A preliminary study of the ideological and political path of public English courses in vocational colleges and universities with new media background

Meng Shuoshuo, Li Beibei, Liu Han

Qingdao Binhai University, Qingdao, Shandong, 266555, China

Abstract: Under the background of the rapid development of new media, the organic integration of public English courses and ideological and political education in vocational colleges and universities is facing opportunities and challenges. How to use new media technology to improve teaching effectiveness, cultivate students' media literacy, and conduct effective curriculum thinking is an urgent problem to be solved. Taking the public English of vocational colleges and universities as an example, this study takes the problems and challenges faced by public English teaching in colleges and universities under the background of new media, and explores the effective way to use new media technology to realize the thinking and politics of public English courses.

Keywords: New media; Public English; Curriculum thinking; Path

1. Introduction

In the context of the rapid development of new media, how to effectively integrate ideological and political education into the public English of vocational colleges and universities is an urgent problem to be solved. While completing the curriculum training goals, English teachers in colleges and universities should guide students to distinguish complex and cumbersome network information, effectively use new media technology, appropriately introduce curriculum thinking, help contemporary college students establish the correct three views, cultivate their good moral character, enhance the integration of higher vocational students with the times and society, and continuously improve students' ideological and moral qualities in the process of teaching higher vocational English education, and give full play to the role of the organic integration of English courses and ideological and political teaching.

Many scholars in China have put forward their views on the significance of thinking about politics in English courses. Li Ping (2018) believes that public English courses are of great significance for colleges and universities to cultivate socialist successors. Attention should be paid to its universal significance and practical value. Wu Wenjuan (2017) pointed out that the thinking and politics of the English curriculum is the need to achieve the goal of cultivating higher vocational talents, and it is also an important way to improve the development of students' ideological and moral character. Scholars in China hold the view that the curriculum politics in public English is of great significance in improving the personality of college students and shaping the three views.

Focusing on the necessity and feasibility of introducing curriculum thinking in English teaching in colleges and universities, many scholars in China have also made corresponding research. Zhu Rui (2019) pointed out that the ideological and political education of the English curriculum is the need of the ideological and political education work of higher vocational education, and it is also the inherent need of higher vocational English teaching. Lu Junping (2019) believes that the nature of the curriculum, teaching content and teaching functions of the public English curriculum are consistent with the essence of the ideological and political teaching of the curriculum, which is suitable for the development of the ideological and political teaching.

Therefore, domestic scholars have carried out many studies on the construction path of ideological politics in college English courses. For example, the integration of ideological and political elements into teaching materials, digging deep into teaching materials, reforming teaching methods, enhancing the sense of the times and attractiveness (Li Ping, 2018), and integrating socialist core values into teaching materials (Zhu Rui, 2019). Teachers should reform and innovate the teaching content, continuously improve their awareness of political thinking and ability to think about politics (An Xiumei, 2018), create a scene of ideological and political education, and strengthen the guidance of

extracurricular learning time (Chen Jixia) Zhu Yi (2017) believes that it is necessary to create a campus humanistic environment conducive to the development of ideological and political education in higher vocational English teaching. In general, the ideological and political construction of the English curriculum should start from the four aspects of teaching materials, teachers, teaching methods and extracurricular activities, which complement each other and are indispensable.

Wang Xiaolan and Xu Xinlong (1988) put forward a framework concept for the combination of new media and secondary vocational school teaching in "New Technology New Media and Education of Telecommunications University". Later, Fan Fei (2007) introduced the concept of new media technology into the teaching of public English in colleges and universities. She proposed that after the introduction of new media technology into english teaching in colleges and universities, teachers should shift their thinking from the previous knowledge transfer to focusing on ability development. Not only is it purely "indoctrinated" teaching, but more attention should be paid to the "receptive" ability of students, that is, the transformation from "teaching" to "learning". Yin Yiyi (2014) said that the application of various advanced technologies in new media can effectively improve the quality of education and teaching, stimulate students' interest in learning, deepen students' understanding ability, and optimize students' learning system. Liu Yitao (2020) pointed out that in the actual public English teaching, teachers should first understand the current new media technology, and then combine the characteristics of the teaching students to integrate the new media technology and public English teaching more organically. In order to achieve this goal, how to organically integrate the two is the key to solving the problem. In the context of new media, the better combination of public English courses and new media technology not only updates the teaching form of public English, enriches the teaching content, and enlivens the classroom atmosphere. For students, English classroom is no longer synonymous with boring and boring, students can use new media technology to more effectively acquire the latest knowledge, enrich their minds, and improve their interest in English learning. It can be seen that with the blessing of new media technology, the teaching and learning of public English in colleges and universities can be carried out more efficiently.

Western countries were early to introduce the concept of "new media" into teaching. British professor of education Kukulska-Hulme in 2008 did an experiment on new media and language learning, in the experiment, some students learning foreign languages and second foreign languages according to their set way to learn using mobile social platforms, the experimental results show that mobile social platforms in the training of students' listening and speaking skills have played a positive role. Levy (2013), a professor of english and Chinese dialects, proposed that major video and audio websites provide strong resource support for language acquisition, and based on big data platforms, individuals can reciprocate resources. These platforms greatly help learners practice speaking and develop a good language environment. teel and Mike Levy (2013) summarized and sorted out the use of new information technology in language teaching from 2006 to 2011, and found that new media technology is not only conducive to improving students' listening and speaking skills, but also provides help in reading, writing, comprehension, and expression. All these prove the correctness and necessity of the introduction of new media technology into language teaching.

Although domestic and foreign studies have recognized the necessity of English teaching innovation in the context of new media, the current research is less related to the combination of new media technology and curriculum politics in college English classrooms, and there is no in-depth exploration of the organic connection between the two. Therefore, this study will combine the background of new media, in-depth study of how to use new media technology to improve teaching effects, cultivate students' media literacy, and carry out effective curriculum ideological and political construction.

2. Problems and Challenges Faced by Public English Teaching in Colleges and Universities under the Background of New Media

The textbook "Jiejin English" used in public English contains a number of themes such as learning, family, friendship, personal choice, etc., which is more suitable for introducing the content of ideological politics in the curriculum, but at present, teachers' teaching is mainly based on knowledge transfer, and some teachers will combine the relevant content of the text to carry out ideological teaching around a certain topic, but it is mainly based on spontaneous behavior and lacks systematicness. This study will investigate the current situation of public English curriculum ideology and politics by designing questionnaires and other means, and make a basic assessment.

In the context of new media, the problems in public English teaching in colleges and universities are mainly: First, teachers cannot adapt well to the development of new media and cannot master new media technology skillfully. Secondly, in the process of integration of new media and teaching, some teaching activities cannot be organically integrated, resulting in phenomena such as "mechanization", "dogmatization" and "rigidization"[1]. The second is the lack of media literacy textbooks in English. This is manifested in two points: (1) There is a shortage of relevant teaching materials on English teaching and the integration of new media technology on the market. It is not just English textbooks, or not only Chinese version of new media technology textbooks. (2) In addition, "if new media technologies are to be better integrated with public English teaching, they need to be supported by schools and various media and governments, but most of the media in China are not currently open to college students"[2]. Therefore, it is necessary to deeply understand the construction requirements of "curriculum thinking", and on this basis, carry out in-depth reform and innovation at multiple levels such as talent training programs, curriculum systems, evaluation mechanisms and training models of colleges and universities.

2.1. Improve the ideological ability and awareness of public English teachers in colleges and universities

This requires that public English teachers in colleges and universities should pay attention to cultivating ideological and political awareness, carefully study textbooks, dig deep into the ideological and political elements, and organically combine the teaching content, teaching forms and ideological and political points in combination with the characteristics of the students they teach. Secondly, English teachers in colleges and universities should form ideological and political groups, rely on the syllabus and teaching standards to build the ideological and political library of this course, and update the ideological and political library according to the development of current events, consciously improve the teachers' ability to think about politics, and hold ideological and political education training classes accordingly.

2.2 .Correspondingly improve the ability of college English teachers to use new media technology

Teachers should first accept the rapid development of new media technology, and secondly, they should take the initiative to learn new media technology and skillfully apply it to English classrooms. This requires that English teachers in colleges and universities should abandon the traditional teaching model, innovate teaching methods, and apply new media technologies to classroom teaching while ensuring students' learning efficiency and completing teaching goals. If teachers do not master the corresponding new media technologies skillfully, it will be counterproductive and lead to a decline in classroom efficiency.

2.3. Excavation and collation of ideological and political elements in public English textbooks

At present, most of the public English textbooks used in colleges and universities are original English textbooks. "Which contain cultural values and educational concepts, as well as customs and cultures, and the content of ideological and political education that we advocate are not very suitable, which brings difficulties and challenges for teachers to find the entry point of ideological and political education."[3] Therefore, College English teachers should carefully study the textbooks before preparing lessons, conduct careful screening and research, and dig deep into the ideological and political elements contained in the textbooks, but avoid rigid and mechanical integration. The members of the research group should also combine current affairs, collect and sort out the content of relevant ideological and political elements, and build a relatively complete ideological and political teaching resource library, in order to better integrate ideological and political elements into daily teaching.

3. Effective ways to use new media technology for public English courses

In order to ensure the effective implementation of curriculum ideology in public English, it is necessary to systematically build and reform this course.

3.1. Systematic integration of curriculum standards, teaching plans, lesson plans and teaching resource libraries for public English

In order to integrate ideological elements and new media teaching materials into the textbook content at the same time, and at the same time extract elements with home and country feelings in the unit content, teachers need to have more movie viewing volume, strong ideological ability, new media application ability and teaching design ability; Due to the lack of systematic teaching of public English, the research group should revise and integrate the teaching plan and teaching content in advance, so that the ideological and political content can be integrated into the teaching of each unit and each class.

3.2. Organize teachers to conduct ideological and political training to improve teachers' ideological and political ability

English teachers need to strengthen ideological and political learning and national traditional culture learning, so as to combine texts and film clips in the classroom to guide students to carry out active and effective discussions on ideological and political topics; In addition, English teachers should work with teachers of the political science class to build a cooperative teaching platform, jointly prepare lessons, and integrate the ideological and political elements in the English textbook with the teaching content in the political science class to improve the learning effect of students.

3.3. Establish a new media material library for curriculum ideological politics for resource sharing

Teachers are required to implement the ideological and political content into the teaching plan. The research group should hold regular meetings to discuss the problems and solutions of the ideological and political policies of the exchange course, communicate with each other, and achieve synergy and cooperation. Construct a curriculum ideological and political resource library, and upload the language teaching and curriculum ideological and political teaching materials carefully selected by the research group to achieve resource sharing.

3.4. Classroom teaching reform. The first step is to increase student engagement in the classroom

In the past public English courses, English teaching was mainly based on text translation, word grammar practice and explanation, and the participation of students was not high, and the learning effect (especially language use ability) was average. "After the reform, teachers introduced appropriate film-assisted teaching, which can set up dubbing, role playing and other activities to allow students to actively participate in the classroom, during which they correct students' voice intonation and help students improve their oral expression skills. "[4]The ideological and political topics of the curriculum need to be further standardized, and the previously scattered and spontaneous discussions on ideological and political topics should be changed to a systematic and continuous classroom ideological and political education system, so as to achieve the best teaching results.

3.5. Reform the way students are assessed, and integrate ideological and political elements into the test questions

The ideological and political education of the curriculum implemented in public English classes using new media materials cannot be just superficial. The audio materials selected by the teacher before the class must contain a lot of practical English expression and ideological elements. "After the teacher's explanation, let the students really draw nourishment from it. "[5] Therefore, when assessing, it is necessary to consider how to present the ideological and political elements in the examination paper in the form of questions and answers, composition questions, translation questions, etc., in addition, the practical expression in the audio material should also be assessed through oral examinations, group displays and other forms.

4. Conclusion

This research is based on practical teaching, using new media technology to integrate curriculum ideology into the English classroom, forming a three-in-one teaching model of language ability, media literacy and political literacy. Breaking the traditional teaching mode of public English courses in colleges and universities, combined with the increasingly developing new media technology, enriching

the teaching content, updating the teaching form, and enlivening the classroom atmosphere, so that the content of the Internet can be better integrated with the content of the textbook.

Aknowledgement

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