

The Exploration of English Reform in Qinghai Preparatory Education under the Background of Ideological and Political Dimension

Yan Niu

Dept of Preparatory Education, Qinghai Minzu University, Xining, Qinghai, 81000, China
464289427@qq.com

Abstract: Teaching reform of the English course for ethnic minority preparatory students in Qinghai Province has played a positive role in promoting the development of Qinghai Preparatory Cultivation Base, and has also announced the development of ethnic Education. Under the background of curriculum ideology and politics, it is imperative to reform the English curriculum for minority students such as Tibetan, Hui, Salar, Mongolian, and Tu. Based on the teaching mode of "thinking and politics of English course guided by the Outcomes-Based Education," the reverse design teaching is designed to cultivate the political identity, national consciousness, cultural confidence, and wonderful personality of ethnic students. This paper briefly creates the reform plan for Minority Preparatory English Curriculum, mainly from the teaching ideological and political design and implementation cases.

Keywords: courses for ideological; political Education; English preparatory courses; teaching reform

1. Introduction

Education is the foundation of building a country. It is not only the improvement of China's national quality but also related to the development and future of China's Education. The impact of Education involves economic, social, cultural, and personal growth, which mutually influence and promote each other. It is of immense and far-reaching significance to comprehensively promote the call for the construction of curriculum Ideology and politics, so that all kinds of courses and ideological and political courses go in the same direction and play a synergistic effect.^[1] The College of Preparatory Education of Qinghai Minzu University undertakes the training of minority preparatory students of three universities in Qinghai Province (Qinghai University, Qinghai Normal University, and Qinghai Minzu University), namely, the prior training base of Qinghai Province. More than 1,200 minority students are enrolled each year in the matriculation program of Qinghai's Minzu university, for Tibetan, Hui, Salar, Mongolian, and Tu nationalities. For this group of students, the study of teaching English courses in the context of curriculum Ideology and Politics will play a profound role in ethnic education. As the first step of university education, training is responsible for cultivating minority cadres with political identity, national consciousness, cultural confidence, and extraordinary personality in Qinghai Province.

2. Literature Review

Seven articles were retrieved from "China Knowledge Network" in the field of "Curriculum + English for Preparatory course." The relevant research themes divide into two major categories: first, the reform and practice of teaching in English courses for ethnic minority Preparatory students. Among the seven articles retrieved, four pieces of literature centered on the reform and training of English teaching in matriculation (Yi Anyin2021[2]; Fan Qiuyue2021[3]; Mu Jie2021[4]; Wang Rong2020[5]). Second, a study on the path of integration of ideology and Politics in English courses for ethnic minority preparatory students. Three papers are centered on the study of the way of integration of English Ideology and Politics in matriculation (Yang Guanghui2020[6]; Liu Zhihao2020[7]; Bai Hongbo2020[8]). The above are all fund and project results, covering provincial and university levels. The research institutions that carry out the teaching of English in matriculation mainly concentrate in Xinjiang, Sichuan, Yunnan, Heilongjiang, and other minority gathering places.

There have been studies implementing the importance of ideological and political Education in teaching English courses in matriculation. However, most of them stay at the theoretical level of elaboration and do not practically address the aspects of instructional design, implementation, and feedback on learning outcomes. In response to these shortcomings, this paper will answer two questions: How to carry out the reform of the English curriculum for minority preparatory students in Qinghai. How to teach a good English course for preparatory minority students. The paper tries to answer by relying on the general background of the ideological and political dimensions. The English course reform is carried out in three main aspects, as shown in Table 1. The innovation of this paper is to combine the concept of "Curriculum Ideology and politics" with the "OBE teaching model" to create a new model of teaching in English language courses for ethnic minorities with the final learning outcome as the guide.

Table 1: English Curriculum Reform Program for Minority Preparatory Programs in Qinghai Province

Teaching Design	Teaching implementation process	Feedback on learning outcomes
Teaching Objective	Effective teaching	Professional skills (foreign language skills, text appreciation, intercultural skills, critical thinking skills, independent learning skills, practical skills)
Teaching Content	Effective questioning	Cultivation goals (political identity, national consciousness, cultural confidence, excellent personality)
Teaching Methodology	Effective interaction	
Teaching Evaluation	Effective Feedback	

3. Ideology and Politics Model of English Teaching Related to Outcomes-Based Education

The "Ideology and Politics model of English teaching related to Outcomes-based Education" is the idea of teaching reform of English courses for minority preparatory students in Qinghai Province. The theory is based on the combination of "the Curriculum Ideology and Politics Concept" and "the OBE Teaching Model," an educational model based on Outcomes-based Education. Unlike the traditional learning model of "input," OBE emphasizes "output", which refers to the feedback of learning outcomes as a reverse-driven educational goal. There are five critical aspects of OBE to promote the reform of teaching English courses in ethnic preparatory in Qinghai ethnic provinces are: identifying learning outcomes, reconstructing curriculum systems, identifying teaching strategies, individual reference evaluation, and continuously improving results.

Identify learning outcomes. Outcomes-based Education is oriented to the final learning outcomes. It takes into account not only the accomplishment of the English language learning objectives of students but also the expectations and aspirations of the stakeholders.

Reconfigure the curriculum. The construction of a good curriculum is a mechanism to detect feedback on learning outcomes, However, students' comprehensive ability will directly act on the feedback on results, but the formation of feedback on learning outcomes cannot separate from classroom teaching. Matriculation English carries the fundamental task of establishing moral Education and accomplishing the educational goals of value shaping, knowledge transfer, and ability cultivation.

Identify teaching strategies. It emphasizes student-center, reinforces students' final learning outcomes and weakens teachers' teaching effects, emphasizes Evaluation rather than process evaluation, focuses on content output rather than input, and expands the research-based teaching model rather than the traditional teaching model.

Individual reference evaluation. The evaluation mainly examines the achievement of student's professional skills and the degree of accomplishment of educational thinking and political training goals. It weakens the teaching process where evaluation intend.

Continuous Improvement Results. The final learning outcome is the end and the beginning, and lifelong learning advocates that learning is endless. Learning is a virtuous cycle. As with "i+1", the "1" represents an ever-present gap to the next level for the learner's current level of language knowledge. The "+1" implies comprehensible knowledge for students of different learning abilities.

4. English Course Reform Program for Minority Preparatory Programs in Qinghai Province

The construction of the curriculum needs to carry out in various professional courses. The prerequisite for exploring the elements of curriculum thinking and politics is to thoroughly understand the teaching contents of specialized classes, grasp the characteristics of the systems, get the correct values, and integrate them into the teaching process, to integrate the elements of nurturing people in a spring-like manner." The purpose of teaching design of English courses is to improve the quality of classroom Education, so that students can learn rich language knowledge and improve their language skills faster, but also significantly improve their overall quality in all aspects to obtain good development. The design of the teaching of thinking and government in the matriculation English courses specifically focus on four perspectives: teaching thinking and government objectives, teaching thinking and government content, teaching thinking, and government methods and teaching thinking and government evaluation.

4.1 Teaching Objective

The design of the teaching objectives should satisfy moral Education as the first, the cultivation of creative ability as the second, and the knowledge process and method as the basis. The textbooks for the English courses of the minority preparatory programs in Qinghai Province use the "New Basic College English Comprehensive Course" published by the Higher Education Press in 4 volumes. Min Kao Min students use books 1 and 2, and Min Kao Han students use books 3 and 4. In the process of designing the teaching objective to avoid hollow teaching objectives and complicated teaching contents, teachers use collective preparation to refine the English learning materials to ensure that the learning materials extend in an orderly and progressive way. Subsequently, they deeply explored the Civic and Political Science elements and integrated them into the teaching in a hierarchically and gradually manner.

4.2 Teaching Content

Table 2: Template for the Design of English Courses for Ethnic Preparatory in Qinghai

Integrated Tutorials	Teaching content	Civic Elements	Course Civic Content	Emotional and attitudinal values	Design Teachers
one	Unit 7 In the Spotlight Lesson 1 Fame	Model of the Times-Zhang Guimei	This session will focus on "In the Spotlight - Celebrities." Ms. Zhang Guimei ignited the hope of low-income families with her true love and lifted the dreams of students in need with her sincere love.	Learn from the role model, look towards the open model, sharpen the way forward, and work together to build the power of the Chinese dream.	Du Qingpei
two	Unit 10 Global Chat Lesson 1 Culture shock	Community of Human Destiny	This section focuses on "Global Dialogue." President Xi Jinping said, "Happiness should not be the enjoyment of an independent unit, but a common feeling of all human beings."	Identify with General Secretary Xi Jinping's proposal of "creating a community of human destiny". Feel the feeling of a great nation and its responsibility.	Uzhina
three	Unit 9 Global Inequality Lesson 1 Food for Life	Poverty Alleviation	This section focuses on "Global Inequality." Eliminating poverty, improving people's livelihood, and gradually achieving shared prosperity are the essential requirements of socialism and a vital mission of the Communist Party of China.	Helping to eliminate poverty should study hard, actively further their Education, athletic life goals, and carry the responsibility on their shoulders.	Song Yinjuan
four	Unit 6 Get Some Perspective Lesson 4 The Other side of the Story	Hero Stories	This section will focus on "Fairy Tales." The stories of Chinese heroes: "Wang Er Xiao, the cowherd," "The Little Turnip Head," and so on. A good story passed down from mouth to mouth is a bridge to the 5,000 years of Chinese culture, a spiritual treasure that Western fairy tales cannot give.	Students will learn that history cannot be forgotten and that culture needs to be passed on.	Niu Yan

The main tasks of the preparatory courses are to complete the transition from high school to university, it is a particular stage to check and fill in the gaps of basic knowledge. Students have not yet changed from the learning mode of Examination-Oriented Education to the active learning mode of quality education. Therefore, the design of teaching content should pay attention to articulation and

systematization. The main goal of English teaching in the preparatory courses for ethnic minorities is to "Yu" and "Bu." The design of the content of the English language teaching in the initial course should be implemented into the overall design and unit design to ensure the natural infiltration of the Civic and Political elements without traces.

Based on the textbook "New Basic College English" Comprehensive Course 1, 2, 3, and 4, the group of eight English teachers organizes collective lesson preparation, consciously and fully explores the Civic and Political elements in the textbook, accurately and organically integrates Civic and Political elements into English teaching, and avoids rigid application. Avoid randomness in the penetration of thought politics. Table 2 shows a part of the design of the template.

4.3 Teaching Methodology Design

The teaching method is used to achieve the teaching purpose and complete the teaching task. To effectively accomplish the goal of teaching English courses at the introductory level, the appropriate teaching methods must be selected and used.

In the context of "Internet+teaching," students' attention will be occupied by a large amount of fragmented information. Nowadays, attention span is a very scarce resource. In the past, genius = 1% inspiration + 99% sweat, while in this era genius = 3% effort + 97% ability that not to be distracted by the Internet. It requires a teaching method that attracts students to participate in the learning process actively. Teachers can teach effectively according to the "attention curve," and the effective teaching time should be limited to 15 minutes for a 45-minute class. Teachers can use "questioning and stimulating" effective questions to stimulate interest, and develop thinking, deep thinking, and problem solving. Teachers can use the "task-based teaching method" to interact effectively, find mistakes in time, correct them and adjust the progress. Finally, the use of "the linkage and expansion method" effective feedback, and accurate and comprehensive understanding of students' knowledge mastery to check the gaps.

4.4 Teaching Evaluation

The Guideline for the Construction of Curriculum in Higher Education Schools suggests that the effect of talent cultivation is the primary criterion for evaluating the construction of curriculum." In this paper, the OBE teaching model propose to test the teaching effectiveness, based on the feedback of students' results, focusing on whether the cultivation objectives achieved. For student assessment, an online questionnaire reflecting students' ideological and moral levels design to test students' mental health levels and moral behavior levels, and the content analysis method is used to inductively analyze the moral level category that students are in and give the rating of excellent, good, qualified and unqualified. In addition, the evaluation of honest education score is completed with the special activities of the college, such as "Thought Integration Discussion," "Golden Bridge Chasing Dreams - Reading and Understanding" and "Learning Party History, and Raising New People". For teachers' assessment, we need to focus on whether each teaching and research department has a complete thought politics teaching reform program, whether there is detailed excavation and infiltration of thought politics elements in teachers' lesson plans, whether thought politics education is implemented in place during the teaching process, whether students feel the improvement of their thoughts in the teaching feedback, and whether the teaching competition focuses on the innovative transformation of thought politics elements. The radiation circle of the effectiveness of the construction of the course of thinking politics is expanded to the end-of-the-year assessment of educators, evaluation of merit, selection and selection, recognition and reward which strongly support the reform of teaching thinking politics and promote the ideological and political education work in universities to take root.

5. Conclusion

In this paper, we propose a "final learning outcome oriented English course philosophy teaching model" by combining the "course philosophy" with the "OBE teaching model." This innovative teaching model is based on reverse design, is applied to the English course for minority students in Qinghai universities, aiming at cultivating their political identity, national consciousness, cultural self-confidence, and personality while completing the English course in the preceding year. We propose a reform plan for the English language course for minority students in Qinghai colleges and universities, which mainly develop in detail from the design of teaching ideology and teaching implementation

cases. The method of the teaching elements of thinking and politics combine with the actual issues, which is mainly reflected in the effective integration of political knowledge education elements such as theories of socialism with Chinese characteristics, core values of socialism, and consciousness of human destiny through English classroom to effectively achieve the spring breeze and rain, thinking and politics without traces. On the one hand, we impart knowledge and learn skills. On the other hand, we accomplish the goal of ideological and political Education, and cultivating moral and talented builders and successors of ethnic minorities.

Acknowledgements

Fund Projects: 2022 School-level planning projects of Qinghai Minzu University for Preparatory Education College and Affiliated Senior High School (2022YGX05)

References

- [1] Ministry of Education. *Guidance outline for constructing of curriculum thinking and politics in higher Education [EB/OL].* <http://baike.baidu.com/item>.
- [2] Yi Anyin. *Reform and practice of English teaching in the general professionals of Sichuan Ethnic College under the new cultivation model [J]. Science and Education Article Collects, 2021(34):50-52.*
- [3] Fan Qiuyue. *2021; English teaching reform and practice for minority preparatory students [J]. New Curriculum Reform Educational Theory Inquiry, 2021 (3): 45-46.*
- [4] Mu Jie. *Experience and Insights of Curriculum Leading the Transformation of the English Teaching System in Preparatory English Courses at Xinjiang Normal University [J]. Journal of Hotan Normal College, 2021(5): 91-94.*
- [5] Wang Rong. *The Exploration and Practice of "Curriculum" in Preparatory English Teaching [J]. Modern English, 2020(5):37-39.*
- [6] Yang Guanghui. *Exploring the path of penetration and integration of ideological Education in ethnic English classrooms [J]. Language Research, 2020: 52.*
- [7] Liu Zhihao. *A study on the integration practice of Civic Education in the teaching of English in preparatory ethnic groups [J]. Educational Inquiry, 2020:14-15.*
- [8] Bai Hongbo. *The effective path of integrating moral Education into English teaching in ethnic prep [J]. Campus English, 2020(16):35-36.*