

Innovative Thoughts of College English Teaching Reform from the Perspective of Course-based Ideological and Political Education

Peng Guo

College of Humanities and Social Sciences, Liaoning Communication University, Shenyang, 110136, China

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Abstract: In the new era, teaching work in colleges and universities should go in the same direction with ideological and political education so as to lay the foundation for deepening the practice of “Nurturing Talents by Moral Values”. Under this background, college English teaching reform from the perspective of course-based ideological and political education is an inevitable choice. English teachers should rely on the content of teaching materials, develop moral education elements, enhance students’ cultural self-confidence, connect the internal relationship between English teaching and students’ real life, help students broaden their horizons and improve their knowledge reserves through emotional cultivation. Colleges and universities should also provide guarantee for the reform of college English teaching and deepen the practice of ideological and political education by strengthening teachers’ quality, enriching teaching resources, innovating teaching methods and reforming evaluation mechanism to promote the long-term development of discipline education and moral education.

1. Introduction

Course-based ideological and political education aims to establish an moral education pattern through all faculty and staff, all teaching process and all courses, making the teaching of various disciplines and ideological and political theory courses go in the same direction to accomplish the fundamental educational task. In 2016, General Secretary Xi Jinping delivered an important speech at the National Conference on Ideological and Political Work in Colleges and Universities, pointing out that “Ideological and political education in colleges and universities should make good use of the main channel of classroom teaching. Ideological and political theory courses should be strengthened in the process of improvement and it is necessary to enhance the affinity and pertinence of ideological and political education. Other courses should realize the duty of watching over a section of canal and cultivating a good responsibility cropland well.” General Secretary Xi Jinping’s important remarks reaffirm the importance and necessity of higher education to continue ideological and political education and deepen the practice of “Nurturing Talents by Moral Values”. His remarks also point out the specific direction and practical ideas for college ideological and political education. Under this background, colleges and universities should firmly support the leadership of the Communist Party of China and actively respond to the Party’s policies and principles. With the concept of “Nurturing Talents in Three Dimensions” as the guidance, we should put the ideological and political education of college students in an important position in school education and teaching work, implement it at all levels of college development, guide teachers to establish the concept of ideological and political education and help teachers assume the responsibility of guiding students through curriculum teaching reform. For college English teaching, how to fulfill course-based ideological and political education has become a research task.

2. Innovative Ideas of College English Teaching Reform

From the perspective of course-based ideological and political education, the key to college English teaching reform lies in the status quo of college English teaching itself, coordinated with the current ideological and political education and the practice of “Nurturing Talents by Moral Values”. In teaching practice, teaching materials should be related to moral education content for

the purpose of enhancing students' cultural confidence. Teaching extension should be related to taking fully care of students' real life, and teaching goals should reflect emotional value. Generally speaking, college English teaching reform should maximize the comprehensive benefits of teaching on the basis of teaching itself and textbook content by means of effective reformed approaches.

2.1 Exploring Moral Education Factors from Textbooks

Supporting ideological and political education with classroom teaching has become an inevitable choice for colleges and universities to deepen the goal of "Nurturing Talents by Moral Values". College English teaching should fully explore the resources of teaching materials, and actively find the contents that are widely consistent with the construction of students' moral education.

For example, An article titled *Tony Trivisonno's American Dream* from *New College English Integrated Course* describes the significance of American Dream on individuals. On the one hand, teachers should focus on exploring the excellent qualities of the protagonist seeking opportunities to improve his life through diligence and bravery. On the other hand, teachers should extend teaching in moral education, guide students to understand the importance of Chinese Dream to the country, the people and the individual. The "Chinese Dream" put forth by Chinese President Xi Jinping, is to build a moderately prosperous society and realize national rejuvenation. President Xi Jinping's overarching vision of the Chinese Dream has become a grand driver of China's continuing reform and development. The Chinese Dream differs from the American Dream in that it expresses China's collective aspirations—the great rejuvenation of the Chinese nation, and it differs from the Chinese Dream in Chinese history by embracing the personal dreams of individual Chinese people for attaining happy, healthy, abundant and productive lives. After understanding the essence and nature of Chinese Dream, college English teachers should encourage college students to realize Chinese Dream with their intelligence and enthusiasm in the future. When teaching the passage titled *Chinese Calligraphy* from *Experiencing English Integrated Course*, teachers can consciously extend the teaching to the history and culture of ancient China, helping students to appreciate the beauty and profundity of Chinese calligraphy in order to enhance students' cultural pride and confidence. Meanwhile, teachers will enhance college students' understanding and recognition of China's principles and policies in governing the country as well as strengthen college students' determination to actively contribute to the development of national unity.

2.2 Building Cultural Confidence by Comparison between China and the West

Under the perspective of course-based ideological and political education, colleges and teachers should actively assume the responsibility of the times and serve to cultivate college students via confidence in the path, theory, system, and culture of socialism with Chinese characteristics to firm college students' ideals and beliefs. College English teaching should also focus on the content construction. Teachers should help students to establish and consolidate their cultural confidence through the cultural comparison between China and the West. In *Experiencing English Integrated Course*, there are some articles which focus on Chinese history and culture such as *A Brief History of Beijing Opera* and *Chinese Calligraphy*. Although such content with distinct Chinese cultural elements is very rare in English textbooks, it also forms an obvious attraction to students and should become an effective path for English teachers to play the ideological and political role of college English teaching. On the one hand, teachers should use the limited teaching content to strengthen students' cultural identity. Most English textbooks are based on the purpose language culture, forming a relatively solidified thinking mode and cultural cognition. However, teaching Chinese culture can effectively stimulate students' psychology of seeking differences. Based on this conception, teachers should make good use of the limited traditional cultural content in teaching materials, and transform the attractive advantages of traditional Chinese culture into the cognition and recognition of cultural confidence, so that students can fully realize the ideological and educational nature of China's traditional culture. On the other hand, teachers should enhance students' cultural confidence through unlimited cultural wealth. It is widely-acknowledged that traditional Chinese culture contains rich humanistic emotion and ideological value. College teachers should consciously and systematically combine both traditional and modern Chinese culture with

English language teaching, provide penetration of Chinese and western cultural comparison and make students realize the excellency and superiority of Chinese culture so as to gradually enhance college students' cultural confidence.

2.3 Focusing on Students' Real Life with Teaching Extension

In carrying out college English teaching reform, teachers should consciously select teaching content which is closely related to college students' study, life and interpersonal communication. Teachers should develop teaching extension relying on the background of teaching materials, so that English teaching can truly become a comprehensive discipline close to students' real life as well as take care of students' internal needs. Take the text *To Work or Not to Work, That Is the Question* from *New Horizon College English Reading and Writing* as an example, teachers should consider several aspects before giving lessons: To start with, it is a necessity for teachers to analyze context structure and explain language features of the text. Teachers should not only lead and help students to accurately translate the content of passage, but also deeply analyze various investigations on the work and learning problems in the text. They should comprehensively and accurately analyze the purpose and results of various investigations, and help students understand the internal correlation and interaction mechanism between work and learning. What's more, teachers should timely grasp students' thoughts and behavior trends. Considering the question mentioned in the text whether college students should take part-time work or even full-time work or not, teachers can conduct random investigation in class, understand the main purposes of students taking part-time jobs and help students to analyze time cost, element structure and income from working so as to grasp the overall state of this phenomenon. Most importantly, teachers should give moral guidance and education. It is obvious that most students who work are not because of economic conditions, not to mention the purpose of increasing income. Only a few students actually have to subsidize their living expenses. Therefore, teachers should help students reconsider the relation between work and study from a rational perspective, make students have a clearer understanding of their current task and responsibility, guide students to form correct values on money and consumption and educate students to set up lofty aspirations, firm ideals and beliefs from the perspective of long-term personal development and national prosperity.

2.4 Broadening Students' International Vision with Emotion Education

The instrumental and humanistic nature of college English determines the overall value of the course, which means that teachers should not only help students master language skills and lay a solid foundation to achieve cross-language communication but also cultivate students with emotion education so that students can have an international vision of cross-cultural learning and thinking to realize long-term development. In daily teaching, college English teachers should not just instill language knowledge and impart language skills. Meanwhile, teachers should not praise Chinese culture and belittle Western culture blindly, but should put teaching goal in the height of value and emotion, so that students can broaden international vision, exercise critical thinking ability and master a comprehensive ability conducive to their own long-term development. The article *The Pursuit of Happiness* from *New Horizon College English Reading and Writing*, reflects that weakness of the Western view of happiness lies in fantasy that happiness can be bought by money while weakness of the Eastern view of happiness lies in believing there is perfect and pure happiness. Teachers can organize a debate about these two views of happiness, guide students to have an objective review on the view of happiness and make students realize that the Western view of happiness and the Eastern view of happiness are not contradictory. Actually, happiness fundamentally lies in the pursuit of happiness itself and also lies in participation of pursuing happiness. The passage *A Frog Story* from *Experiencing English Integrated Course* tells an unusual experience between the author and a tree frog living in his greenhouse. The communication described in the text between animals and human beings highlights the significance of environmental conservation. In teaching process, teachers should take the current actual ecological problems as the cutting point to focus on worldwide environmental protection and development issues. Under the global background of environmental protection, teachers can actively introduce

the necessity and importance of China's ecological civilization construction and guide students understand the positive contribution that China has made in promoting global ecological and environmental governance. They can urge students actively to respond to the call of national ecological civilization construction by paying attention to the daily routines for environmental protection.

3. Measures to Realize Course-based Ideological and Political Education

From the perspective of course-based ideological and political education, the university English teaching reform, focusing on the curriculum content and college English teaching itself is an inevitable choice to improve the level of teaching reform and innovation. Effective and efficient measures should be taken to guarantee the implementation of course-based ideological and political education in modern college English teaching. Firstly, strengthening teacher training by building up concept of course-based ideological and political education. Teachers who determine the overall trend and practical effect of education and teaching are the important subject of teaching activities. Therefore, teachers should set up the concept of course-based ideological and political education and improve the practical ability of moral education. Secondly, highlighting ideological and political factors in teaching content and enriching teaching resources. English teachers need to do well in expanding their teaching resources. Teachers can select the reading materials closely related to the development of the times to enrich teaching activities. Thirdly, innovating college English teaching methods to activate the participation and interaction among students in classroom teaching. Teachers can stimulate students to learn through innovative teaching methods, such as task-oriented teaching approach and group teaching method. Fourth, reforming the educational evaluation mechanism and enhancing the guidance of ideological and political in college English teaching for higher education. Teachers must change the previous evaluation mode of students by scores only and give full play to the role of process evaluation for students.

4. Conclusion

In a word, college English teaching reform is imperative under the background of course-based ideological and political education. Universities and college English teachers should pursue the goal of "Nurturing Talents by Moral Values", strengthen the implementation of "Nurturing Talents in Three Dimensions", and give full play to the moral education function of ideological and political education of university courses. In the practice of university English teaching reform, universities and college teachers should rely on the ideological and political exploration of teaching materials can and maximize the value of college English teaching itself. College English teachers should constantly improve the level of personal ideological and political theory as well as the ability of ideological and political education so as to helping students to set up lofty ideals and firm belief of struggle.

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