

The Research on the Teaching Model of Personality Development in Comprehensive English Curriculum to Carry out Curriculum Ideology and Politics from the Perspective of "Golden Lesson"

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Abstract: Creating "golden lesson" is an important guarantee for strengthening the construction of "double first-class" and promoting the strategy of modern education power. From the perspective of "Golden Lesson", "Comprehensive English" course aims at cultivating comprehensive practical talents and carries out innovative and practical education. Curriculum ideology and politics takes "cultivating morality and cultivating people" as the fundamental task of education, and exerts an imperceptible influence on students' ideology and behavior. On the basis of studying the theory and method of "Golden Lesson" construction and the teaching mode of personality development, this paper puts forward the path of carrying out the curriculum ideology and politics in the teaching mode of "Comprehensive English" from the perspective of "Golden Lesson": clarifying the teaching objective of curriculum ideology and politics, planning the integration point of curriculum ideology and politics, teaching based on OBE concept, playing the role of the second class, and evaluating based on CIPP model.

Keywords: "Golden Lesson"; "Comprehensive English"; Personality Development; Teaching Mode; Curriculum Ideology and Politics

1. Introduction

Today, the world is in a new round of great development, great transformation and great adjustment. Modern science and technology represented by the Internet, big data and artificial intelligence are profoundly changing the way people work, live, learn and think. The development of civilization and science and technology requires the exploration and enhancement of creativity, and creation and innovation have become the strongest voice of The Times. At present, China is speeding up to the forefront of innovative countries, and the main goal of education development and reform has begun to focus on the cultivation of innovative talents. Through the construction of "Golden Lesson" and teaching practice, the comprehensive ability and advanced thinking of students to solve complex problems are cultivated, and the spirit and ability of in-depth analysis, bold questioning and innovation are cultivated. In the form of building a whole-person, whole-course, whole-course education pattern, all kinds of courses and ideological and political theory courses are in the same direction, forming a synergistic effect. It is a comprehensive educational idea that takes "cultivating morality and cultivating people" as the fundamental task of education and exerts a subtle influence on students' ideology and behavior.

English is a combination of instrumental and humanistic, not only teaching language knowledge, but also cultivating cultural thoughts. The language knowledge, thinking quality and emotional attitude contained in the Comprehensive English course are conducive to guiding students to establish correct values. The Comprehensive English course has multiple attributes, general knowledge and culture determine the feasibility of carrying out curriculum ideology and politics, and international and professional decide the necessity of carrying out curriculum ideology and politics. The teaching of "Comprehensive English" coincides with "values education" and "ideals and beliefs education". Therefore, we must shoulder the historical mission of curriculum ideology and politics, and adhere to the combination of knowledge teaching and value guidance. While teaching English knowledge and culture, we practice the new ideas of curriculum ideology and politics, adapt to the new requirements of

curriculum ideology and politics, and imperceptibly influence students' ideology and behavior. Comprehensively improve students' ability to understand and distinguish right from wrong, realize value shaping and knowledge imparting, and achieve the effect of moistening things silently.

2. Construction of "Golden Lesson"

The essence of the construction of "golden lesson" is to improve the quality of undergraduate teaching and promote the construction of university quality culture. The proposal of "golden lesson" construction fully reflects the spirit of seeking truth from facts and the courage to face the problem. The existence of "water course" is the main problem in current undergraduate teaching. The "water" of "water class" has many manifestations. Some scholars have divided the "water course" in colleges and universities into "low-order class, indoctrination class, closed class, emphasis on knowledge over action, emphasis on learning over thinking" and other types. In order to improve the quality and level of innovative talent training, we must face the problem directly.

The "gold" of "golden lesson" consists of five elements, namely, advanced class, dialogue class, open class, integration of knowledge and action, and combination of learning and thinking [1]. One is, the advanced class. Refers to high-level teaching (cognitive activities), mastering high-level knowledge, forming higher-order thinking, and developing higher-order ability. Low level knowledge is mainly declarative knowledge, high level knowledge is mainly procedural knowledge and strategic knowledge. It is necessary to strengthen the "gold content" of classroom teaching and transform the low level classroom into the high level classroom. The second is the same, dialogue class. The dialogue class is mainly characterized by the dialogue of knowledge, thinking and soul. The dialogue of knowledge requires the one-way infusion to be transformed into multi-directional communication, the dialogue of thinking requires the "period" classroom to be transformed into a "question mark" classroom, and the dialogue of the soul requires the knowledge classroom to be transformed into an emotional classroom. Only by pouring emotions into it can we feel the life of knowledge and comprehend the beauty of knowledge. Third, open classroom. Open classroom is to realize the opening of time, space and content, extending time from class to extracurricular, expanding space from classroom to library and laboratory, and expanding content from textbooks to reference materials. Change the teaching mode of completing the fixed teaching content in a fixed place and a fixed time. Fourth, the unity of knowledge and action. The integration of knowledge and action should achieve at least two points: learning should be "hands-on", emphasizing learning from practice. After learning, we should "practice" and emphasize the application of knowledge. The "practice" of theoretical teaching emphasizes active thinking, thinking in learning and learning in thinking. The "practice" in practical teaching emphasizes active practice, learning by doing and doing in learning. Fifth, the combination of learning and thinking. "The combination of learning and thinking" is Confucius's view on learning psychology, in the process of learning, learning and thinking can not be biased, learning without thinking will be confused, and thinking without learning will be confused. Therefore, we advocate the combination of learning and thinking. Only by combining learning and thinking can we become a person who has both thought and knowledge.

"Golden lesson" is characterized by high order, innovation and challenge. From the perspective of "Golden lesson", the construction of "Comprehensive English" [2] effectively enhances students' English application ability, cross-cultural communication awareness and communication ability, as well as independent learning ability, and significantly improves comprehensive cultural accomplishment, humanistic spirit and critical thinking ability in terms of "advanced". In terms of "innovation", based on the teaching of "Comprehensive English" course, it reflects the new progress of science and technology in the world in a timely manner, absorbs the excellent achievements of human civilization, trains high-end talents with forward-looking thinking and international vision, and vigorously promotes the deep integration of modern education technology and teaching. And form a normal teaching with teachers' guidance and inspiration and students' active participation as the main characteristics. In terms of "challenge degree", science "increases the burden", guides students to increase their investment in learning, firmly carries out formative evaluation, strictly evaluates courses, and improves the sense of gain and achievement.

3. Personality Development Teaching Model

Personality refers to the individual's internal tendency and psychological characteristics in the social adaptation to people, things and himself. It is the integration of ability, temperament, character, needs,

motivation, interests, ideals, values and physique, and it is a self with dynamic consistency and continuity, and a unique mind-body organization formed in the process of individual socialization. Integrity, stability, uniqueness and sociality are the basic characteristics of personality.

Ideal personality generally refers to the moral perfect model advocated by a certain society or class, which is generally considered as the perfect personality image and the highest embodiment of the moral requirements and moral ideals of a certain society. The ideal personality should be put forward on the basis of the real personality, so that everyone can realize the personality through efforts, rather than the traditional confucian gods and saints and so on the vast majority of people can not realize the personality through efforts. The ideal personality is the transcendence of the real personality. It is the result of the individual's ideal thinking and reasonable imagination based on the real personality and according to the requirements of social development and their own development. Although the ideal personality is the continuous transcendence of reality and a future personality state, the ideal personality does not appear out of thin air, but is rooted in the real life and the real personality state, which is the sublimation of the real personality. The ideal personality should reflect the requirements of contemporary social development, follow the objective laws of human social development, and conform to the common interests of all people. Only in this way can the ideal personality be accepted by the society and the public, and can the ideal personality become the person needed for social development and promote social development and progress. The ideal personality should also reflect the individual's own development status. Because the personality development of contemporary college students has not been completed, the design of the ideal personality is too high or too large, which will make them hesitate and lose their confidence in the pursuit of the ideal personality. The shaping of ideal personality must embody the value requirements and mainstream concepts of contemporary society, guided by socialist core values, obey and serve the development requirements of the whole society.

The teaching mode of personality development is to develop students' psychological quality and train students to adapt healthily to the needs of modern society. In terms of theoretical research and practical exploration, the teaching mode of personality development mainly points to two goals: healthy personality in psychology and good quality in moral education [3]. Therefore, the goal of the teaching model of personality development is to train students to be virtuous people, knowledgeable people, all-round people and mentally healthy people. The core of the teaching model of personality development is to let students learn to be a man, to engender people's social activities, and to take "soul" as the spirit of personality. Students' personality needs two kinds of knowledge, one is intellectual knowledge and the other is experiential knowledge. Intellectual knowledge is the experience expressed in words, which enables students to have the truth judgment of "what is mental health" and "what is healthy personality". The experiential knowledge is to help students solve the value judgment of "what should be the personality health" and "what should be done in the specific moral ethics". If the growing college students do not have experiential knowledge, only book knowledge, they do not know how to face life, such students are difficult to grow healthily. In this sense, the personality education of college students is not a matter of "saying", but of "doing". It is not a question of theoretical education, but of guiding them to practical conduct.

The teaching model of personality development focuses on the following five aspects: First, integrating into classroom activities, games and discussions. Activities, games and discussions related to personality cultivation should be incorporated into the classroom curriculum to allow students to participate in learning independently, increase the fun of learning and promote personality development. Second, provide diversified learning resources. By providing different forms of learning resources such as extra-curricular books, magazines and videos related to personality development, students can better master and expand their own knowledge and promote personality development. Third, give play to the exemplary role of teachers. In the process of education, teachers should have a sense of responsibility and expression, have a good behavior pattern and good learning habits, and guide students to the right direction of development. Fourth, strengthen parental participation. Parents can actively participate in learning and guide students to make the right choices. In the communication between parents and students, students should be taught the ability to solve problems independently and correct behavior. Fifth, pay attention to students' ideological and emotional development. Teachers should pay attention to students' ideological and emotional development, effectively regulate students' emotions, more accurately understand students' personality characteristics, let students feel more care, and promote students' growth and emotional health development.

4. From the Perspective of "Golden Lesson", the Teaching Mode of "Comprehensive English" Curriculum Personality Development Carries out the Course Ideological and Political Path

4.1 Clear Curriculum Ideology and Politics Teaching Objectives

In order to carry out the teaching mode of personality development of comprehensive English course from the perspective of "golden lesson", it is necessary to integrate the three aspects of value shaping, knowledge imparting and ability training. Specific goals include three aspects: First, knowledge goals. Students can understand the background knowledge and cultural information closely related to the course content, get familiar with the content and structure of the article, and master the relevant language knowledge points such as vocabulary, grammar, text and pragmatics. Second, capability goal. Students can improve their English language skills, including listening, speaking, reading, writing and translating, and improve their intercultural communication skills. In addition, in the course of ideological and political construction, students' critical thinking ability is comprehensively improved by actively guiding students to reflect. Third, ideological and political goals. Realize the function of value guidance and value shaping, train students to establish a correct world outlook, outlook on life and values, so that students have firm ideals and beliefs, profound patriotism, noble moral sentiments, strong national pride and social responsibility.

4.2 Planning Curriculum Ideology and Politics Integration Points

From the perspective of "Golden lesson", the teaching mode of "Comprehensive English" curriculum personality development carries out curriculum ideology and politics, and the content points of curriculum ideology and politics integration are determined to be three aspects: first, through the key factors of teachers. Teachers dig deeply into the curriculum ideological and political materials of "Comprehensive English" from the perspective of "golden lesson", enhance the sense of educational mission, and improve the initiative of moral education. Strengthen the study of ideological and political theory and improve ideological consciousness. Integrate cultural values while spreading English knowledge. The second is to integrate students through core factors. Teaching highlights the main body status of students, pay attention to students' cognitive situation and ideological needs. Strengthen the humanistic cognition of English subjects, let students identify with the connotation of the course through emotional integration, experience the humanistic nature of English, and sublimate their emotions. Third, integrate through classroom carrier elements. Teachers take realistic problems as the driving force, integrate ideological and political materials, and rely on the cultural background behind the problems to cultivate good character. In the process of thinking and expressing, students can improve their language application ability and ideological character.

4.3 Teaching Based on the OBE Concept

The OBE concept and method is an effective way to pursue excellence in education and has been valued by famous universities all over the world. OBE organizes, implements and evaluates education with expected learning output as the center, which is a structure in which learning output drives the whole curriculum activities and students' learning output evaluation. Based on the OBE concept, the teaching reform takes ability cultivation as the core, takes "learning output" as the goal, changes from quality monitoring to continuous improvement, and pays attention to the all-round development of students. The teaching reform based on the OBE concept consists of three links [4] : First, the driving link, according to the theme of each unit, through the design of real scenes, assign tasks, and ask students to complete the tasks. By finding out the problems of students completing tasks, it can provide references for teachers to choose teaching materials and organize classroom activities. Second, in the facilitation process, teachers set the output goals of each learning unit according to the teaching goals, teaching focuses and difficulties, and design a series of "accurate", "progressive" and "diverse" teaching activities according to these goals to encourage students to achieve their goals. Third, the evaluation process, according to the teaching objectives of the unit, choose the focus of evaluation, evaluate the output tasks through the guidance of teachers and the joint evaluation of teachers and students, and gradually achieve the teaching objectives.

4.4 Play a Second Class Role

The first class is a classroom teaching activity carried out within the prescribed teaching time according to the teaching plan and syllabus. The second classroom refers to all the activities related to

student education carried out under the unified management of the school and the guidance of teachers outside the first classroom, such as after-school theoretical learning, cultural and sports activities, scientific and technological innovation and social practice. From the perspective of "Golden lesson", the teaching of "Comprehensive English" should make full use of the second class, guide students to transform their English knowledge into their application ability, dig out the materials of traditional Chinese culture, cultivate the understanding and dissemination of Chinese cultural awareness, and expand the channels for improving cultural confidence. Specific ways include [5] : walking into museums or excellent traditional Chinese culture inheritance bases, and absorbing the essence of Chinese culture through exhibits, pictures or English commentaries. By participating in important English competitions such as the National English Speech Contest, students can directly tell about Chinese culture in English, thereby enhancing their attention to and inheritance of traditional culture. The campus radio, academic lectures and English corner are used to add Chinese culture content, so that students can often accept the English expression of Chinese culture.

4.5 Evaluation Based on CIPP Model

From the perspective of "golden lesson", the ideological and political course of comprehensive English runs through the whole teaching process, with complexity and gradualism, and the educational goal has the characteristics of spiral, advanced and unique, which determines that the ideological and political evaluation of the curriculum must be a circular system of implementation, evaluation, feedback, improvement and re-implementation. This is intrinsically coupled with the CIPP evaluation model [6]. First of all, the CIPP evaluation model is complementary to the development concept of ideological and political evaluation of comprehensive English curriculum from the perspective of "Golden lesson". It is student-centered and pays attention to the self-improvement and improvement of students and courses, which is highly consistent with the CIPP model which emphasizes the periodic continuous improvement mode of multi-stage closed-loop of "evaluation, feedback and improvement" [7]. Secondly, CIPP evaluation model is similar to the diversity of curriculum ideological and political quality evaluation. The evaluation of curriculum ideological and political quality is a systematic and comprehensive evaluation, involving the elements, process and effect of curriculum ideological and political quality. The CIPP evaluation model has the characteristics of process and result, which can realize the long-term, multi-dimensional and full-process effect of the ideological and political evaluation of Comprehensive English course from the perspective of "golden lesson".

5. Conclusions

The construction of "Golden Lesson" focuses on the core link of high-level undergraduate education, and tries to implement the results of teaching reform into curriculum construction by deepening the education and teaching reform related to undergraduate courses. Therefore, this decision is both realistic and relevant, but also in the field of higher education undergraduate education to adhere to the education reform, active practice, try the road of China's education. Ideological and political curriculum is mainly indirect and hidden in the way of digging ideological and political elements in professional courses, reconstruction of the main content, pay attention to the teaching activities of professional courses at the same time into the ideological and political content. The teaching goal of curriculum ideology and politics is contained in the teaching activities in a way that people are not easily aware of. It is helpful to realize the unity of "knowledge imparts" and "value leads", and promote the perfect integration of "teaching" and "educating people", which is conducive to realizing the fundamental task of "cultivating morality and educating people". In this paper, the personality development teaching model of integrated English curriculum from the perspective of "Golden Lesson" carries out the course ideological and political path, and gives full play to the advantages of the personality development teaching model. In practice, teachers should follow the law of English teaching, the law of ideological and political work and the law of students' growth, constantly improve their ability, sum up experience, innovate practice, and realize the talent training goal of "Comprehensive English" teaching course ideological and political education from the perspective of "Golden Lesson".

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