

Practical Exploration of "Moral Education" in College English Course under the Ubiquitous Learning Environment

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Abstract: *The implementation of "curriculum ideology and politics" in college English teaching and the realization of the trinity teaching goal of "value shaping, ability training, and knowledge transferring" is the new problem facing college English teaching reform in the new era. Ubiquitous learning will be the mainstream learning method in the future in the pervasive computing environment. This article studies the related theories of ubiquitous learning, analyzes the necessity of "curriculum ideology and politics" in college English teaching, and proposes the practical paths of "curriculum ideology and politics" in college English under the ubiquitous learning environment: develop the role of micro-classes "curriculum ideology and politics" in college English, fully explore the resources of "curriculum ideology and politics" in college English, realize the transformation of the role of college English teachers of "curriculum ideology and politics", and pay attention the dissemination of traditional culture "curriculum ideology and politics" in college English.*

Keywords: *ubiquitous learning; college English; curriculum ideology and politics; practical exploration*

1. Introduction

Ubiquitous learning takes the learner as the center and the learning task as the focus. It can use any terminal for learning anytime and anywhere to achieve more effective education. In the ubiquitous learning environment, learning is a spontaneous behavior. Students learn actively and pay attention to the learning tasks and goals themselves. Based on the needs of students, various learning information such as documents, data and videos are provided. Learning is a self-directed process. With the deepening of the Internet, ubiquitous learning will be the mainstream learning method in the future in the pervasive computing environment. "Curriculum ideology and politics" builds the education pattern of "whole staff, whole process, whole curriculum", and aligns various courses with ideological and political theory courses in the same direction, forming the synergistic effect, and taking "strengthen moral education and cultivate people" as a kind of comprehensive education concept of the fundamental task of education. The main form of "curriculum ideology and politics" is to integrate the elements of ideological and political education, including theoretical knowledge, values and spiritual pursuits, into various courses, and subtly influence students' thoughts and behaviors[1,2]. Aiming at the ubiquitous learning environment, this article proposes the practical path of college English "curriculum ideology and politics", realizes the transformation of college English teaching to "curriculum ideology and politics" and realizes the educational goal of comprehensive education.

2. Fundamental Research of Ubiquitous Learning

Ubiquitous learning is derived from the "ubiquitous computing" proposed by Mark Weiser. Ubiquitous computing emphasizes the integration of information space and physical space to provide people with digital services anytime, anywhere. In a broad sense, ubiquitous learning means that learners can learn ubiquitously, and can obtain any required information and resources at any time, any place, and in any way. Ubiquitous learning in a narrow sense refers to building an intelligent learning environment with information technology under the support of computing technology. In this environment, learners actively use the equipment around them to obtain the required learning resources for learning anytime, anywhere.

(1) The theory of ubiquitous learning. First, the behavioral learning theory. The individual learning

behavior is regarded as a "stimulus and response" process to adapt to the external environment. As long as the stimulus is controlled, the behavior can be controlled. Ubiquitous learning uses the transmission of information from the learning tutoring device to the learner. Second, the cognitive learning theory, which emphasizes that students no longer passively receive external stimuli, but actively perform selective information processing on external stimuli. Ubiquitous learning focuses on the analysis of learning content and learner characteristics, learning environment and teaching strategy design, and puts emphasis on organizational strategies. Third, the theory of situational cognitive learning. The essence of learning is that individuals and the environment participate in practice, which constitutes the cooperation and interaction between groups. Ubiquitous computing builds a ubiquitous learning environment for learning. Ubiquitous learning provides technical support for contextual cognition, and contextual cognitive learning theory provides theoretical support for ubiquitous learning.

(2) The characteristics of ubiquitous learning. First, contextual. Emphasize the "contextualization" of learning, rather than "decontextualization". Learning activities can have a high degree of flexibility, focusing on the perception of physical and social situations. Second, immediacy. Regardless of the place and time, as long as you want to learn, you can get the learning information you need. Third, naturality. The learner's return to the "natural learning environment" is also the learner's living environment; technical support is natural and does not require the learner to have complicated technology use experience; learning in a natural way, with the learner as the center. Fourth, is integrity. Including learning environment, learning tools, learning resources, learning methods, learning process, learning results. Learning resources, learning process and learning results are effectively integrated, so that learners' learning in different environments has continuity.

(3) The method of ubiquitous learning. As a new type of learning theory system, ubiquitous learning needs the support of the following three aspects: first, ubiquitous computing technology support. As a technical means, ubiquitous computing technology is the basis for the development of ubiquitous learning. It provides a learning platform or environment for ubiquitous learning, including various digital networks, intelligent learning terminal devices and ubiquitous learning software support systems. Second, online learning resources support. Online learning resources refer to all the elements that can be used by learners in the learning process. In the ubiquitous learning environment, presenting more forms of online learning resources for learners is an indispensable prerequisite. Third, independent learning ability support. The basic methods of ubiquitous learning are divided into five categories: autonomy, cooperation, acceptance, inquiry and experience, and autonomous learning is the foundation. In the process of ubiquitous learning, it emphasizes self-learning to obtain resources by oneself.

3. Necessity of Developing "Curriculum Ideology and Politics" in College English Teaching

College English has the dual nature of instrumentality and humanity. Instrumentality is the foundation and carrier of humanity, and humanity is the sublimation of instrumentality. While improving students' comprehensive language ability, we must fully explore the humanity of English. Through learning about western culture through English learning, strengthening the understanding of the differences between Chinese and western cultures, and cultivating cross-cultural communication skills. College English teaching integrates Chinese culture, cultivates students' cultural self-confidence and patriotism feelings, and promotes the construction of "curriculum ideology and politics" in foreign language teaching.

(1) The important carrier for implementing the fundamental task of "strengthen moral education and cultivate people". The essence of education is to cultivate people. This is the common understanding of ancient and modern Chinese and foreign countries. Strengthening moral education and cultivating people reminds the essence of education. In the final analysis, letting students develop in an all-round way of "morality, intelligence, physique, beauty, and labor" is to foster morality, which is the soul that must be firmly grasped in the development of education. The content of college English teaching is an important carrier for the implementation of "strengthen moral education and cultivate people", not only to teach language and culture, but also to consciously cultivate students to establish a correct outlook on life, world outlook and values. Through the development of "curriculum ideology and politics", to enhance the sense of social responsibility and comprehensively improve humanistic quality.

(2) The practical need of nurturing newcomers of the era. The task of education is not only to teach knowledge, but also to cultivate moral cultivation. The core task of the current "curriculum ideology and politics" is to cultivate and shape newcomers of the era. The newcomers of the era must not only

adapt to the needs of the era in terms of knowledge system and technical capabilities, but also make a difference in terms of value orientation and mission. The core of the newcomer of the era is embodied in the "new". What is prominent is the strong mission of the era and the responsibility of the era. It has obvious spiritual orientation such as ideological awareness, moral standards and civilized accomplishments. This is the precise key point to the "curriculum ideology and politics" of college English system construction.

(3) The needs of college English courses characteristics and teaching objectives[3]. The teaching goal of college English is to cultivate students' English application ability, enhance cross-cultural communication awareness and communication skills, develop autonomous learning ability, improve comprehensive cultural literacy, and be able to use English effectively in social interactions and future work to satisfy society and individuals needs for development. Therefore, develop the advantages of "curriculum ideology and politics", fully explore the rich humanistic connotation of college English courses, and organically combine the education of socialist core values with the cultivation of the comprehensive application ability of language knowledge, so as to better complete the education goals and promote the all-round development of college students.

(4) The need of resisting bad western cultural thoughts. Along with economic globalization, a large number of thoughts and concepts from western societies have flowed in, which has had a considerable impact on the field of Chinese ideology. The diversification of ideological consciousness has caused multiple values and confusion. College students' collectivist values have been impacted, their sense of social responsibility has been weak, and individualism, narrow utilitarianism, materialism and hedonism have been strengthened. As the communicator of western language knowledge and culture, college English teachers are more responsible for guiding students to establish socialist core values, and enhance their perception, understanding and judgment of Chinese and western cultures and values.

(5) The need of cultivating the national cultural self-confidence of college students. A high degree of national cultural self-confidence is the foundation of cultural prosperity and the great national rejuvenation. Learning western culture and cultivating college students' national cultural self-confidence are not contradictory. In the process of college English teaching, students are provided with subtle ideological and political education, leading them to conduct comprehensive analysis and interpretation of the western culture involved, and through the comparison of Chinese and western cultures, guiding college students to continuously enhance their self-awareness, improve their ideological awareness and cultural identity, clearly understand the excellence of Chinese traditional culture, so as to be full of confidence and pride in the culture of the nation[4].

4. Practical Paths of "Curriculum Ideology and Politics" in College English under the Ubiquitous Learning Environment

In order to achieve the teaching goal of "curriculum ideology and politics" in college English under the ubiquitous learning environment, referring to relevant literature, this article proposes the following paths:

(1) Develop the role of micro-classes of "curriculum ideology and politics" in college English. Micro-classes use information technology to present structured digital resources of fragmented learning content in accordance with cognitive laws. Micro-classes are the product of the combination of modern educational technology and modern educational thoughts, making educational resources digitalized and networked. Micro-classes can provide more high-quality online teaching resources, students can easily acquire knowledge, and effectively use their spare time to learn English, which meets the needs of the development of the information era. The teaching content of College English "curriculum ideology and politics" can choose current events and hotspots, Chinese excellent traditional culture, cultural self-confidence and world vision and other ideological and political education resources as the theme[5]. However, a micro-class can only explain a specific topic content. After the scope of the topic is determined, teachers need to further condense the ideological and political topics, and effectively combine the ideological and political content with language teaching, so that the main line of the micro-class design is clear, layered, and focused, and forms a good teaching organization effect. At the same time, it is necessary to highlight the function of moral education and core socialist values in the content, and cultivate students' correct outlook on world, life and lofty moral character.

(2) Fully explore the resources of "curriculum ideology and politics" in college English. Ubiquitous learning requires digital learning resources. Under the teaching concept of "curriculum ideology and politics", college English teachers must explore teaching resources, integrate teaching design, combine

classroom multimedia courseware, after-class teaching reflections and student feedback to form a theme, which is distinctive and diverse, and compact "theme unit resource package" provides a new reference for the construction of teaching resources and promotes the realization of the education goal of "whole staff, whole curriculum, and whole areas"[6]. On the premise of adhering to the competence standard and the main body of students, aiming at the current situation of the existence of a large number of British and American cultural content in college English textbooks, appropriate integration into the traditional Chinese culture, and "renovating" and "transforming" the British and American cultural content involved in the textbooks Become an important part of the teaching resources of "curriculum ideology and politics", cultivate college students' cross-cultural awareness, and promote the systematization of "curriculum ideology and politics" teaching resources. In the process of college English teaching, the "curriculum ideological and political" teaching resources are used to subtly influence students' ideological morality and behavioral norms through cognitive learning of language and culture.

(3) Realize the transformation of the role of college English teachers in "curriculum ideology and politics". Under the ubiquitous learning method, students can obtain rich learning resources anytime and anywhere. Teachers are freed from traditional teaching and face students with more complex teaching environments and personalized learning. More interactive scenarios are needed, and the role of teachers changes[7]: first, college English teachers are the initiators of English knowledge in "curriculum ideology and politics". English teaching is still the focus, while ideological and political education is a difficult point. Clear teaching tasks and explore the knowledge points in the textbooks. Plan ideological and political education for students. Second, college English teachers are the leaders of students' thoughts and political instructors. They consciously practice the core values of socialism in the college English "curriculum ideology and politics", maintain a high degree of consistency with the party central committee in action, and act as students' role models in terms of ideology and morality. Third, college English teachers are the designers and developers of English "curriculum ideology and politics", and they need to take up heavy responsibilities, from the selection and compilation of textbooks to curriculum design and curriculum evaluation, constantly summing up experience, innovating and practicing, and realizing college English courses' "curriculum ideology and politics" teaching goals.

(4) Pay attention to the disseminate of traditional culture of "curriculum ideology and politics" in college English. Excellent traditional culture provides specific content for ideological and political education such as patriotism, honesty and trustworthiness, and the spirit of struggle. Dissemination of traditional culture in the "curriculum ideology and politics", guides college students to innovate and practice, and enhances cultural self-confidence; enables college students to accept humanistic literacy education in a subtle way, guides college students to establish the correct world view; helps college students to understand the profound connotation of Chinese traditional culture, which is conducive to cultivating the core values of socialism. English teachers should thoroughly explore the connotation of excellent traditional culture, so that students can obtain good moral education, personality education and ideal education. Traditional culture contains personality cultivation and patriotism, which is conducive to the enrichment of students' spiritual world and personality development, and helps to alleviate the phenomenon of Chinese cultural aphasia. Take college English courses as the carrier to guide students to understand Chinese history, food, customs, geography and other traditional culture, improve students' cultural resolving ability and sensitivity, and enhance students' language communication skills and cultural literacy.

5. Conclusion

With the continuous deepening of education reform, higher education pays more attention to the integration of ideological and political education. In college foreign language teaching, we should also keep pace with the times. Integrating ideology and politics into college English teaching makes the education function of the course more distinct, dilutes the traditional teaching mode, integrates new educational ideas and concepts into the curriculum construction, and promotes college English learning. Through the ubiquitous learning environment, a more convenient learning environment is provided, which is more suitable for college students to learn independently, and independently use the mastered learning strategies to complete the acquisition and internalization of knowledge and improve the learning effect.

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