

The Improvement of College English Teachers' Curriculum-based Ideological and Political Education Ability

Yanfei Miao*

Department of Basic Education, Luxun Academy of Fine Arts, Shenyang, China

**Corresponding author*

Abstract: Curriculum-based ideological and political education is an important way for universities to implement the fundamental task of fostering virtue. College English teachers are one of those who are engaged in CIPE. They are generally confronted with the obstacles of insufficient recognition of the CIPE value, lack of capacity to explore CIPE resources, and rigid integration approaches, which will directly impact the effect of CIPE implementation. Therefore, they should enhance their CIPE qualification, improve their ability to explore and apply CIPE, innovate teaching methods to promote the enhancement of CIPE construction in colleges and universities.

Keywords: college English teacher, curriculum-based ideological and political education, teaching ability, political quality

1. Introduction

In the new era, guided by the banner of "cultivating virtue and nurturing talents", the development of higher education requires university English teachers to play a role in guiding values while imparting English knowledge to students [1]. Therefore, certain requirements are also put forward for the ideological and political qualities of university English teachers. The mainstream of ideological and political qualities among Chinese university English teachers is positive, but teachers inevitably encounter some problems in their ideological and political work, such as the influence of Western values on the ideological and political qualities of some university English teachers, the weak personal ideological and political qualities of teachers, and the inability to combine teaching and education well in their work. From the perspectives of individual teachers, universities, and society, this paper analyzes the reasons for the problems and proposes corresponding rectification measures to enhance the ideological and political qualities of university English teachers.

At present, in the curriculum system of colleges and universities, the proportion of English courses is the largest. The country attaches great importance to the construction of English courses. The main purpose is to enable students to adapt to the development of globalization after graduation. The proposal of the "the Belt and Road" initiative has increased China's international influence unprecedented. As a tool for communication between China and the world, the social application status of English cannot be underestimated. The level of English proficiency has also become a hard indicator to measure whether college students can smoothly find employment, pursue further studies, and engage in international communication. The most direct manifestation is that undergraduate students must pass the College English Test Band 4 before graduation, and graduate students must pass the Master's English degree exam before graduation, otherwise their degree will be cancelled. Some universities use the pass rate of the CET-4 and CET-6 exams as the standard for evaluating and awarding English teachers. Influenced by this utilitarian ideology, schools only arrange professional learning and evaluation for teachers, and only take a superficial approach to their ideological and political education, without making their ideological and political education work more practical and detailed. Weakening teacher ethics education and replacing political learning with professional learning cannot effectively mobilize the enthusiasm and initiative of teachers in educating people.

As an important component of general education, public English courses almost influence the growth of every college student. Therefore, English teachers need to explore the ideological and political factors in English teaching, and accurately and efficiently achieve the organic combination of teaching content and ideological and political factors. Therefore, English teachers need to fully grasp

the ideological and political elements, combine theoretical knowledge transmission, scientific thinking guidance, and ideological value guidance, improve the effectiveness of CIPE, and achieve effective connection between precise exploration and application of CIPE resources.

2. Concept of CIPE

CIPE is a curriculum concept with the main goal of educating students on an all-round basis, which runs through different disciplines and courses, so that they all play important roles in the process of advance education and help realize the value of education. CIPE centers on the ideological and political aspect of all courses. The courses here are not only professional courses, but all other courses taken by college students. The focus here is on educating people, that is, to achieve the purpose of advancing education through the joined efforts of different courses with their CIPE roles.

The essence of CIPE is to highlight the moral education attribute on the basis of imparting knowledge, emphasize the inheritance of moral elements in education, and give more priority to propagate principles while conveying knowledge and resolving doubts. Ideological and political elements are integrated into the entire educating and teaching process, so as to achieve the goal of fostering virtue. Students are the target of CIPE implementation, which aims to promote the cultivation of students' personality through the promotion of ideology and morality, improve students' ideological level and political quality, and then achieve students' all-round development. Teachers are the main body to implement CIPE, whose responsibility is not only to impart knowledge and cultivate ability, but also to conduct value guidance and assume the sacred mission of CIPE.

3. The problems in CIPE implementation for college English teachers

3.1 Insufficient value identification of CIPE

CIPE is related to fundamental issues such as for whom to cultivate people, what kind of people to cultivate, and how to cultivate them. All courses should adhere to the requirements of fostering virtue, internalize the core socialist values into the basic values and standards of college students, and achieve the goal of collaborative ideological and political education in colleges and universities [2]. However, some English teachers have insufficient understanding of the importance of CIPE and the educational value of the English subject itself. They have not truly recognized their special status and educational role in CIPE. They lack initiative and enthusiasm to dig into the cultural background and values contained in the curriculum, and therefore, they fail to establish a correct concept of ideological and political education and take the responsibility of moral education.

3.2 Lack of ability to explore CIPE

English teachers usually have doubts about which content in public English courses can be regarded as ideological and political education resources. English courses are complex, there are mostly articles showing Western culture, which makes it difficult to accurately clarify the education resources of values contained. English teachers often find it difficult to incorporate ideological and political elements into authentic English articles, resulting in a situation where CIPE is separated into two layers: ideological and political education and English knowledge teaching. However, due to their lack of ideological and political education background and CIPE teaching experience, English teachers can't excavate EIPE elements in English teaching content, and fail to thoroughly grasp the cultural concepts, characters' emotions and other ideological and political education elements between lines.

3.3 Inflexible and simple approach of CIPE integration

The introduction of CIPE content should be flexible and artful and mechanical application is unacceptable. Teachers are supposed to dig into the content and layout of textbooks, identify the patriotic education elements, attach importance to the reconstruction of teaching content, skillfully choose vivid teaching cases, and perfect teaching plans to ensure that teaching designs are meaningful and colorful. Some teachers believe that simply adding some ideological and political elements into the teaching process can achieve expected teaching effect. Students are not motivated to learn, even take it as simple preaching, and they are not consciously influenced.

4. Approaches for college English teachers to improve CIPE ability

4.1 Improving political quality

Educators should first educate themselves. As the main body of education, college English teachers should maintain the continuity of ideological and political education, ensuring timely education and guidance for students to form positive personalities [3]. Therefore, improving their ideological and political qualities is the foundation and guarantee for implementing CIPE. With the development and changes of society, they should continuously deepen their theoretical foundation to guide students to correctly view current events and hot topics, and lead them to follow the development and changes of the party and the country. English teachers should also regard socialist core values as their own value principles, guiding students to link their own growth and success with the development and prosperity of the country.

College English course is the longest compulsory course for non English major students in Chinese universities. The ideological and political qualities of college English teachers play a crucial role in the influence of students' daily behavior and the establishment of their values. Therefore, the cultivation of this quality has become an important part of the training of college English teachers. College English teachers are a highly educated group, and obtaining a corresponding professional doctoral degree is currently the educational requirement for most in-service English teachers in universities. Many universities also pay attention to the publication status of academic papers and the level of scientific research when recruiting teachers. Due to the influence of professional learning, college English teachers have more opportunities to interact with Western politics, culture, and values than teachers from other disciplines. Therefore, in daily teaching, the professional level and ideological and political level of college English teachers should go hand in hand, consciously practicing the core socialist values is a political quality that college English teachers should possess in the new era.

At present, college CIPE work is facing the challenge of complex social environment. With the rapid development of information technology, neo-liberalism, populism and other social trends constantly impact the ideological values of college students. And English is a special subject, which will be exposed to the western value system in teaching process. When facing the differences between Chinese and Western cultures, teachers should guide students to establish cultural confidence and national pride, teach students to tell Chinese stories in English, promote Chinese and Western cultural interchanges, and enhance the international influence of Chinese culture. Therefore, only by mastering and applying Marxist theory can teachers have more confidence in CIPE, and can better combine CIPE with public English courses in the teaching process, and guide students to form correct values.

4.2 Enhancing the ability to explore and apply CIPE

Making most of the advantages of English course, college English teachers can combine teaching content with ideological and political elements such as thought on socialism with Chinese characteristics, current affairs, and international politics. Following the laws of student physical and mental development, college English teachers should excavate educational elements and integrate them properly. The knowledge imparting and value guidance should be unified in the whole process of teaching, and the core of CIPE should be highlighted from every teaching procedure, involving the setting of teaching objectives, the selection of teaching content and the implementation of teaching.

The teaching goal of college English is to improve students' comprehensive English application ability, to cultivate students' independent thinking ability, cultural accomplishment, innovative spirit, and to guide students to learn to do things and conduct themselves. The teaching content of college English course has a natural education attribute. Different teaching units and themes involve Chinese and foreign values, political systems, social customs, religious beliefs and other content. College English teachers can promote students to recognize, criticize, judge and absorb foreign language culture and related knowledge based on Chinese cultural stance and mainstream values. (Luo 2021) When selecting reading and listening materials, teachers can choose from the Governance of China, various documentaries and China Daily, etc., so that while learning and applying language skills, students can understand the situations both abroad and at home, party condition, and public mood, learn dialectical thinking, trigger patriotic feelings, and devote themselves to the society. In the process of teaching, English teachers need to make students realize that language is a cultural carrier, and the differences in language reflect the differences between Chinese and Western cultures. Therefore, through comparative learning, students are not only supposed to master the laws of the two languages,

but also gain a deeper understanding of our vast and profound Chinese culture, thereby increasing national identity and cultural confidence. Teachers train students' critical thinking ability, enabling them to understand that there is no superiority or inferiority in culture, and that they shouldn't worship certain culture nor devalue the others.

4.3 Innovating teaching methods

The development of technology and the increase of foreign communication have brought about significant changes in students' learning and living environment. They can obtain abundant information through new media and they are more vulnerable to external value influence. In order to better know about their ideological status, college English teachers should change traditional teaching methods and adopt a "project-based" teaching approach. For example, teachers can introduce the Governance of China, and let students choose topics such as socialism with Chinese characteristics, economic development and foreign affairs. In the form of case analysis and report writing, students can enhance their understanding of national conditions, national policies, social hot issues and international situation, and complete papers or reports by consulting information and referring to English literature. Students can improve their ideological and political quality while developing language skills, effectively integrating ideological and political education with classroom teaching.

English teachers should explore new paths for implementing ideological and political education, actively introduce online curriculum resources, and use "task-based" teaching methods to consolidate learning content offline. After students master the basic knowledge through online learning, they will have group discussions around the themes set by teachers, and report their achievements in the form of offline classroom presentation. Teachers give students the opportunity to show themselves, and spark ideas with students through communication. Not only can students fully mobilize their language ability, but also can students deepen their understanding of ideological and political content. Blended teaching is not simply to move the content of class to the Internet, but to ensure the effect and ability improvement of students' independent learning through connecting previews, teaching activities, and assignments. Through blended teaching, the traditional mode of "one-man-show" is broken and the participatory classroom form is adopted. The classroom activity and extracurricular activity are combined. Through the communication with students, values education can be carried out silently. The blended learning mode can better test students' learning enthusiasm and diligence. Students can experience the values contained in various learning stages of CIPE, learn to be diligent and hardworking, study to serve the country, implement the ideological and political values into practice, and put patriotism into their studies.

4.4 Establishing a cooperation and exchange mechanism among teachers

College English teachers are limited by the lack of CIPE experience. Therefore, teachers of ideological and political course need to train English teachers about CIPE, impart teaching methods related to CIPE, enhance their ideological and political thinking and quality, help English teachers establish correct political concepts, establish patriotism, form noble personality, and better serve as the guide for the healthy growth of students. Teachers of ideological and political course can work together with English teachers to trace ideological and political elements in the curriculum, and jointly identify the entry point and integration mode of CIPE based on the characteristics of the subject. Universities should engage in exchanges and interactions between teachers from different universities and different specialties, actively carry out academic interchanges, broaden teachers' understanding and contact, and strengthen their social and political insights. College English teachers can improve their CIPE teaching ability through innovative ways of collective lesson preparation. Through collective lesson preparation at fixed time and fixed place, teachers can strengthen their understanding of course content and design, and guarantee that the selection of teaching content, the development of classroom teaching activities, and the setting of homework are all reasonable and effective. Teachers actively exchange teaching experience and educational insights, and deepen their own educational effect of CIPE in efficient interaction. In addition, ideological and political resources can be shared through demonstration of excellent English class, and the development of CIPE in English courses can be promoted through skill observation

5. Conclusion

Cultivate talent for the country and the state is the basic principle of the development of higher

education. College English teachers, as the main power for the implementation of CIPE, should comprehensively promote the construction of ideological and political education in English courses, and fulfill the fundamental task of fostering virtue. They should integrate values into knowledge imparting and ability cultivation, strengthen students' identification with the core socialist values with Chinese characteristics, inspiring students' patriotic feelings, and guide students to study for the prosperity of the country and the great rejuvenation of the nation. College English teachers should strive to improve their ideological and political quality, enhance their ability to explore and apply ideological and political content, innovate teaching methods, and implement ideological and political education practically and effectively.

Acknowledgments

This is one of the research papers for Educational Reform Projects of Liaoning Province in 2022--Exploration and Practice of the Integration of Traditional Culture with College English CIPE in Art Academy in Blended Teaching.

References

- [1] He Y. *The performance of CIPE ability of Teachers of Professional Courses in Vocational Colleges and Development Path*[J].*Higher Education of Jiangsu Province*,2022,(4):80-84.
- [2] Luo L G. *The Essence, Quality and Quantity of CIPE of English Major* [J].*Chinese Foreign Languages*, 2020, (18):60-64.
- [3] Wang H W, Wang B C. *On the meaning and implementation of CIPE in universities* [J].*Party Building of Party Schools and Ideological Education*, 2018, (7):32-34.