

Study on the Path of Red Culture Infiltrating the Second Classroom of College Foreign Language Majors

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Abstract: Since the 18th National Congress of the Communist Party of China, how to inherit and carry forward the red culture has attracted much attention. Red culture is an advanced culture created by the people under the leadership of the Communist Party of China in the process of revolutionary construction and reform, and is an important resource for the ideological and political construction of college foreign language courses. The second classroom, based on the first classroom, is a more extensive educational position in colleges and universities. This paper discusses the important value of integrating red culture into college foreign language teaching. Based on the realistic dilemma, this paper deeply explores the effective path for red culture to infiltrate the second classroom of college foreign language majors, including four aspects: knowledge system, teaching method, evaluation feedback and education team. The aim is to comprehensively improve the teaching effect of ideology and politics in foreign language courses in colleges and universities, and to implement the fundamental education task of cultivating morality and people.

Keywords: Red Culture; Foreign Language Majors; Second Classroom; Infiltration Path

1. Introduction

Red culture is the precious spiritual wealth accumulated by the Communist Party of China for a long time since its birth, embodies the Party's struggle and fine style, and is an important achievement of the Sinicization of Marxism, which contains rich revolutionary spirit and heavy historical and cultural connotation [1]. Red culture is an important material and valuable resource for the ideological and political construction of college foreign language courses. The second classroom in colleges and universities is guided by the first classroom and runs through the whole college study and life. By carrying out independent, open, flexible and interesting extra-curricular practical activities, we can cultivate students' diverse abilities and core qualities, and promote cooperative learning and personalized development. It can be said that the university is a broader and infinite possibilities of the educational position.

Foreign language education in colleges and universities is not only the acquisition of language skills, but also the process of social and cultural reconstruction, which has the dual attributes of tools and humanities, and is one of the most effective ways to spread Chinese culture. The organic integration of red culture and college foreign language teaching is an important part of the construction of China's foreign discourse system, which helps to promote Chinese red culture to the world, thus enhancing the international influence of the Party and the country on the world stage. Based on constructivism theory and cooperative learning theory, this paper innovates the ideological and political paradigm of foreign language curriculum, promotes the confluent development of ideological and political construction of foreign language curriculum, and cultivates excellent foreign language talents who can tell Chinese stories well and spread the Voice of China.

2. The Important Value of Integrating Red Culture into the Second Classroom of College Foreign Language Majors

2.1 Promote the Ideological and Political Condescension Development of Foreign Language Curriculum, Implement Moral Cultivation and Cultivate People

Language learning cannot be separated from the influence of culture, and the humanistic attribute of foreign language discipline determines its innate ideological and political genes. An important part of the ideological and political construction of foreign language curriculum is to fully tap the cultural attribute and spiritual character of knowledge, cultivate students' ability of thinking and appreciation of foreign culture, and help students to establish correct three views and excellent quality. Red culture contains the rich revolutionary spirit of the Communist Party of China and heavy historical and cultural connotations. Integrate red cultural resources into foreign language learning, guide students to appreciate classics in a foreign language environment, and consciously inherit the excellent Chinese culture. This enhances students' sense of identity and national pride in red culture, helps to promote the ideological and political condescension development of foreign language courses, and implements the fundamental task of cultivating morality and people.

2.2 Spread Red Culture, Help Chinese Culture to the World

In today's world, the contest between countries is increasingly focused on cultural soft power. Foreign language education shoulders the important mission of cultivating qualified foreign exchange talents for the society, and is one of the most direct and effective ways to carry forward Chinese culture. Guide students to use foreign languages to tell the world about the Chinese red spirit, cultivate national feelings and international vision in practice, fully demonstrate language charm and communication ability, and enhance expression confidence. Cultivate students' ability to tell Chinese stories well, and feel the sense of honor and pride in contributing to cultural communication.

2.3 Improve the Practical Ability of Ideological and Political Translation, and Train Professional Talents in Foreign Language

The practice of red culture translation will further strengthen the ability of foreign language students to comprehensively use "mother tongue - target language" to deal with ideological and political themes. With the red culture as the model, in terms of translation skills, students are trained to use the theoretical knowledge they have learned to carry out translation practice. It is necessary to strengthen students' ideological and political education so that students can understand and master the essence of red culture. Through the second class practice, this study strengthens students' ideological and political awareness, especially enhances students' understanding of the connotation of red culture. It aims to cultivate students' ability to correctly apply their knowledge to solve practical problems, deepen their knowledge and understanding of translation rules, and lay a solid foundation for students to engage in translation-related work or research in the future.

3. The Realistic Dilemma of Integrating Red Culture into the Second Foreign Language Classroom in Universities

In recent years, foreign language education in colleges and universities has been exploring new ways to educate people with red culture, and has achieved great results. But overall there are still some shortcomings, mainly as follows four points.

3.1 Teachers Have Insufficient Understanding of the Importance and Necessity of Red Culture Education

Many foreign language teachers focus on the training of foreign language skills, and there is a serious problem of "emphasizing skills, undervaluing quality", ignoring the internal promotion of red culture education to language learning and the importance of mutual transformation between the two. Some teachers even mistake red culture education as the job of ideological and political teachers or counselors [2].

3.2 Teachers' Red Cultural Accomplishment and Political Theory Level Need to be Improved

Under the double pressure of scientific research and teaching, most full-time foreign language teachers devote more time and energy to the research of scientific research topics and teaching methods, and have no time to pay attention to the improvement of their own political theories and lack a deep understanding of the connotation of red culture. Therefore, problems such as unclear teaching objectives, imperfect teaching syllabi, unreasonable teaching system and unsystematic teaching materials exist in many colleges and universities when red culture is integrated into the second classroom.

3.3 The Path of Integrating Red Culture into Foreign Language Teaching is Relatively Simple

Due to the low level of political theory, lack of curriculum ideological and political experience, and weak research foundation on red culture, full-time foreign language teachers have a single path and rigid way to integrate red culture into foreign language teaching, which is difficult to stimulate students' learning interest and desire, and the effect of ideological and political education is weak.

3.4 Red Education Evaluation System is not Perfect

Most teachers pay attention to the preliminary work of integrating red culture into professional teaching, such as the construction of teaching resources and the compilation of teaching materials. However, the neglect of the evaluation of the effect of red education and the lack of a set of systematic evaluation standards and evaluation methods lead to the randomness and subjectivity of teaching, and the failure to timely find the problems in teaching activities, let alone the failure to continuously improve the teaching program.

4. An Effective Way for Red Culture to Infiltrate the Second Foreign Language Classroom

4.1 To Construct a Knowledge System of Red Culture and Organically Combine the Inheritance of Red Culture with Foreign Language Translation Skills

To construct a perfect and reasonable knowledge system is the prerequisite for the smooth development of the course.

First of all, the practical teaching of the second lesson should be based on the theoretical teaching content of the first lesson, adhere to the concept of combining theory and practice, dig deep into the red cultural materials in the textbook, combine the unique red cultural resources of the region, and extensively expand the red cultural materials such as red spirit, red characters, red stories and red places. This study builds a dynamic, charming and amiable red cultural knowledge system, arouses students' attention and resonance, stimulates students' learning consciousness of deep thinking, and fundamentally enhances the appeal of ideological and political education.

Secondly, a multilingual parallel corpus based on local red culture resources is constructed to provide text support for foreign translation learning of red culture. This corpus helps students to better understand translation theory and apply translation knowledge and skills to translation practice. It should not only understand the connotation of red culture, but also improve the translation ability of ideological and political texts, killing two birds with one stone.

Third, practical training courses on red culture translation should be set up for middle and senior grades of foreign language majors, and complete teaching syllabi, teaching designs and teaching materials should be compiled according to the number of hours per semester. The teaching materials are based on self-compiled teaching materials, which organically combines the red elements in the first class teaching materials with the regional red cultural characteristics. Based on the teaching materials, but not strictly adhering to the content of the teaching materials, teachers can promote the second classroom translation practice flexibly and orderly according to the students' acceptance and mastery level. In translation practice, students deepen their understanding of red culture, master the translation skills of ideological and political texts, improve the translation level of ideological and political texts, and lay a solid foundation for the construction of the discourse system of foreign China.

4.2 Innovating the Teaching Method of the Second Class and Enriching the Teaching Practice

The second classroom is generally divided into two parts: red culture translation practical training course and red culture practical activities [5].

First of all, the red culture translation practical training course changes the traditional "teaching material as the center, teacher as the center" cramming teaching mode, with the goal of cultivating talents with thinking and innovative ability, making full use of advanced network teaching means, adopting the combination of online and offline teaching, classroom teaching and students' independent learning. According to the teaching content and the characteristics of students, a variety of teaching methods such as task method, communicative method, functional idea method, group cooperation method and flipped classroom teaching method are comprehensively used to highlight the practical, innovative and personalized development. This course can stimulate students' learning motivation and cultivate students' active participation, good learning and happy learning attitude.

Secondly, focusing on the theme of red culture and combining with the content of the red culture translation training course, colorful innovative practical teaching activities such as Red Classic reading contest, red culture special lecture, red culture micro-video creation contest, red culture base inspection and practice, and red culture translation speech Contest are carried out. It aims to build a personalized display platform for students and promote the transformation of cultural and language input into effective output [6]. Students are encouraged to actively participate in various activities, improve their understanding of the connotation of red culture and their confidence in foreign language expression, and promote the in-depth study of curriculum ideological and political education and integration into life.

Third, set up a talent reserve team for special creation competition. Students with excellent red culture translation skills will be selected to join the team, and teachers will give detailed guidance to students, encourage capable students to actively participate in the Red culture innovation and entrepreneurship competition, and constantly improve themselves through the competition.

4.3 We will Establish a Diversified and Two-way Evaluation Mechanism to Effectively Improve the Effect of Ideological and Political Education

From the perspective of the new liberal arts, the practice teaching of the second classroom, which integrates the red culture and foreign language teaching, has the characteristics of rich content, diversity of approaches and complexity of processes. Due to the constraints of various factors, any single educational evaluation method has drawbacks, and the gradual and subtle process should be emphasized, which is more suitable for formative evaluation [7].

The improvement of the evaluation system can promote the smooth development of integrating red culture into the second classroom. Specifically, the second classroom of foreign language major includes two parts: red culture translation training course and red culture practice activities. Among them, the results of the red culture translation practical training course accounted for 60% of the total results, and the results of the red culture practice activities accounted for 40% of the total results. It not only attaches importance to the study of translation theory, but also ignores the performance of students in practical activities. In terms of emotion, we also attach importance to testing whether students are willing to actively learn red culture and can actively spread red culture in foreign languages.

In addition, in order to better pay attention to students' emotional experience of inheriting red culture practice activities in the second class, carefully listen to students' learning feedback and opinions, and timely find and solve problems, teachers and students should be widely carried out two-way evaluation activities, and pay attention to the assessment and evaluation of teachers. This study formulated detailed evaluation principles and adopted diversified evaluation methods [8]. The evaluation of teachers mainly includes whether they have fully collected and organized red cultural materials in the pre-class preparation process, whether they can skillfully and seamlessly combine red materials with teaching content, whether they can achieve value guidance for students in teaching activities, and whether they can complete the teaching and education goals of "Good Voice" in communication. In addition, this study also establishes a reasonable reward and punishment mechanism, integrates the actual teaching situation of the second classroom teachers into the annual overall assessment, fundamentally improves the ideological and political education awareness of teachers, and effectively strengthens the level of ideological and political education of teachers.

4.4 Continue to Strengthen the Building of the Education Team, and Promote Teachers' Teaching and Scientific Research Capabilities

Inheriting the red gene and skillfully integrating the red culture into the second classroom of foreign language majors cannot be separated from a team of professional teachers with strong political quality, exquisite professional ability and excellent education level. Therefore, strengthening the ideological and political construction of teachers is the key to carry out the second classroom of Red education [9].

First of all, teachers should improve their ideological and political consciousness and understanding, recognize the internal unity and mutual promotion relationship between curriculum ideological and political knowledge and professional knowledge, and clarify the importance and necessity of red culture in foreign language teaching.

Second, enhance teachers' knowledge and understanding of red culture. Rely on the party branch platform to learn ideological and political knowledge, strengthen self-learning, self-improvement, and enhance their own party spirit. Develop good German language and technical skills to enable students to play a leading role in demonstrations.

Third, cultivate teachers' awareness of problems and dig deeply into the elements of red culture. The development of curriculum ideological and political education is inseparable from teachers' awareness of problems, seeking ideological and political elements from family feelings, excellent culture, traditional virtues, professional ethics, academic norms, personality quality and other aspects. Starting from the practical problems, teachers improve the ideological and political teaching mode, so as to improve the ideological and political teaching effect.

Fourth, sharpen the truth in practice. Teachers actively participate in the ideological and political teaching seminars of online and offline foreign language courses at all levels, and constantly enrich the practical experience of ideological and political education. Teachers regularly participate in the curriculum ideological and political collective teaching research and lesson preparation activities, focusing on the effective methods of integrating red culture into foreign language teaching, and have accumulated a solid theoretical foundation. Teachers actively participate in all kinds of curriculum ideological and political teaching design competition, teachers teaching competition, to promote learning, continuous improvement, self-transcendence.

5. Conclusions

To sum up, red culture is an important material and valuable resource for the ideological and political construction of foreign language courses in colleges and universities. This paper clarifies the importance and necessity of red cultural resources in foreign language teaching and curriculum ideological and political construction. Aiming at the practical problem of integrating red culture into foreign language teaching, this paper probes into the effective path of infiltrating red culture into the second classroom of college foreign language majors from four aspects: knowledge system, teaching methods, evaluation feedback and education team, and puts forward specific implementation strategies to finally achieve the goal of ideological and political education of foreign language courses.

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