

A Study on Strategies for Improving the Professional Quality of Public English Teachers under the Background of Curriculum Ideology and Politics

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Abstract: *Public English teaching, under the background of curriculum ideology and politics, places higher requirements on language skills, culture, and character building. English teachers need to improve their professional quality from the following five aspects. First, in terms of language, teachers should have a deep understanding of the relevant theories of second language acquisition. They should also familiarize themselves with the hits of governance and politics, as well as the popular Internet buzzwords among students. Additionally, they should accumulate ideological and political materials pay attention to the network subculture popular among students, in order to capture the ideological political talks. Second, in terms of culture, teachers should change the old thinking of "what I teach, you catch." Through extensive reading, participation in training, and scientific research, they should acquire knowledge and reserve ideological and political elements. Furthermore, they should grasp the courses and the main learning content of certain majors. Third, in terms of teaching, teachers should explore ideological and political elements. They should formulate curriculum ideological and political plans, effectively use educational resources and technology, and integrate ideological and political thinking into the entire process of class and extracurricular activities. Moreover, they should improve their ability to search and filter the "most relevant" information. Fourth, in terms of evaluation, should learn about relevant government documents and literature. By understanding the concept of curriculum ideology and politics, implementation standards, and current evaluation standards, they conduct self-evaluation from three aspects: teaching preparation, teaching process, and teaching feedback. Lastly, in terms of specialization, teachers should cultivate self-cognition, form good habits, improve cultural accomplishment and comprehensive quality, and develop a sound personality. They should keep abreast of curriculum ideological and political policies and research trends. Lastly, they should transform their role from being a lecturer to becoming a participant and learner, in order to deepen the sense of cooperation.*

Keywords: *curriculum of thoughts and politics; Public English teacher; Professional quality*

1. Introduction

"Teachers' professional quality" refers to the quality of specialization, orientation and irreplaceability that has been developed through systematic teacher education and in long-term educational practice, emphasizing the special and iconic nature of the teaching profession [1]. 16 March 2012, the professionalization of teachers was included in the Ministry of Education's The guiding document "Several Opinions on Comprehensively Improving the Quality of Higher Education" clearly states that efforts should be made to create a high-quality and professional teaching team with high moral character, excellent business, reasonable structure and full of vitality. 2020 put forward the requirement of "curriculum ideology and politics" so that the professional curriculum also carries the attribute of ideology and politics, which puts forward a higher level of professional quality development of teachers. This puts forward higher requirements for the development of professional quality of teachers [2]. Teachers' own thinking change and quality improvement is the prerequisite for the smooth implementation of "Civic Government in the Curriculum", which is the guarantee of high-quality Civic Government in the curriculum. As a basic general education course, the goals of the Civics of Public English program include improving students' ability to use English comprehensively, spreading Chinese culture, telling Chinese stories, shaping correct values, and promoting spiritual growth. Therefore, it is necessary for public English teachers to improve all aspects of theory, knowledge, ability and attitude together, cultivate excellent ideological and political qualities and superb professional qualities, and possess broad Chinese cultural literacy as well as keen information literacy, in order to lay the cornerstone of the curriculum Civic and Political reform. In the process of educating students, we will continue to educate ourselves, and ultimately fulfill the mission given by higher education and realize the reform goal of "Civics and Politics" in public English courses.

This paper draws on the five dimensions of the evaluation criteria for foreign language teachers in the Standards for Foreign Language Teacher Development Programs issued by the American Council on Foreign Language Education, and explores the strategies for the professional development of public English teachers in the context of the Civicism of the Curriculum in five aspects [2]: language, which refers to the level of teachers' communication and elaboration of the English language; culture, which refers to the integration and understanding of linguistics, literature, and other disciplines; pedagogical, which refers to the design and control of the teaching process; assessment, which refers to the design and control of the teaching process; and evaluation, which refers to the assessment of the teachers' professional development and the development of the public English teachers. teaching, which refers to the design and control of the teaching process; assessment, which refers to the timely and appropriate evaluation of the teachers themselves; and professionalism, which refers to the embodiment of professional development and ethics. The special nature of the teaching profession determines that the development of its professional quality covers ideological and political foundations, pedagogy, psychology, linguistics, information technology and many other aspects. The five dimensions mentioned in the Standards for Foreign Language Teacher Training Programs and the specific descriptions of each dimension are not only conducive to the training of qualified foreign language teachers, but also conducive to the teachers' learning and introspection in the process of self-development, objective self-knowledge and evaluation, so as to enhance a certain aspect of their professional quality in a targeted manner.

2. New Requirements for Teachers in Civic Policy of Public English Course

The way to implement the Civic Politics of the curriculum is to emphasize the "political nature" through "cultivating morality and educating people". This does not mean that we should propagate Marxism or teach students to love the Party and love the country in public English classes as Civic Teachers do, but we should improve students' personal ideological qualities, solidify their political standpoints, and cultivate high-level and high-quality talents, shifting from the teaching of knowledge, ability cultivation, and quality improvement to the higher goal of "knowledge teaching + ability cultivation + quality improvement + character molding" [3]. Shaping Character" [3].

The process of public English "curriculum politics" emphasizes moral norms, political thought, legal discipline and safety, the way of life, the concept of right and wrong, and cultural self-confidence, etc., which requires teachers to clarify the value orientation and convey socialist core values. Public English carries the values and ideology of a country or nation, so teachers need to expand their horizons, look globally, improve their ability to connect Chinese and Western cultures and their cultural confidence, and become discerning cultural communicators. At the same time, teachers should learn to deeply explore the value pursuits embedded in the curriculum, improve their curriculum design ability, and be able to moderately and appropriately incorporate curriculum ideology into all aspects of teaching, so as to realize the effect of educating people by "melting salt into water" and "moistening things silently". For example, it is mentioned in the article "The Teaching Realization of Civics in College English Courses under Optimization Theory" that teachers should formulate a comprehensive teaching plan for Civics, taking into account upbringing, education and development; select the teaching contents and dig out the key points of Civics; reasonably arrange the teaching mode and use the correct teaching methods; and master the teaching rules [4].

In addition to improving their own discernment, helping students objectively analyze news or phenomena hotly debated on the Internet, and reducing the negative interference of Internet information on students, teachers need to continue to learn and self-transcendence, to improve the level of using modern information technology, to improve the level of ideological and political level and working ability, and to improve the speed and effectiveness of the reform of the curriculum of the ideological and political reform.

3. Strategies for the Development of Professional Quality of Public English Teachers in the Context of Curriculum Civics and Politics

Public English teachers have a duty to embrace the educational reform of "Curriculum Civics and Politics" in order to enhance their professionalism and gain experience in five key dimensions: language, culture, teaching, assessment, and specialization. By doing so, they can fulfill the mission entrusted to them by the development of higher education in the new era. This entails actively implementing curriculum Civics and nurturing students in the domains of learning, skills, emotions,

and social abilities. Students can achieve harmonious development in three aspects: learning, skills and emotions.

3.1 Language

The theoretical knowledge related to second language acquisition is the prerequisite for public English teachers to understand the principles of language learning and the basis for teaching research. With a profound theoretical foundation, teachers can make the process of teaching easy, not focusing on vocabulary and sentence patterns, but more importantly, with the help of theoretical perspectives, transferring the operating mechanism of the brain in processing language and the learning method to students, and teaching them to "fish". To a certain extent, "fishing" embodies the dialectical thinking of "looking at the essence through the phenomenon", which helps to improve students' ability to see through problems and solve them.

In addition to clarifying the main theories of second language acquisition, public English teachers also need to look around, understand the current hot words, increase language reserves, enrich language expression, and lay a good language foundation for the course of politics. As a general knowledge basic course, public English is an important carrier of Chinese and Western culture, political thought, right and wrong, cultural cultivation and other elements of Civics. Speaking English in English is not only a direct demonstration of the use of English, but also creates an atmosphere for students to hear and speak English. Teachers will Civic and political elements in English, not only expand the vocabulary expression beyond the textbook, but also make the transition between the teaching content and the Civic and political elements natural and seamless. Teachers can replenish their lexicon in time by browsing authoritative English literature, news, and websites, such as China Daily and English dot com. In addition, by paying attention to Internet subcultures and Internet buzzwords popular among young students, teachers can trace the origin of the words back to their origins and may find a delicious "dessert for course Civic and Political Thinking". In such an environment, course politics is like salt melting in water, which is natural and smooth, achieving empathy.

It is urgent for public English teachers to break the inherent thinking of reading from the book and regard English as a bridge rather than a single subject. At the same time, they should objectively examine whether their own "bucket of water" lacks nutrients or even gradually evaporates due to the lack of fresh water. In the face of college students who draw on a wealth of knowledge through the Internet, we must always maintain a sense of crisis, keep our mission in mind, and move forward.

3.2 Cultural aspects

Stand at a new height, the language as an effective way of international cultural exchanges, and change the old thinking that "what teachers teach, students should learn". A firm grasp of China's traditional culture, advanced thinking from distinguished thinkers and educators, as well as major theories and research findings. Curriculum Civics is a strategic initiative to realize the principle of "cultivating moral integrity". The connotation of "virtue" refers to the excellent traditional Chinese culture, the world's excellent traditional culture, the spirit of the times and the idea of the community of human destiny. English teachers should read widely, participate in training, conduct scientific research and other ways of knowledge, exert their own initiative, accurately understand the differences between Chinese and Western cultures, objectively deal with the conflict between Chinese and Western cultures, take the lead in telling a good story about China, use profound cultural discernment, explore the elements of the ideology of political thinking and pass on to students their own knowledge and perception of the processing of knowledge, instead of just being a knowledge "porter". Instead of just being a knowledge "porter". Curriculum politics needs innovation ability. Innovation is not an empty thought, nor is it applied randomly. Continuous absorption of new knowledge, different areas of knowledge convergence after the production of interlaced fusion, will be able to produce a continuous power and source of innovation.

In addition, it is necessary to understand the courses offered by the target group and the main learning content. Students' professional knowledge is also an excellent carrier of course ideology. Students spend 80% of their time studying professional courses and are greatly influenced by them. If you know about the students' major courses when you prepare the lessons, and take the students' majors into consideration when choosing the elements of Civics, it will help the teachers to choose the most perfect elements of Civics more accurately. This does not mean that the same Civics elements are uncovered as the teachers of specialized courses, but from their own course objectives, they will radiate

to multiple Civics element points.

3.3 Teaching

On the premise of clarifying the concept and philosophy of "Civic Politics in the Curriculum", it is necessary to explore the elements of Civic Politics, formulate the subject plan of Civic Politics in the Curriculum, make effective use of educational resources and technologies, and integrate Civic Politics into the whole process of the classroom and extracurricular activities, i.e., the form of organization of teaching and the teaching methods need to be upgraded. Teaching skills are the most core skills of every teacher. Teaching content and process should be designed according to the requirements of professional talent training program. Teachers can not carry a teaching design "go everywhere". Under the condition that the general direction of Civics remains unchanged, they should select the best content and make slight changes to the teaching design according to the characteristics of the region where the school is located, the characteristics of the school, and the requirements of the talent cultivation program of each specialty.

In addition, the ability to coordinate the online courses and the efficiency of the use of modern educational technology should be continuously improved, and we should know how to make choices. Various specialized teaching platforms, resources, and tools derived from the development of network technology have already provided all-round and multi-angle elements of Civics teaching, or packaged the elements tapped by teachers into different styles but equally attractive paradigms. Among them, the first one is "online class". In the context of course Civics, teachers need to reorganize the elements of course Civics teaching and make timely additions or improvements to the content of online courses. Teachers must also have the ability to search and filter the "most relevant" information, multi-faceted considerations, the use of a variety of teaching means of articulation, reflecting the teacher's true feelings at the moment, in order to ensure that this small dish of Civics and the main course "with the right", "Balanced nutrition", so as to achieve the brain into the heart.

3.4 Assessment

This refers to teachers' self-assessment. First of all, teachers should take the initiative to study the relevant government documents to understand the concept of curriculum Civics, the implementation standards, and the current evaluation standards. Secondly, self-evaluation is carried out in three aspects: teaching preparation, teaching process and teaching feedback. To ensure alignment between the teaching content and students' individualized learning needs, it is important to check the lesson preparation materials regularly. Additionally, it is essential to assess the appropriateness of the elements of Civics by considering the content of the lectures and the professional characteristics of the lecturers. Furthermore, an examination of the teaching process is necessary in order to reflect on its effectiveness and completeness. This assessment should focus on whether the teaching is student-centered and whether the elements of Civics and Politics are seamlessly integrated into the instruction. Whether the evaluation related to the Civic and Political content is integrated in the evaluation of students; Civic and Political education is not limited to classroom teaching, but can be extended to the classroom through learning materials, homework, and extracurricular activities. We analyze the process of Civics in the course from different forms of learning feedback such as tasks and exams completed by students, provide feedback information for the enhancement of students' second language acquisition and cross-cultural communication skills and the improvement of teaching, construct and optimize teaching strategies, and seek for the best path of enhancement and improvement.

3.5 Professionalization

On the one hand, in order to improve cultural cultivation and comprehensive quality, as well as cultivate a sound personality, it is important to form good habits. On the other hand, as an important element in evaluating the teaching level, the reform of curriculum ideology should be taken into consideration. This involves keeping up with the policy of English curriculum ideology and scientific research trends, and proactively staying abreast of the cutting-edge dynamics of the discipline of public English. In doing so, understanding the latest research results and practical conclusions becomes essential. By utilizing the latest theoretical achievements, it is possible to constantly sort out and reconstruct one's cognition in order to guide the teaching process until reaching one's own conclusions. Thirdly, it is necessary to change the concept and transform oneself from a lecturer to a participant, as well as a learner. This shift deepens the sense of cooperation and systematically and efficiently

promotes the level of course ideology and politics through various forms of cooperation, such as interdisciplinary seminars, collective lesson preparation, and thematic seminars. It is necessary to cooperate with students, cooperate with enterprises and communities, provide them with resources and technical support, and build a distinctive system of public English course civics.

4. Conclusion

The development of the times and the development of the discipline has given public English teachers the noble mission of "curriculum politics", and we should take a multi-pronged approach to self-improvement in the five aspects of language, culture, teaching, evaluation and specialization. Teachers of public English need to strengthen their Marxist theoretical skills, be good at analyzing problems by applying Marxist viewpoints, stances and methods, and respond to students in a timely manner. As a bridge of cultural exchange, learners of English should learn Western culture critically and take advantage of its strengths, and at the same time develop national and cultural self-confidence. In addition, they need to have a rich and diversified language and knowledge reserves to be able to cite and quote with ease in teaching. In the process of digging into the ideological and political education of the curriculum, we form the consciousness of digging into resources, expanding theories and applying theories, collect collective wisdom, and determine the contents of the ideological and political education systematically by taking into account the talent cultivation program, students' majors, students' level, the content of lectures, and the current news, but we also allow teachers to carry forward their autonomy, and embody their own styles in the lectures. Timely evaluation feedback is a ladder of progress. The advanced network platform provides teachers with abundant resources and teaching techniques to screen suitable resources; on the other hand, the appropriate use of teaching techniques substantially enhances the interactive effect of teaching. Public English teachers should master the scientific and rigorous evaluation methods timely self-evaluation as well as mutual discussion and consultation with colleagues to obtain more considerable evaluation results and promote the efficiency and level of course Civics.

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