

How to integrate curriculum ideology and politics into the language teaching system

Fei Gu^{1,a}

¹University of Perpetual Help System, Manila, Philippines

^agufei2020phu@gmail.com

Abstract: "Curriculum ideology and politics" is also a way of thinking, and teachers should carry out ideological and political education for students intentionally, organically and effectively in the teaching process; It is reflected in the top-level design of teaching, which should put people's ideological and political cultivation as the goal of curriculum teaching in the first place, and combine it with professional development education. The implementation of "curriculum ideology and politics" is an intrinsic need to implement the fundamental task of cultivating morality and cultivating people in all types of schools, which is conducive to improving the ideological and political status quo of students at all levels, enhancing the value system of contemporary students, and highlighting the effect of educating people.

Keywords: Curriculum ideology and politics; Language education; Basic education; Integrated education

1. The significance and influence of curriculum ideology and politics in contemporary education

"Ideological and political curriculum" mainly refers to a curriculum concept that integrates ideological and political elements into all courses other than ideological and political theory courses, so that all kinds of courses and ideological and political theory courses go in the same direction and educate people in synergy. It is not a specific course or a specific class, but an educational teaching philosophy. Its basic meaning is that all courses in the school have the dual functions of imparting knowledge cultivation ability and ideological and political education, and carry the role of cultivating students' world view, outlook on life and values [1]. Adolescents are the future and hope of the country, and the mental health education of adolescents is directly related to whether the next generation can grow up healthily. As schools, society, and parents, we must not only attach importance to the education of cultural expertise, but also let children have a healthy mentality and good psychological quality, and care, love and respect them from the perspective of improving educational methods [2].

At present, the research on "curriculum ideology and politics" mainly includes an overall discussion of its principles and paths [3]; The exploration and practice of some domestic universities, among which the Shanghai experience is particularly typical; Teachers talked about how to integrate ideological and political elements into teaching based on the courses they taught. In short, we have not yet formed a systematic curriculum ideological and political education system and specific operational norms. At present, the theoretical research and practical thinking on the ideology and politics of high school Chinese courses are mainly based on the actual situation of the subject and the school, and the overall control is carried out from the aspects of teaching content, teaching mode and method, evaluation mechanism and teaching teachers. In the process of promotion, it is very important to explore the ideological and political elements of the curriculum, improve the comprehensive literacy of teachers, choose effective teaching models [4], and establish a reasonable evaluation system.

2. The advantages and effects of "curriculum ideology and politics" integrated into the high school Chinese curriculum system

As mother tongue education, language education has long occupied a dominant position in the history of education in China. Before the Opium War, the essence of China's education was language education (mother tongue education) [5], which basically followed the educational policy and educational line created by Confucius, that is, "the education of personal morality, social intelligence and national politics education in one", its content includes moral and ethical education, religious

philosophy education, as well as history, geography, astronomy, economics and other educational content. From ancient times to the present, sociological and political aspects have played a pivotal role in the teaching of mother tongues. Since modern times, language has become a subject in the modern education system [6]. The "Standard for Chinese Curriculum in General High Schools (Experimental)" clearly points out that language is "the unity of instrumentality and humanism", and its "instrumentality" means that language is a tool for communication, thinking and cultural inheritance; "Humanism" is reflected in the cultivation of students' identification and worship of native culture, and gradually form a perfect personality in the process of reading and learning [7].

For contemporary high school Chinese, it has the characteristics of humanism, aesthetics and instrumentality, and is a course that combines humanistic education with science education. It contains a wealth of political, social, historical, natural and other perceptual knowledge, aiming to improve students' literary level, cultural accomplishment and personality quality, cultivate and nourish their sound personality, social care awareness and sense of social responsibility. High school Chinese education and ideological and political education have the consistency and commonality of their origins, and can effectively influence and guide students' ideological emotions, moral character and value pursuit. Let students silently accept the influence and edification of mainstream values in classroom teaching, and grow into high-quality talents with both ability and integrity. In the specific teaching process, the instrumental nature of language requires training in four aspects: listening, speaking, reading and writing; Humanism is to provide students with cognitive education, emotional education and personality education. In view of this, it is fully rational and necessary to integrate ideological and political education into the practical activities of language teaching, give full play to the educational function of language classes, promote language classes and ideological and political classes to go in the same direction, and realize coordinated education of people.

3. The overall educational framework of the ideological and political system of the language curriculum

3.1 Relying on the unique humanism of language courses, integrate into patriotic education and stimulate emotional resonance

The patriotic education of ideological and political education focuses on theoretical cognition, and the Chinese class stimulates students' emotional resonance and cultivates students' feelings of home and country through the appreciation and analysis of relevant literary works [8]. Literary works are artistically expressive and appealing, but they are often difficult to reach in theory. Without theory, it's hard for us to think deeply; With only theory, it is difficult to understand things as they are. Compared with theory, literary works can mobilize people's emotions and activate people's perceptual cognition, which is also the advantage of ideological and political courses in Chinese subjects. For example, "exploitation" is a concept in ideological and political classes, which refers to the behavior of capitalists who deprive workers of surplus value by virtue of their ownership of the means of production. Although students can understand this concept, it is difficult to develop emotional experience of exploitation. And when students study the work "Bonded Worker", they will be very sympathetic to the situation of the workers, and it is impossible not to hate the exploitation system. This contextualized emotional experience and emotional cognition cannot be replaced by rational cognition.

3.2 Integrate excellent traditional cultural education into the teaching of ancient poetry and inherit the national spirit

The high school Chinese textbook selects a wealth of ancient poems, ancient texts and classical masterpieces. These works are like brilliant pearls, which have been fresh and shining in the long history and culture of the Chinese nation. For example, works such as "Divorce" and "Lian Po Lin Xiangru Zhuan" show the protagonist's sincerity and love for the country, full of strong patriotic feelings; "Teacher Talks", "Exhortation to Learn", "Travels to Zen Mountain", etc. embody the values of respecting teachers, being sensitive to learning and inquisitioning, and firm aspiration in China's traditional culture; The Analects and Chen Qingmei explain the essence of filial piety through simple and vivid texts; "Return to Xi Zhi", "Chibi Fu", "Sleepwalking in Heaven and Leaving Farewell" convey the natural aesthetic interest of the ancients in sending love to landscapes and "the unity of heaven and man"... In language teaching, students learn relevant classical Chinese syntax, grammar knowledge, accumulate classical Chinese vocabulary, break through the barriers of ancient and modern communication, but also establish a thinking system of ancient and modern dialogue, through the

analysis of the author or the characters of the work, grasp the main idea and thoughts and emotions conveyed by the work, truly love the ancestral Chinese and Chinese culture, and establish national cultural self-confidence in the dialogue between ancient and modern.

The teaching of reading classical ancient poetry with traditional culture as the landing point can change students' cognition of the uselessness of literary learning through curriculum ideology and politics, so that students can realize the significance of traditional culture in classic ancient poetry to conserve life and nation. Teachers pay more attention to students' formation of individual personalities, the development of unique spirits, the understanding of the thickness of life, and the feeling of the value and meaning of life. In the Chinese classroom, it is not only limited to the interpretation and memorization of content and text, but also pays more attention to the development of students' literacy and thinking, and creates a cultural atmosphere, so that students can not only experience the beauty of the language and traditional culture of classic ancient poetry, but also think about the modern meaning of traditional culture contained in classic ancient poetry in connection with life.

3.3 The use of curriculum ideology and politics will integrate language teaching into rule of law education and cultivate awareness of the rule of law

Strengthening education on the rule of law is not only an important part of implementing quality education, but also a basic requirement for building a socialist country ruled by law. Awareness of the rule of law is one of the four core qualities of ideological and political courses, and the compulsory 3 "Politics and the Rule of Law" in high school ideological and political courses is the main module of rule of law education, which mainly describes the national political life based on the concept of rule of law, but lacks rule of law education related to daily life. Infiltrating rule of law education in the process of language teaching can not only enrich the content of rule of law education, but also cultivate students' awareness of the rule of law.

The high school Chinese curriculum can also extend the curriculum in combination with ideology and politics, carry out a variety of colorful language activities, and create a strong legal atmosphere for students. For example, when teaching the article "Kong Yiji", the plot of "Kong Yiji steals, Ding Juren beats him" mentioned in the article can inspire students' interest, and try to let students write a complaint for Kong Yiji as a modern lawyer and make a judgment on the beating as a modern judge. For example, after teaching the article "The Merchant of Venice", students can be briefly introduced to the Western legal system, and compared with China's legal system, combined with the trial forms of common law countries reflected in British and American TV series, so that students can have a preliminary understanding of the differences between Chinese and Western legal systems; Mock trial activities can also be organized, with students playing different roles, so that there are judges, prosecutors, defenders, defendants, witnesses, etc., which can not only improve students' interest in learning language, exercise language expression ability and thinking ability[9], but also have a more vivid and intuitive understanding of the court's trial, thereby increasing students' legal knowledge.

4. Summary

A person's goal determines the length of life value, and ability determines the breadth of life value. To have a rewarding and meaningful student life, you need to know what they really want and develop and prepare for those goals. In essence, these "wants", goals, and ideals are clear values, outlook on life and world view, that is, to guide students to choose time and energy investment, choose the direction and content of life's growth, and make things valuable and life meaningful; The ability to choose life, develop life, and achieve goals and ideals is, in essence, the ability of value subjects. The combination of ideological and political education and language teaching can not only cultivate students' correct attitude to life, but also cultivate their ability to choose, judge and practice, so that students have a clear purpose in life to guide their high school study and life, and have the ability to choose university and future life, so as to fundamentally enable high school students to spend a truly valuable and meaningful student era.

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