

Exploring the Innovative Path of College English Mixed Teaching Mode under the Concept of Curriculum Ideology and Politics

He Juan

*Xi'an Siyuan University, Xi'an, Shaanxi, China
hejuan11023@163.com*

Abstract: Curriculum ideological and political education is the key measure for colleges and universities to implement the fundamental task of establishing morality and cultivating people. How to organically integrate college English curriculum with ideological and political elements to achieve the goal of education is an important part of college English teaching reform. With the advent of the information age, the online and offline mixed teaching mode has been widely used in college English teaching. The student-centered hybrid teaching model can improve the efficiency of college English classroom learning, achieve the imperceptible transmission of ideological and political content to students in the course, and also effectively improve students' interest in learning ideological and political knowledge. This paper explores the innovative path of college English mixed teaching mode under the concept of curriculum ideology and politics, and provides some reference for improving the quality of college English teaching.

Keywords: Curriculum ideological and political concept; College English; Mixed teaching; Mode innovation path

1. Introduction

The blended teaching mode of college English under the ideological and political philosophy of the curriculum should be innovative and dynamic, and can improve students' language application ability and ideological and moral quality through various forms and means [1]. Therefore, teachers should actively explore new and effective teaching methods and means to meet the needs of the reform of college English blended teaching mode under the ideological and political philosophy of the curriculum [2-3]. Therefore, based on the development status of blended college English teaching model in the new era, this paper puts forward several optimization strategies aiming at its existing problems, in order to provide references for promoting the integration of college English curriculum and ideological and political education and improving the quality of college English teaching.

2. Research on the existing problems of College English courses under the ideological and political concepts

The connotation of ideological and political education in curriculum includes two aspects: first, the effective integration of ideological and political education in curriculum; Second, ideological and political education for students. Therefore, when carrying out ideological and political education of college English courses, colleges and universities should first clarify the connotation of "ideological and political education of courses", and then take corresponding measures according to the actual situation. First of all, college English teachers should pay attention to the establishment of correct three outlooks and outlook on life when carrying out teaching work, and let students realize the teachers' life pursuit and ideal belief through the teaching process, so as to comprehensively improve students' ideological and moral quality. Secondly, college English teachers should improve their professional ethics and education level, guide students with correct values and influence students with their own behaviors. Finally, colleges and universities should optimize the college English curriculum system with the goal of improving students' comprehensive quality and carry out college English teaching reform on this basis.

At present, there are some problems in college English courses: first, some teachers do not know

enough about curriculum ideological and political education, and lack the enthusiasm to carry out curriculum ideological and political education; Second, some teachers believe that ideological and political education is ideological and political education, leading to poor curriculum ideological and political education effect. Therefore, colleges and universities should give full play to the main role of teachers and strengthen the ideological and moral training of students.

3. Innovative methods of college English mixed teaching mode under the ideological and political concept of the curriculum

3.1. Improve the mixed teaching mode

The educational concept of the new era emphasizes that teaching should not be limited to the traditional classroom, but also pay attention to the cultivation of students' comprehensive abilities. Hybrid teaching mode is a new teaching mode based on modern information technology, which can effectively stimulate students' interest in learning and make use of fragmented time. However, in the specific application process, the implementation effect of the mixed teaching mode is not ideal due to the low informatization literacy of teachers and the insufficient understanding of the application of the mixed teaching mode.

Teachers should play a leading role in the teaching process, take the ideological and political content of the course as the focus of students' ideological and political learning, and guide students to improve their ideological and political literacy through independent learning. Teachers can start from the following aspects:

First, give full play to the principal role of students. The traditional English teaching model takes teachers as the main body. Teachers explain too much and too difficult, leading to dull classroom atmosphere and low efficiency. In order to improve the degree of students' participation, teachers should change the traditional concept in the teaching process and pay attention to students as the main body to carry out teaching activities. Through the construction of online and offline mixed teaching mode, the network platform resources can be used to provide learning resources to students and guide their active learning.

Secondly, enrich classroom teaching activities. Teachers can make use of information technology to innovate the form and content of classroom teaching activities. For example, using resources such as micro courses and MOOCs in the Super Star Learning Connect platform to carry out online teaching activities; Offline training activities can also be conducted on the MOOC platform of Chinese universities. In short, teachers should enrich classroom teaching activities through online and offline channels to provide students with more flexible and diversified learning options.

Thirdly, build a student-centered curriculum ideological and political teaching evaluation system. Through the reform and innovation of course content and assessment methods, students can be effectively motivated to learn and improve their knowledge and ability. This requires teachers to change the traditional single evaluation mode, conduct comprehensive assessment and evaluation through diversified evaluation methods, and create a good learning environment and a positive learning atmosphere for students.

Finally, strengthen the interaction between teachers and students. The traditional English classroom takes teachers as the main body to carry out teaching activities, and lacks communication and interaction with students. This makes it difficult for teachers to grasp students' feedback and adjust teaching methods and strategies in time during the teaching process. Therefore, teachers should strengthen the strength and depth of communication with students. First of all, the time and frequency of interaction with students should be increased by asking questions in class. Secondly, we can increase classroom discussion, hold English speech contest, English debate and other activities to improve students' participation. Finally, we can use the network platform to establish class wechat group, QQ group and other forms to carry out online teaching activities. In short, teachers should pay attention to students' individual needs and growth rules, and give play to their leading role in teaching. For example, teachers can use QQ and other network platforms to establish class wechat groups, QQ groups and other network teaching platforms, which can not only realize the communication and interaction between teachers and students and the feedback of questions, but also avoid the phenomenon of teachers' "one word" to students under the traditional classroom teaching mode to some extent. At the same time, teachers can also use the network platform for English translation, topic discussion and other activities to carry out communication activities to improve students' comprehensive application of

English knowledge and problem-solving ability.

3.2. Construction of ideological and political teaching resources for college English courses

The construction of ideological and political teaching resources in college English courses is the premise and foundation for achieving the goal of ideological and political education. Since China's higher education is still in the state of "valuing intellectual education over moral education" on the whole, there are also some deficiencies in the construction of ideological and political teaching resources for college English courses in colleges and universities. For example, some ideological and political teaching contents are divorced from students' actual life, and it is difficult to stimulate students' interest in learning; Some ideological and political teaching resources construction lacks pertinence and scientificity, and cannot achieve the expected effect. Therefore, colleges and universities need to strengthen the construction of curriculum ideological and political teaching resources and improve the teaching system.

First of all, the active integration of ideological and political education resources in college English teaching will help to achieve the educational goal of establishing morality and cultivating people. For example, ideological and political education can be combined with college English courses. For example, students can be introduced to some traditional Chinese culture and ancient Chinese allusions during the teaching process. Secondly, colleges and universities can integrate ideological and political elements into college English textbooks. Textbooks are the main reference materials for college English teachers to teach, so ideological and political elements can be integrated into the textbooks to further enrich the content of college English courses.

In addition, colleges and universities can also use network resources to provide more ideological and political education content for college students. For example, in the course of teaching, students can be introduced to the path and system of socialism with Chinese characteristics and the achievements of national development and construction; Introducing traditional Chinese culture to students and so on.

Finally, colleges and universities can carry out various forms of ideological and political education practice activities. For example, "Comparison of Chinese and American Cultures", "Appreciation and analysis of English movies", "Chinese and Foreign poetry recitation" and so on. These practical activities can not only achieve the goal of ideological and political education, but also effectively improve students' English application ability, cross-cultural communication ability and other comprehensive qualities. In short, colleges and universities should construct appropriate teaching resources based on the actual situation and carry out a variety of ideological and political education activities in the curriculum to promote the smooth development of college English teaching reform and talent training.

3.3. Integrate ideological and political content into teaching design

In the teaching design of the college English mixed teaching model based on the ideological and political concept of curriculum, teachers should fully consider the students' learning needs and the degree of acceptance of the curriculum content, and make appropriate adjustments according to the students' learning characteristics. Through thematic reading related to the curriculum, teachers can guide students to form correct outlook on life and values. The traditional way of classroom teaching is to take teachers as the main body, and students carry out learning activities on the basis of passive acceptance. Under the mixed teaching mode, teachers are no longer the inculcators of knowledge, but take students as the main body and give full play to students' subjective initiative. In the process of preparation before class, students can actively put forward their own opinions and suggestions on the text content and language learning methods, and actively participate in class discussions, so that learning can truly become their own business.

Teachers should encourage students to complete relevant homework after class, such as holding group discussions, writing reading notes, writing small papers, etc. When conducting classroom discussion, teachers can take various ways to carry out. For example, teachers can assign different types of homework to different group members in small groups. In this way, students' interest in learning English can be fully stimulated, thus effectively promoting the development of classroom discussion activities.

In this process, teachers need to pay attention to the necessary guidance for students. For example,

teachers can ask students to understand the background knowledge of the subject through group discussion and literature review. For the knowledge points that are difficult to understand, teachers can ask students to consult relevant materials and explain them in combination with their own opinions. For the parts that are difficult to understand and have large differences of views, teachers can guide students to consult relevant materials and discuss with other students. In this process, teachers should encourage and support different views. In this way, students can have a deeper understanding and knowledge of the course content.

In addition, teachers can actively guide students to question and refute relevant views. During the whole discussion, students need to summarize their own views and explain the reasons. The teacher can ask students to sort out and summarize their views, and let other students supplement and improve them. In this process, students can be encouraged to use critical thinking to think and solve problems, thus effectively promoting the improvement of thinking ability.

3.4. Build effective interaction between teachers and students

The educational concept of "people-oriented" requires teachers to put students first, respect students' dominant position, and enable them to choose their own learning methods and content according to their own characteristics and needs. At the same time, teachers should always be student-centered and create a good learning environment for students. Therefore, teachers should establish a student-oriented education concept in college English classes and take promoting the interaction between teachers and students as the goal of education and teaching. Through the establishment of effective interaction between teachers and students to stimulate students' interest in learning English and help them master more English knowledge.

For example, in college English classes, teachers can use micro-class videos, audio materials and other means to deliver ideological and political content to students, so that they can understand the importance of ideological and political education and stimulate their interest in learning ideological and political knowledge by watching these videos. In addition, the combination of "flipped classroom" and "micro lesson" can also be adopted in the course of teaching. For example, teachers can ask questions in class and ask students to discuss and answer them in groups. In this process, teachers should actively participate in the discussion of students, and give appropriate guidance and help. In this way, students can effectively master the teaching concepts of attaching equal importance to knowledge and ability, combining theory and practice, and improve the quality of college English classroom teaching.

In addition, teachers can also use English reading and other ways to enrich the course content and improve students' ability to apply professional knowledge and autonomous learning. In the process of English teaching, teachers can use classroom discussion, homework, debate and other forms to improve students' ability to use professional knowledge. For example, in English reading class, teachers can arrange some articles related to majors for students to discuss and learn, which can not only promote teachers and students to better understand the key points and difficulties of each other's professional knowledge, but also improve students' interest in English learning and application ability.

3.5. Innovative assessment and evaluation mechanism of mixed teaching mode

The application of blended teaching mode is conducive to the formation of a good learning atmosphere and help students to establish a correct outlook on life, values and world. However, there are also many problems in the implementation process of hybrid teaching model, such as low classroom efficiency and low participation of students. Therefore, teachers need to innovate the assessment and evaluation mechanism, mobilize students' learning enthusiasm and initiative, so as to achieve the goal of cultivating talents.

First, improve teachers' own quality. Teachers need to continuously learn ideological and political knowledge and educational theories through the combination of online and offline teaching mode, strive to improve their professional quality and ideological and political level, and ensure that they can explain ideological and political content clearly and thoroughly in class.

The second is to clarify the teaching objectives and scientifically select the assessment content. Under the mixed teaching mode, the assessment of college English curriculum should be changed from knowledge assessment to ability assessment. We should pay attention to students' classroom participation, English expression ability and practical ability. Teachers should focus on cultivating students' ability to use language in practice, rather than simply aiming at test scores.

Third, establish a diversified assessment and evaluation mechanism. The application of mixed teaching mode can effectively improve the quality and efficiency of English teaching, but to achieve this goal, it is necessary to establish a diversified assessment and evaluation mechanism. First, pay attention to formative evaluation. Formative evaluation mainly refers to the comprehensive evaluation of students' learning achievements by teachers. Teachers should regularly reflect and summarize teaching to improve their teaching ability and level. After the teacher completes self-reflection, feedback and evaluation should be carried out in time to help students further improve learning objectives and learning plans; Second, online and offline mixed assessment. The online and offline mixed teaching mode mainly takes students as the main body and teachers as the leading role, so in order to ensure the smooth development of the online and offline mixed teaching mode and achieve good results, it is necessary to carry out online assessment of students. In the examination, we need to increase the proportion of normal grades, and evaluate students from multiple directions and angles. Third, reform the examination method. In blended teaching mode, we should actively adopt diversified and comprehensive examination methods, such as formative assessment, stage self-assessment, student mutual assessment, teacher evaluation and other examination methods. In the examination link, we should pay attention to the combination of the setting of questions and current events, the combination of language application ability and comprehensive quality. This can effectively stimulate students' interest in learning and enthusiasm, improve teaching efficiency and quality.

4. Conclusion

With the continuous deepening of educational reform, how to realize the organic integration of various courses and ideological and political education on the basis of adhering to the fundamental task of building morality and cultivating people has become a practical problem that college teachers must face and solve. College English teaching, as an important part of the talent training system in colleges and universities, should take the initiative to take responsibility, strengthen the construction of teachers and curriculum resources, fully tap the ideological and political elements contained in English courses, and promote the application of online and offline mixed teaching mode in college English teaching.

References

- [1] Qiu Pengcheng. *Exploration and Practice of the Mixed Teaching Mode of College English with the Ideological and Political Concept of Curriculum* [J]. *Industrial & Science Tribune*, 2022, 21(13): 131-132.
- [2] Li Xinjiao. *Exploration and Practice of College English Blended Teaching under the Concept of Curriculum Ideology and Politics* [J]. *Journal of Hubei Open Vocational College*, 2021, 34(18): 178-179.
- [3] Wang Fang. *An Exploration into the Blended teaching Mode of College English: A case study of Unit6 of the New Generation of College English Comprehensive Course Foundation 1* [J]. *Journal of Jiamusi Vocational Institute*, 2022, 38(11):22-24.