

The Exploration and Practice of Ideological and Political Education in the Curriculum in College English Teaching

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Keywords: College English course; LITA model; Classroom introduction; After-school tasks; The theme of the text is concise

Abstract: Based on the characteristics and teaching links of college English courses, this paper constructs a LITA model of ideological and political teaching in college English courses, including four parts: classroom introduction, unit content teaching, text theme and after-class task, and uses this model to guide the ideological and political teaching practice of college English courses. The optimal algorithm of curriculum arrangement is constructed to realize the optimal arrangement of curriculum ideology and politics in English teaching, and to realize the optimal learning of students, thus improving the learning efficiency of students. Through the investigation of the practical application effect of the proposed method, the results show that the proposed method has a positive role in promoting ideological and political teaching in college English teaching.

1. Introduction

In the era of the information age, there has been constant transformation in the media and channels of information transmission. This transformation has significantly impacted the English teaching for college students. The primary objective of college education nowadays is to cultivate morality and talent, with a major emphasis on improving academic performance [1-2]. Concurrently, ideological courses have gained importance in university education. To meet the demands of education in the information age, it has become necessary to integrate ideological and political courses into English teaching. This integration aims to enhance students' overall quality and learning outcomes. Information technology has gradually altered the content and methodologies of teaching, influencing teaching effectiveness and learning strategies [3]. Furthermore, it affects students' critical thinking, political attitudes, moral concepts, and values, thereby significantly impacting the college English teaching process. Consequently, the traditional offline English teaching method has shifted towards online teaching, thereby complementing ideological and political education as a new teaching trend [4-5]. Consequently, the effective utilization of online courses and the development of teaching platforms for ideological and political courses in colleges and universities have emerged as crucial areas of focus.

Based on the characteristics and teaching process of college English courses, this paper, based on the concept of ideological and political education, uses the LITA model, which includes four links, namely, classroom introduction, unit content teaching, and text theme to condense after-class tasks.

By applying the model, this paper explores the ways and practical effects of curriculum ideological and political teaching in college English teaching. The proposed research aims to fully implement ideological and political education in all aspects of English teaching, take moral cultivation as the core goal, provide reference for ideological and political teaching and college English teaching, and achieve better education results.

2. Related Words

With the rapid advancements in Internet technology, Wu and X proposed an innovative approach that incorporates ideological and political teaching into various subjects. Specifically, they implemented a blended teaching model combining online and offline methods in college English education. Their findings indicated that this mixed teaching approach not only enhanced teaching efficiency but also fostered progress in the education field [6]. In a quest to achieve the objectives of moral education and seek optimal strategies for ideological and political instruction, Wang, G critically examined the current state of college English education. Recognizing the existing challenges, they put forth a mixed teaching strategy as a valuable reference for educational advancement [7]. In order to improve the timeliness of ideological and political education reform, Xiaoyang, H et al. used the association rules of data mining and manual skills to put forward four strategies for ideological and political education, including an overview, teamwork, network environment and quality assurance [8]. With the wide application of information technology, Meng-yue, C. et al. proposed the application of artificial intelligence in college English teaching. In this study, an information-based assisted decision system was constructed. The proposed method can provide a new way of thinking and development for college English teaching [9]. In order to investigate the impact of multimedia on English teaching, Xu, D et al., taking English vocabulary as an entry point, built a fitness impact model for college English teaching from the aspects of interactive teaching theories and methods, and expanded the learning theoretical system to provide a new theory for English learning [10]. Sun, T et al. used two questionnaires, QEWSSE and QEWSRLS, and found that self-efficacy had a significant positive effect on college students' writing, providing teachers with new teaching ideas and helping to improve students' academic performance [11]. Through the above research, it is found that there is a certain gap in the research on the practical strategies of curriculum ideology and politics in college English teaching. Most of the research at this stage mainly focuses on mixed teaching strategies, big data and artificial intelligence technology, and further discovery is still needed to explore the exploration ways of curriculum ideology and politics in college English teaching.

3. Method

3.1 LITA model construction

Combined with previous research results, the LITA model constructed in this paper is divided into four parts, which is a closed-loop logic management. The model content is shown in Figure 1 [12].

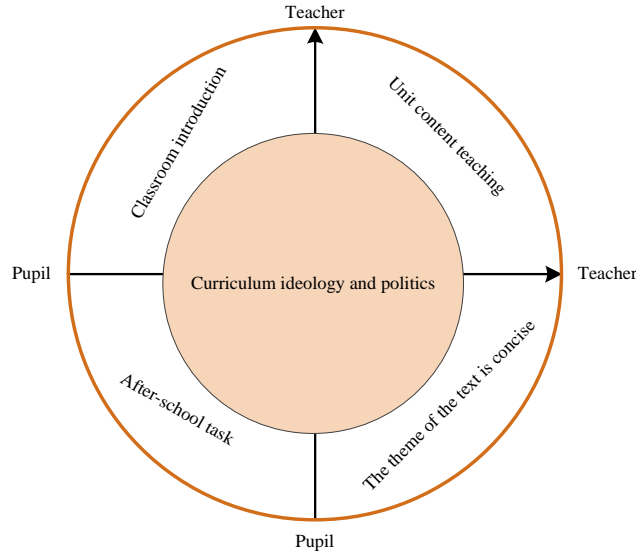


Figure 1: LITA model

In class introduction, teachers and students jointly create a college English learning atmosphere through interaction and cooperation. English words and sentences containing ideological and political elements and conforming to the theme of the module can be imported in the form of translation, laying the groundwork for the content of the unit. In unit content teaching, teachers are the core, unit background introduction and word learning are used, and ideological and political elements are integrated from multiple perspectives to prepare for the next step [13]. In the text theme condensed module, teachers follow the input link to stimulate students' imagination and creative thinking, summarize and sublimate the text theme, enter the stage of cooperation and exploration between teachers and students, and lay the groundwork for thinking and politics after class. In the task module after class, teachers arrange group tasks for students to cooperate in learning, design writing tasks and class presentation tasks, etc., which fully mobilize the initiative of students' supervisors and lay a solid foundation for the next step, thus forming a cycle [14].

3.2 Course arrangement design

In English teaching, how to better integrate curriculum ideology and politics has become the focus of this study. Input constraint function and objective function are set as follows:

$$e[e_1(y), e_2(y), \dots, e_n(y)] = X_{\max} \quad (1)$$

In the formula, it is assumed that the objective function of English course, X_{\max} represents the best course arrangement; y represents the decision function; n stands for objective function.

The constraint formula of integrating curriculum ideology and politics into English teaching arrangement can be expressed as:

$$[f_1(y), f_2(y), \dots, f_m(y)] \leq 0 \quad (2)$$

Where m represents the constraint function. The curriculum, teachers and classrooms are coded according to the educational objectives, and the curriculum framework is arranged according to the objective function. The class represents R , C represents the course, the period of the course is P , the teacher is M , and the classroom is T . The following data sets exist:

$$\begin{aligned}
R &= (R_1, R_2, \dots, R_{nr}) \\
C &= (C_1, C_2, \dots, C_{nc}) \\
P &= (P_1, P_2, \dots, P_{np}) \\
M &= (M_1, M_2, \dots, M_{mm}) \\
T &= (T_1, T_2, \dots, T_{nt})
\end{aligned} \tag{3}$$

When a class cannot integrate curriculum ideology and politics into college English teaching, the following formula is used to represent:

$$1 \geq \sum_{m=1}^{nm} \sum_{c=0}^{nc} \sum_{t=0}^{nt} R_r C_c P_p M_m T_t \tag{4}$$

When the teacher cannot integrate the Ideological and Political Education in the Curriculum into the English curriculum, the following formula will be used:

$$1 \geq \sum_{r=1}^{nr} \sum_{c=0}^{nc} \sum_{t=0}^{nt} R_r C_c P_p M_m T_t \tag{5}$$

When the classroom cannot integrate curriculum thought and politics into the English curriculum, the formula is as follows:

$$1 \geq \sum_{m=1}^{nm} \sum_{c=0}^{nc} \sum_{t=0}^{nt} R_r C_c P_p M_m T_t \tag{6}$$

Where $y_i \geq x_i$ indicates that the classroom capacity must exceed the number of students; y_i is the classroom capacity and x_i is the total number of students.

The curriculum arrangement generated by the above algorithm can meet the ideological and political requirements of students, teachers and courses, and is more comprehensive than the traditional curriculum integration, and can take into account the ideological and political goals and the needs of all aspects of English learning [15]. Just input the information of classrooms, teachers, students, and classes before the course is arranged, and a complete course arrangement can be obtained. If adjustments need to be made in special circumstances, the LITA model has strong plasticity, which facilitates the better integration of curriculum ideology and politics into college English teaching [16].

4. Results and Discussion

4.1 Experimental design

In order to verify the effectiveness of ideological and political teaching in college English teaching, this model is applied to a college English teaching. After 60 days of use by 80 teachers and 80 students, the survey was conducted by means of questionnaires. SPSS was used to analyze and statistic the collected data, and the results were shown in Table 1 and Table 2. After applying the ideological and political curriculum, the degree of interest and cognition of teachers and students increased significantly ($p < 0.01$); The students' learning autonomy and learning interest also increased $p < 0.05$.

4.2 Experimental result

Table 1: Evaluation of ideological and political integration into English teaching

Item	Pre-application prediction	Post-application evaluation	T-value	p-value
Understand the course of thought and politics	2.10±0.44	2.79±0.67	-10.22	0.00
Knowledge of English content	2.23±0.36	2.78±0.53	-3.13	0.01
LITA model features	3.11±0.45	3.21±0.53	2.67	0.01
Student attention	3.13±0.42	3.70±0.41	1.85	0.01
Student learning interest	2.69±0.58	2.78±0.44	3.13	0.01

Table 2: Model effect evaluation and proportion

Item	Number of supporters (%)	Number of people who do not support (%)
Independent use of teaching resources		
Help to improve the ideological and political level	120	40
Enjoy learning English	130	30
Worried about the impact on English learning	50	110
Academic performance		
There was a slight improvement in grades	90	70
Great improvement in performance	110	50
Ideological and political accomplishment		
Help to improve personal quality	90	70
Help to improve learning efficiency	100	60
Contribute to the expansion of knowledge	120	40

4.3 Result Discussion

As can be seen from Table 1 and Table 2, the evaluation results of teachers and students before and after the application of LITA model have significantly changed, and teachers and students have their own understanding of the model, apply the model according to their own needs, and at the same time make the model have personalized characteristics. The course optimization algorithm has achieved good results in some aspects, but it still needs to be improved in some aspects, such as the project setting is not much. On the whole, the model has more positive effects on teachers and students, and enriches students' classroom content. The negative number still accounts for about 30%. Due to the large amount of information of ideological and political resources and the constant updating of the situation, it is necessary to flexibly apply network information technology in order to maximize the task of college English teaching. Specific practices are as follows:

(1) The image, sound, text and other teaching materials are integrated to achieve the optimization and integration of teaching network resources, so that students can not only obtain the information they need, but also show the information they think is useful to realize resource sharing.

(2) The increase of resource information leads to the increasing power density of data centers, so the data center management mode of the shared system should be optimized. For example, establish an accurate and efficient wireless transmission model, expand the wireless signal receiving power, improve the sharing mechanism of the data center, meet the needs of teachers and students, and make it support the construction of ideological and political teaching resource sharing platform.

5. Conclusion

The LITA teaching logic model proposed in this study aims to incorporate Ideological and Political Education in the Curriculum into college English teaching, with the goal of enhancing the integration of these elements. This integration serves two purposes: firstly, it enables the effective utilization of resources; secondly, it offers teachers additional reference platforms to enhance their teaching abilities. The LITA teaching model successfully combines resources from ideological and political education with those from English teaching. Consequently, it accomplishes the curriculum objectives of college English education and contributes positively to elevating the overall standards of educational institutions and fostering improved teaching quality.

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