

# A Study on the Approach of Innovation and Practice in University English Classes under the Background of Curriculum Ideology and Politics

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**Abstract:** *Under the general trend of global integration in the world, English teaching in colleges and universities must adapt to the current situation of China's opening-door policy, must change the traditional teaching mode that only pays attention to appearance on paper, and must attach importance to English education in the context of curriculum ideology and politics. Our education needs to focus on returning to life, expand students' learning scope, and improve students' mastery and application ability of English with correct political thoughts. With the development of the educational concept of "curriculum ideology and politics", more and more colleges and universities realize the relationship between ideological and political education and professional courses. From relevant research on ideological and political education in English major courses, the courses have long attached importance to develop students' professional knowledge and skills. To enrich the ideological and political research theory of most students, major colleges and universities start with specific English major teaching in colleges and universities and grasp the paths and methods of innovative teaching practice. Specifically, they implement the concept from the aspects of teaching design such as speculation, reading, and listening, so as to further improve their ability to cultivate talents through English education.*

**Keywords:** *curriculum ideology and politics, english classes in colleges and universities, innovation and Practice*

## 1. Introduction

With the deepening reform of "curriculum ideology and politics" and the growing number of relevant research, colleges and universities have begun to ensure the effectiveness of ideological and political education in the courses of various majors, including foreign language specialty, from the perspective of "curriculum ideology and politics. Duan Ru expounded on the uniqueness of the environment faced by foreign language majors and of ideological and political education in foreign language teaching. He also emphasized that the uniqueness of this major include great difficulty, renewal of teaching methods, strong pertinence of educational contents and so on. The research made by Shang Yingmei, Ma Chenglong and Wang Xiangdan (2013) point out that Foreign Language Majors' thought and behavior are mainly characterized by open minds, active thinking, good expression, distinct personality and self-worth. Lu Yun (2001) pointed out in his research that foreign language majors have been influenced by western culture and values for a long time, especially some bad thoughts have seriously affected students' ideology and morality. Qu Liang and Zhang Xiaochuan also pointed out that indoctrinating traditional theory is still the main means of current foreign language education. With the proposal of the educational concept of "curriculum ideological and political education", more and more colleges and universities realize the relationship between Ideological and political education and professional courses. For now, there are few studies on the combination of curriculum ideological and political education and specific majors, mainly focusing on how to achieve the penetration of Ideological and political education in the process of foreign language teaching. Zhao Mingqi (2015) proposed in his research that the combination of ideological and political elements and professional education should be strengthened to gradually build a "great ideological and political" education pattern with the characteristics of foreign language colleges. From the above research status, there are few studies on the combination of curriculum ideological politics and major, and few practical research results on the introduction of "curriculum ideological politics" into English major education in colleges and universities.

## 2. The Background of Curriculum Ideology and Politics

The teaching mode "flipped classroom" was first popular in the United States, and gradually spread around the world. In contrast to traditional teaching methods, this mode allows students to complete the learning content on the computer in their home by independent learning and thinking, and teachers are only required to guide them to learn. In this way, there is sufficient time for teachers and students to carry out more vivid and interesting learning activities in class, which can effectively change the status quo of most students with high scores and low abilities. In other words, students not only learn knowledge from textbooks, but also get practice in oral English and listening in class. More importantly, it enhances the interaction between students and teachers and builds up more friendly and harmonious relationships between them. With further reform of "curriculum ideological and political education" and the increasing number of relevant studies, courses in various majors including foreign language in colleges and universities, have begun to ensure the effectiveness of ideological and political education from the perspective of "curriculum ideological and political education". Only by the analysis of those research results, the breakthrough point of this research can be found. The research on the path of innovation and practice in university English class under the background of the ideological and political curriculum is conducive to the expansion and deepening of ideological and political education and its improvement in English major courses. There are not many studies that combine curriculum ideology and politics with college English education to solve the problems in English major education and talent cultivation. Integrating curriculum ideological and political education into English education provides theoretical support for effective ideological and political education and professional education in current English major. On the one hand, strengthening the combination of curriculum ideology and politics with English major education is conducive to providing methodological support for moral education in English teaching and theoretical guidance for completing the educational goal of moral education. On the other hand, it is favorable to improve the comprehensive quality of English teachers, cultivate more excellent talents for English major education in the new era, and promote the important role of English in all walks of life. Therefore, ideological and political education should be integrated into the whole process of education and teaching, so that all kinds of college courses and ideological and political theory courses go hand in hand, from the ideological and political course to the ideological and political course, and form a resultant force of education, to achieve the whole process of education, all-round education[1].

Given the above research status, there are not many studies on the combination of curriculum ideology and politics with majors, and few practical research results on the introduction of "curriculum ideology and politics" into English major education in colleges and universities. Therefore, this research is of great significance in several ways:

First, theoretical significance. It is conducive to the expansion and deepening of ideological and political education and the improvement of ideological and political education in English major courses. There are not many studies that combine curriculum ideology and politics with college English education to solve the problems in English major education and talent cultivation. Integrating curriculum ideological and political education into English education provides theoretical support for effective ideological and political education and professional education in current English majors. In addition, colleges and universities are the bases of talent training and undertake the important task of moral education. Strengthening the combination of curriculum ideology and politics with English major education is conducive to providing methodological support for moral education in English teaching and theoretical guidance for completing the educational goal of moral education. Second, practical significance. On the one hand, it is beneficial to optimize the ideological and political perspective and implement the function of moral education. On the other hand, it is favorable to improve the comprehensive quality of English teachers, Teachers' own ideological and political quality, rich Chinese cultural teaching materials and rich and diverse teaching methods are the important factors in integrating curriculum ideology and politics into college English teaching [2], cultivate more excellent talents for English major education in the new era, and promote the important role of English in all walks of life.

## 3. Research on the Current Situation of University English Classes under the Background of Curriculum Ideology and Politics

The process of integrating ideological and political concepts into college English classes will be affected by many factors, including teaching methods, teaching contents, students' different personalities and teachers' teaching styles, etc. Nonetheless, as the main bodies of the classes, teachers and students are crucially important. Teacher, as a connecting link between the preceding and the following, plays an

irreplaceable role in teaching. Student, as the information receiver, decides the outcome of integrating English with politics. Now, I will analyze the status quo of University English Classes under the background of curriculum ideology and politics from the perspective of teachers and students.

The role of teachers in universities is decisive. Tang Dynasty poet Han Yu said, the teachers can propagate the doctrine, impart professional knowledge, and resolve doubts. The words ‘propagate the doctrine, impart professional knowledge, and resolve doubts’ explain the fundamental assignments of the teaching profession. Meanwhile, these three words has strict order: the first is to propagate the doctrine, the second is to impart professional knowledge, and the third is to resolve doubts, but the majority of teachers in universities screw up the rules, like put more attention on professional knowledge and students’ doubts. In my opinion, the results are below.

In the first place, this problem can be attributed to the root of our ideology. Under the influence of our conventional education, teachers, especially science teachers, polarize professional knowledge and ideological education. They believe that the work of teaching professional knowledge is their own responsibility, while the work of ideological and political education entirely belongs to ideological and political teachers and counselor teachers. So they only pay attention to their subjects. A truly excellent teacher should combine the subject teaching with ideological education and improve his own quality so that they can have the ability to stand up with virtue, learn with virtue and teach with virtue.

In the second place, this problem can be attributed to the traditional spoon-feed education that the scores are generally used as the only assessment criterion. Therefore, so many teachers believe that everyone has a ‘major’ and they only have to put all the time and energy into the teaching of professional knowledge points. This is the ‘right business’. So many teachers ignore the correct, comprehensive and healthy development of students. Educating a student firstly cultivates his morality, just as the idiom that greater ability, greater responsibility. Even with profound knowledge, a person can be irresponsible for the existing professional knowledge and be greatly harmful for our society, if he is deficient in ideological education. Examples of this type are common, and this kind of education is the result of putting the cart before the horse.

The last main reason is the nature of English classes. English course, as a rich and wide-ranging course, contains very large and complex knowledge systems, which lead to some teachers in a frustrating situation. Just explaining book-related knowledge is already very difficult, teachers give themselves a reason: I only need to teach the knowledge related to the book. Ideology and politics will be handed over to ideological and moral teachers.

Teachers should admit that these problems are truly existing. What they really need to do is not stop at their own professional knowledge, because ideological and political education and professional knowledge are the two prosperous products.

As the recipients of ideological and political education in the curriculum, the students have largest numbers, and their views on curriculum of ideology and politics determines the degree of implementation of ideological and political integration into English classrooms. Students, entering to the college era, affected by cramming education, will inevitably have the idea that scores determine everything. And the implicit education like ideological and political class will be looked as non-existence or insignificance. Most students think that learning professional courses is incredible importance. Meanwhile, in the ideological and political classroom, there are phenomena such as playing mobile phones, sleeping and playing games, etc. In the face of some political concepts integrated into the curriculum, students consider the current political contents which are teachers carefully inserted to as a needless parts. Most students lack the patriotic feeling of ‘the country rises and falls, and every person has the responsibility’. The reason for the indifferent attitudes to national affairs is that the focus of education is on professional knowledge, which also result in students' less interest in ideology and politics. The goal of integrating ideological and political concepts into the curriculum is to influence students internal ideological and political elements and their external act.

As the camp of ideological and political education in the curriculum, the school is a whole system with strict management. At present, the implementation of ideological and political education in the curriculum is in its infancy. Although various colleges and universities have actively responded to the call of the state to integrate ideological and political concepts in each curriculum, most teaching subjects are still at the level of document interpretation, and do not deeply explore the importance behind the documents. The implementation of a policy can not be finished by one or two persons, but needs the integration of forces of all parties to achieve the desired effect. At present, all colleges and universities are in the initial stage of curriculum ideological and political education: the school has also given very clear instructions and interpretations and various teachers also responded. However, some teachers just

do this for appearance sake and leave them behind after a period of time, which requires the school to increase the supervision of pushing forward the progress of the project to the end, to form a strong and long-term supervision agency to ensure that all teachers can be implemented quickly with high quality and effectively.

#### **4. The Innovation and Practice in University English Classes under the Background of Curriculum Ideology and Politics**

(1) Building a team of excellent teachers with a strong sense of responsibility for ideological and political education and profound knowledge of the professional subject and ideology.

There is a very clear rule in the professional ethics code for college teachers that is to strengthen moral education and cultivate people. People interpret this sentence as: teach people unremittingly and educate them by virtue. Teachers should follow the regularity of cultural education and implement moral education. At the same time, teachers should also attach importance to the integration of learning and thinking as well as the combination of knowledge and action, teach students in accordance of their aptitude, and constantly improve the quality of cultural education. From this, we can see that a very important duty of college teachers is ideological and political education. In order to integrate the ideological and political concept into the English curriculum, the schools must have a group of excellent English teachers with a strong sense of responsibility for ideological and political education and profound knowledge of the professional subject and ideology. Thoughts determine behaviors. First of all, when organizing the integration of ideological and political teaching into the curriculum, schools should understand why the state repeatedly emphasizes the importance of ideological and political curriculum from the national level. The 'Hong Kong independence' incident that broke out in 2019 can confirm that many young and highly educated college students are the main force of 'Hong Kong independence'. The reason behind this is that the education they received was deeply influenced by western culture and ignored the importance of ideological and political education. When publicizing the importance of ideological and political education, schools should start with major social events, so that teachers can fundamentally realize that integrating ideological and political education into the English curriculum is a major matter that benefits both the country and the people and cannot be delayed. Only by doing this can we avoid the phenomenon of some teachers going through the motions, and then transform it into internal motivation for long-term survival.

Integrating the ideological and political concept of the curriculum is a very demanding thing. The premise that teachers can fully explore the ideological and political elements contained in professional knowledge is that they are proficient in their subjects. Therefore, schools should increase the investigation of teachers' professional knowledge and ability and urge teachers to enhance their professional skills, so as to lay a solid foundation for ideological and political education in English courses. The above two aspects, that is, ideological attention and excellent professional knowledge, we have the foundation of ideological and political education in the curriculum. In the integration of ideological and political content into English courses teaching, our teachers must have correct and rich ideological and political content. Only in this way can we master the whole teaching process. Therefore, schools should often organize ideological and political speeches and urge teachers to learn them. At the same time, schools can also use the convenient learning applications to enrich teachers' ideological and political education minds, so as to build an excellent team of teachers with excellent professional and political knowledge.

(2) Integrating social hot topics into English courses to enhance students' sense of social responsibility and public morality

There are all kinds of news every day, and many of problems reflected in these news are closely related to our personal life. Teachers can start with these hot issues of social concern to trigger the students' thinking and discussion, then guide students to form the correct values and world outlook and enhance students' sense of social responsibility and patriotism. For example, the well-known 'milk powder incident' caused close social attention to the health of infant food. Also like the heroes of all walks of life brought warmth and convenience to the people during the epidemic situation, and so on. Every news, from satellite launch to care for the old, has an educational significance and is worth the contemporary young people to learn something from it. Teachers can not only attract students' attention to social events through the news events which close to life, but also understand students' values from students' views or attitudes towards each news event, so as to give students more targeted guidance and services.

(3) Establishing and improving the assessment system of integrating ideological and political concepts into the course to ensure the better integration of ideological and political ideas

The completion of a thing has a beginning, a process, and an end, but we often ignore the quality controller which called assessment. Good assessment will promote the smooth progress of things and bad assessment in turn will hinder the development of things. This reminds us that the relevant departments should introduce a targeted and effective assessment system. A good examination system requires schools, disciplines and teachers to set up special supervision groups to comprehensively supervise the assessment of the classroom contents and the classroom effects. The assessment should pay attention to the principle of ideological and political elements and professional knowledge, and focus on whether the ideological and political elements are correct and properly in line with the original intention of ideological and political education. After clearing the assessment contents, the next step is to clarify the task of each assessment group which can effectively avoid some irresponsible behaviors and realize the smooth completion of the assessment work. Finally, the schools should introduce relevant incentive policies to give spiritual and material rewards to the courses with good ideological and political concepts, so as to encourage teachers and students to pay attention to and participate in it. It is helpful to create a good situation of integrating English courses into the courses with ideological and political concepts.

### **5. Research on the Approach of Innovation and Practice in University English Classes under the Background of Curriculum Ideology and Politics**

On October 8, 2018, the Ministry of Education emphasized in the "Opinions on Accelerating the Construction of High-level Undergraduate Education to Comprehensively Improve the Ability of Talent Cultivation": "Strengthen curriculum ideological and political education and professional ideological and political education. The teaching design incorporated with ideological and political elements includes: teaching objectives, teaching steps, preparation before class, and courseware; At the same time, it is suggested to strengthen after-class activities, carry out the special topic design by the arrangement of textbook content, as well as exercise in the second class. It can also develop English micro class integrated with ideological and political philosophy, as well as carry out extracurricular practice and other activities.

Methods used in the research process: I. Literature Review. Based on the original research, this paper looks up CNKI and book resources for the works, journals, and academic papers related to "Research on ideological and political Issues of English Major Courses in Colleges and universities", analyzes and sorts them, and puts forward relevant arguments based on the existing research and the author's work practice. II. Survey and Interview. This paper investigates the current situation of English ideological and political education in the leader's college through the targeted questionnaires, as well as the implementation of the education goal of moral education for English majors in and outside the city, so as to find out the methods and measures to solve the problems.

First, determine the topic, refer to and collect relevant materials; clarify the research purpose and program of the subject; implement the project; form research results. This paper explores the current situation of the integration of ideological and political elements in the curriculum and professional education in colleges and universities, especially analyzing the problems and causes in the ideological and political construction of the curriculum for English majors in colleges and universities. From the special case to the general, it can improve the ideological and political effect of English major courses, effectively implement the combination of professional education and ideological and political education, and cultivate high-quality and high-level English majors with noble morality.

Through research, we realize that the ultimate goal of education is to achieve moral education and that English major education has long attached importance to the cultivation of students' professional knowledge and skills, which lead to most of the students having low ideological and political accomplishment. To cultivate excellent professionals, besides paying attention to their professional education, ideological and political elements should be integrated into education to achieve the goal of cultivating people. This paper takes the author's college as the research object, extends it to English major education in the whole city and province, and explains it underwith the general idea of "asking questions - analyzing problems - putting forward suggestions and countermeasures". The specific content includes three parts. Part one: the theoretical basis. This part mainly sorts out the concept and policies of ideological and political courses, and grasps the connotation, characteristics, values and requirements of ideological and political courses for English majors. Part two: The investigation of the status quo. A targeted investigation is conducted on the research objects, especially the analysis of the problems

existing in aspects such as talent training objectives, curriculum design and setting, textbook content, and teaching activities, so as to reveal the current status of the effect of Integrating English major into curriculum ideological and political education, especially the analysis of the existing problems and causes. Part three: Countermeasures. Based on the previous analysis and investigation, this part discusses how to solve the problems existing in the current English major courses and proposes teaching design schemes with popularize value to improve the ideological and political level of College English major courses. Find the measures to improve the ideological and political education in English courses. From the special case to the general, it can improve the ideological and political effect of English major courses, effectively implement the combination of professional education and ideological and political education, and cultivate high-quality and high-level English majors with noble morality. Therefore, to achieve the fundamental task of setting up morality and cultivating people, it is necessary to construct the three-in-one generation path of value-shaping, knowledge-imparting and ability-cultivating[3]. In specific curriculum design, ideological and political education can be implemented in listening teaching, oral training, reading teaching, writing training and translation teaching. In the second class, a party history education exhibition hall and communication conference room should be set up to provide enough space for students, and ideological and political teaching research of English major courses can be carried out by combining college students' innovation and entrepreneurship, discipline competition, Internet plus competition and so on. The combination of all kinds of college courses with ideological and political education has become a historical trend of development, is an inevitable reform to adapt to the development of the times[4].

## 6. Conclusions

Different activity forms such as listening, speaking, reading, writing, and translation, as well as the second class activities, are conducive to enhancing the thinking ability of English teaching and shaping students' correct outlook on the world and life. English listening and speaking is a compulsory course for college students, which combines the ideological and political elements of the course with English listening and speaking[5]. The innovation point of this paper lies in two aspects. The first one is the novelty of the research topic. Starting from the ideological and political problems of English major courses in colleges and universities, this paper explores the existing problems, analyzes its causes and puts forward constructive suggestions, so as to promote the effective combination and development of ideological and political elements and English major. Second, the novelty of the research methods. In this paper, quantitative and qualitative methods are used to avoid the subjectivity of the research, ensure the objectivity and efficiency of the research results, and improve the application value of the research results. Combining ideological and political education with specific English majors, this paper discusses the current teaching situation of ideological and political education of English major courses, and extracts the experience of ideological and political construction of English major courses, which can provide theoretical guidance for the current goal of moral education of English major and enrich the research theory in this field. Starting with the specific teaching of English majors in colleges and universities, this paper holds the dual training objectives of cultivating talents through moral cultivation and professional cultivation, and puts forward the innovative teaching practice path with popularizing value, which can further improve the ability to cultivating talents for English majors. This paper discusses how to integrate ideological and political elements into the college English curriculum comprehensively and deeply from the implementation of teaching objectives and steps[6].

Ideological and political elements are integrated with all links of classroom teaching in an indirect way instead of abruptly showing up in teaching. College English, as a required general education course, based on giving full play to the instrumentality of the course, should highlight its humanity, and strengthen the ideological and political construction of the course, so that students can "tell Chinese stories well and spread Chinese voices" in English. It is a new challenge for college English teachers to combine knowledge imparting with moral cultivation. While improving their theoretical level, teachers should dig deeply into ideological and political elements, which should run through all teaching links such as lesson preparation, class, homework and examination.

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