

Exploration and Construction of Teaching Models for Graduate Public English Courses from the Perspective of Curriculum Ideological and Political Teaching

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Abstract: Graduate Public English is a compulsory course for non-English major master's students in China, which undertakes the teaching goal of continuing to improve students' English language knowledge and skills in the advanced English learning stage. However, as an important humanities discipline, public English courses at the graduate level not only undertake the task of imparting English language knowledge and skills, but also serve as a process of injecting new ideas and concepts. Therefore, the teaching of public English for graduate students should be combined with the characteristics of the subject and major, deeply explore the ideological and moral education elements of the curriculum, select teaching themes and content, use information technology to broaden the integration of ideological and political elements, combine cultural literacy improvement with language skills improvement. Using the curriculum as a battlefield, graduate Public English teachers should guide graduate students to form a positive worldview and values, and play the implicit educational role of graduate public English courses.

1. Introduction

The National Conference on Ideological and Political Work in Universities held at the end of 2016 emphasized the importance of ideological and political work in universities, which is related to the fundamental issue of what kind of people universities cultivate, how to cultivate them, and for whom to cultivate them. At this meeting, it is proposed to fully utilize the channels of classroom teaching, and all types of courses should go in the same direction as ideological and political theory courses, forming a synergistic effect of educating people^[1]. In 2020, the Ministry of Education issued the *Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum*, which made overall design and comprehensive deployment for the construction of ideological and political education in higher education curriculum^[2]. As an important component of higher education, graduate public English is a compulsory course for non-English majors at the graduate level in universities. The course uses English texts as a carrier, enabling students to acquire language skills such as vocabulary, phrases, and grammar while

possessing stronger cross-cultural communication abilities than undergraduate students. Therefore, this course not only has the characteristics of high general knowledge and wide audience, but also has the characteristics of broad knowledge and strong applicability due to its wide coverage of professional fields. In the context of education in the new era, graduate public English courses have been endowed with new connotations and missions. Graduate public English courses are no longer simply aimed at imparting English language knowledge and skills, but should integrate socialist values and excellent Chinese culture, fully reflect their educational role, and subtly influence students' ideological consciousness in English courses.

2. The necessity of integrating ideological and political education into graduate public English courses

The graduate public English course is one of the required courses in the graduate training program. Compared with college English teaching, the audience of graduate public English courses is smaller, and the allocation of textbooks, teachers, etc. is slightly insufficient. The research on teaching reform is also slightly weak. When searching for “graduate public English” on China National Knowledge Infrastructure, 344 Chinese literature can be obtained. When searching for “graduate public English course ideological and political education”, only 18 Chinese literature can be obtained.

In the context of the rapid development of science and technology today, diverse cultures are gradually integrating with each other, and students have more ways to acquire information and knowledge. Their values are easily impacted by various kinds of information. Therefore, it is necessary to transform the classroom into the forefront of ideological and political education and guide the value orientation of contemporary graduate students. Graduate public English course teachers should explore the ideological and political elements in textbooks, integrate value guidance with language and cultural knowledge, and achieve an organic combination of moral education and talent cultivation through a combination of explicit and implicit education.

2.1. Combination of explicit education with implicit education

In the past, ideological and political education for students mainly relied on relevant courses represented by “ideology and politics”, neglecting the implicit educational function of other courses. Implicit education refers to the use of modern information technology platforms to appropriately integrate ideological and political elements into the teaching process, forming a “silent” influence on students, and thereby achieving the guiding role of curriculum ideology and values. Graduate public English course teachers need to start from the textbook, fully explore the elements and content related to Chinese culture and spirit, expand and extend from the textbook content, so that students can appreciate China's excellent culture and traditional virtues in the process of learning English language knowledge, and help them improve their academic abilities while optimizing their moral qualities and cultivation.

2.2. Combination of educating people with cultivating talents

Contemporary graduate students are intellectually active and have a strong ability to accept new things and ideas, making them easily influenced by various ideologies. Some students are limited to the acquisition of professional knowledge and do not have a sufficient understanding of their social responsibility and national mission. Some students have a low level of attention to current affairs and insufficient understanding of the country's major policies and the latest policies. In these situations, it is particularly important to provide students with correct value guidance. Teachers of

public English courses for graduate students should not only impart English language knowledge and skills, but also pay attention to the cultivation of graduate students' personality and the shaping of their ideological and moral character, guiding them to grow into socialist builders and successors with both morality and ability^[3].

3. Teaching mode of graduate public English courses based on curriculum ideology and politics

The construction of new liberal arts has introduced information technology into traditional humanities curriculum construction, and has also brought new inspiration to graduate public English teaching. With the advantages of information technology platforms, graduate public English courses should fully explore the moral education elements in the teaching process, and integrate them into various aspects of curriculum teaching through a combination of online and offline teaching design, clarify teaching objectives, innovate teaching methods, continuously refine curriculum teaching content, implicitly integrate socialist core values, moral cultivation, ideal beliefs, and patriotism into classroom teaching content, and establish a more complete evaluation system linked to curriculum ideology and politics, highlighting the importance of curriculum ideology and politics in the comprehensive evaluation of graduate public English courses.

3.1. Clarify teaching objectives

Teaching objectives are the starting point and destination of teaching activities, the guidance and orientation of teaching activities, and the ultimate goal and foothold of teaching activities, which play a vital role in the construction of teaching mode. Public English courses at the postgraduate stage not only guide students to master more complex language knowledge such as vocabulary, phrases and sentence patterns than those at the undergraduate stage, but also require students to use the English language skills they have mastered to communicate and exchange, so as to serve the cross-cultural communication in the future. In the past, postgraduate public English courses only aimed at teaching English language knowledge and skills, ignoring the integration of Chinese excellent culture and the positive guidance of students' values and beliefs.

To be specific, public English courses for graduate students should take "strengthen moral education and cultivate people" as the teaching goal. Based on the explanation of English language knowledge and skills, ideological and political elements such as ideals, values, beliefs, and social responsibility should be organically integrated into the entire process of English teaching, leading students to possess positive value recognition ability, comprehensively improving their cross-cultural communication ability and personal cultural literacy, cultivating students' innovative spirit and rigorous and pragmatic work attitude. Therefore, the teaching objectives of graduate public English courses cover multiple aspects such as language knowledge, academic literacy, cross-cultural communication skills, and value orientation.

Specifically, in terms of language knowledge, graduate students need to improve their reading speed and understanding depth by reading various academic articles, news reports, literary works, etc., at the same time, they should also improve their critical thinking ability to effectively use grammar, vocabulary, and sentence structure to analyze and evaluate the knowledge of the text they read. In terms of academic literacy, graduate students should possess the ability to use English in academic research, including writing key parts of academic papers such as abstracts, introductions, and conclusions, as well as the ability to participate in international conferences and make basic exchanges on professional content. At the same time, researchers should have the ability to use English for literature search, master the skills of review writing, and be able to systematically sort out and analyze literature in related fields, so as to provide a solid foundation for academic research.

In terms of cross-cultural communication, graduate students should have the ability to effectively communicate in cross-cultural communication, including the understanding and application of non-verbal behaviors, and the ability to adjust their communication strategies under different cultural backgrounds. In terms of value guidance, graduate students should have positive value concepts and the ability to distinguish right from wrong, and be able to deeply understand the socialist core values and inherit the excellent traditional Chinese culture.

In summary, the teaching objectives of graduate public English courses need to be comprehensive and systematic, thus lay a solid foundation for their future academic research and career development by cultivating students' language skills, academic communication abilities, cross-cultural understanding abilities, and self-improvement abilities.

3.2. Innovate teaching methods

In today's rapidly developing world of science and technology, the "new liberal arts" has restructured traditional liberal arts disciplines and integrated modern information technology into the teaching of humanities courses^[4]. The construction of scientific ideological and political education in graduate public English is mainly carried out through the classroom teaching, and the curriculum is an important carrier. Under the background of the new liberal arts, graduate public English courses can make the most of the advantages of information technology, adopt a hybrid teaching method that combines online and offline teaching, continuously innovate teaching methods, and optimize teaching models. Take textbooks as the starting point, teachers should deeply explore cultural themes and ideological and political elements related to the theme in each chapter, set integration points for ideological and political materials, and divide classroom teaching into three stages of pre class preparation, in class teaching, and post class reflection for teaching design, naturally integrating ideological and political elements into the entire process of business English classroom teaching.

In the pre class preparation stage, teachers can use online platforms such as "Rain Classroom" and "Super Star Learn" to upload relevant resources for preview before classes, release specific tasks and objectives for pre-class preview, so that students can form their own understanding and opinions on the teaching theme and teaching content of the unit through pre-class preview, laying a foundation for classroom teaching.

In the in-class teaching stage, teachers can base on the pre-class released tasks and check the completion of the tasks by group reporting and classroom debate. They can also give targeted explanations and guidance. In the post-class reflection stage, teachers can assign exploratory assignments to deepen students' understanding of relevant ideological themes, such as requiring students to shoot a video related to the ideological theme of the unit, or encouraging students to conduct surveys or questionnaires on the ideological theme. In addition, teachers can cleverly use the construction of the second class to strengthen students' understanding of ideological themes. For example, teachers can organize students to actively carry out ideological and political theme activities in the second classroom with ideological and political themes as the core. Through expanded activities such as reading competitions, speech competitions, dubbing competitions, etc., students' language abilities can be improved and their understanding of ideological and political themes can be elevated, as is shown in figure 1 below.

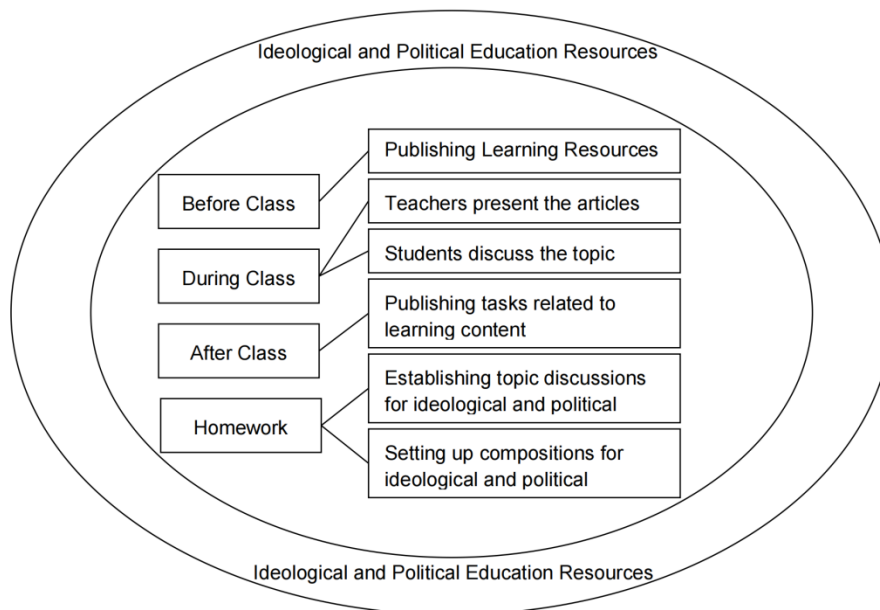


Figure 1: The process of integrating ideological and political education into the curriculum

At the same time, the construction of graduate public English courses must rely on the joint efforts of curriculum group teachers. Teachers in the teaching and research department need to regularly carry out teaching research activities to explore the ideological and political elements in textbooks and innovate the ways and methods of integrating ideological and political elements into curriculum teaching. Teachers should also pay timely attention to current political news and social development trends, constantly incorporate new content into the course teaching design to attract the study interest of contemporary graduate students.

3.3. Enrich teaching content

Compared with ideological and political courses, ideological and political courses place more emphasis on the implicit integration of ideological and political elements, and naturally influence students' thoughts and behaviors. Therefore, the textbooks used in classroom teaching are the foundation and support for the implementation of ideological and political education in graduate public English courses. This requires the teaching team of graduate public English courses to continuously explore the integration points of ideological and political education in the textbooks, expand the supporting resources of ideological and political education in the curriculum, constantly enrich and refine the teaching content, and mobilize students' learning enthusiasm.

The content of graduate public English textbooks is rich, and the ideological and political materials that the curriculum teaching team can explore can be divided into ideal beliefs, patriotism, moral qualities, social responsibility, innovative spirit, international perspective, etc. Teachers need to integrate corresponding ideological and political materials according to the theme content of each unit, and use information technology to assist in creating pictures, videos, micro courses, presentations, MOOCs and other expanded resources related to these themes, establishing an ideological and political theme resource library for each unit.

Students have access to the ideological and political education resources in these resource libraries on online teaching platforms during the pre-class preview stage to assist their understanding of the corresponding unit's ideological and political themes. Therefore, through clever conception and design, graduate public English course teachers can refine teaching content,

stimulate students' interest in learning, trigger students' deep learning, and truly achieve effective integration of ideological and political education with the curriculum.

3.4. Improve the evaluation system

The assessment of graduate public English courses that integrate ideological and political education into the curriculum should also be guided by values, and “moral education” should be included in the evaluation criteria of the curriculum assessment. Teachers should use multiple evaluation methods to dynamically evaluate the teaching effectiveness of ideological and political education in the curriculum.

The ultimate research goal of ideological and political education in the curriculum is to shape and practice the values of all graduate students, therefore, the primary subject of evaluation is the students. Course teachers should carefully design classroom activities and homework that integrate ideological and political themes, and comprehensively use various forms such as classroom observation, process evaluation, and document investigation to dynamically monitor the development and changes of graduate students' viewpoints, attitudes, emotions, and values. The teachers should effectively evaluate the ideological and political teaching activities of the course and incorporate the evaluation results into students' final grades. By improving the assessment methods and content, the evaluation system of the course can be continuously improved.

4. Conclusion

As an extension of undergraduate study, the graduate stage is not only an important stage for learning knowledge and pursuing ideals in life, but also an important period for the formation of worldviews, life philosophies, and values among young people. Therefore, integrating ideological and political education into subject and professional teaching is a requirement of the times for Chinese universities to achieve the goal of “strengthening morality and cultivating talents”, and it is of great significance for universities to cultivate talents with both morality and ability^[5]. At the same time, teachers of graduate public English courses are a key factor in determining the ideological and political construction of graduate public English courses. This requires teachers not only to improve their professional and cultural literacy in the teaching process, but also to have correct and firm ideological concepts and a positive outlook on life and values. Teachers should constantly keep up with the times in the teaching process, flexibly use textbook content, constantly innovate teaching methods, embed ideological and political education into language teaching, and run through the entire process of talent cultivation.

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