse students' empathy in a way that is close to students' life and learning, so as to complete the seamless convergence between the English course and the ideological and political content. On the one hand, ideological and political teachers should work with English teachers to build an ideological and political construction resource base for use in the blended teaching of ideology and politics in college English course. Teachers can directly apply the resources in the resource bank, improvise

around the knowledge points in the resource bank, search for teaching resources that match students of different levels, so as to drive students to discuss and create a good interaction between teachers and students, students and students, and even with the Internet education platform. While implementing the blended teaching mode, teachers can also enrich extracurricular teaching activities by regularly organizing speech activities related to national cultures and festivals, so as to continuously convey their innovative spirit to students and improve the quality of the ideological and political teaching of college English course.

4.3 Make full use of the online teaching platform to strengthen the integration capacity of course evaluation

The blended teaching of ideology and politics in college English course should make use of the network teaching platform to complete diversified evaluation, so that each teaching body can accurately grasp the learning effectiveness of the students, and feedback it to the students and the teaching management department of the university. Fully utilizing the network teaching platform and adopting the new way of human-computer collaboration, the evaluation body is given intelligent attributes to improve the feedback efficiency of students' daily output. In the whole evaluation process, teachers should also integrate the elements of ideological and political education, and constantly promote the perfection of the ideological and political teaching system of college English course by strengthening the ability to integrate technology and evaluation. In the intelligent evaluation system, not only should the evaluation module explicitly for teachers and students be set up, but also the anonymous evaluation module should be set up, which is an effective supplement to the evaluation of students' ideological and political level.

5. Conclusion

College English course with ideological and political thinking is to expand the resources and channels for students to learn English. Through "golden class", teachers carry out blended teaching mode to effectively solve the problem of the teaching quality of ideological and political thinking in college English course, but also to meet the cultivation of high-quality and applied talents in modern colleges and universities to cultivate the goal of the university "golden class" construction provides more reference. It also meets the goal of cultivating high-quality and applied talents in modern universities, and provides more reference for the construction of "golden class" in universities.

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