

Research on the Path of Ideological and Political Education in College English Courses of Ethnic Universities

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Abstract: *This article aims to explore in depth the path of integrating ideological and political education into college English courses in ethnic colleges, to analyze the challenges and opportunities faced by ethnic colleges in the current process of integrating ideological and political education into English teaching, and to propose specific and practical strategies and suggestions. Through literature review and case analysis, this article constructs a theoretical framework for the ideological and political education of English courses in ethnic minority colleges, and explores its practical path, in order to enhance the patriotism, cultural confidence and comprehensive literacy of ethnic minority students, and forge a sense of community for the Chinese nation.*

Keywords: *Ideological and Political Education; College English Courses; Ethnic Universities*

1. Introduction

In the context of globalization, English, as an important tool for international communication, has become increasingly prominent in the education of ethnic universities. However, the special nature of ethnic colleges determines that their English teaching not only needs to impart language skills, but also needs to integrate ideological and political education to cultivate students sense of national identity, cultural confidence, and international perspective. The essence of ideological and political education in courses is in line with the principles of imparting knowledge and dispelling doubts and cultivating morality and nurturing people. However, it highlights the “bulls’ nose” role of courses in implementing teaching and educating people. By holding onto this “bulls’ nose”, ideological and political work has a foothold and grip. [1] Therefore, exploring the implementation path of ideological and political education in English courses in ethnic colleges and universities is of great significance for promoting the comprehensive development of ethnic minority students.

2. Literature Review and Theoretical Basis

2.1 Literature Review

At the National Conference on Ideological and Political Work in Colleges and Universities in December 2016, it was emphasized that ideological and political work in colleges and universities should be related to the fundamental issue of what kind of people colleges and universities cultivate, how to cultivate people, and for whom to cultivate people. We must adhere to taking moral education as the central link, integrating ideological and political work into the entire process of education and teaching, achieving full process and all-round education, and striving to create a new situation for the development of higher education in China, to promote the work of “three comprehensive education” deeply, to adhere to the original aspiration and mission of cultivating talents for the Party and the country, an inevitable requirement for fully implementing the Party’s education policy and carrying out the fundamental task of cultivating morality and talents. In 2007, the Ministry of Education issued the “Teaching Requirements for College English Courses”. In December 2017, the Ministry of Education issued the “Implementation Outline for Improving the Quality of Ideological and Political Work in Colleges and Universities”, to vigorously promote classroom teaching reform with the goal of curriculum ideology and politics, to optimize curriculum settings, to revise professional textbooks, to improve teaching design, to strengthen teaching management, to sort out the ideological and political education elements and functions in each professional course, to integrate them into various aspects of classroom teaching, and to achieve the organic unity of ideological and political education and knowledge system education.

The so-called curriculum ideological and political education refers to conducting ideological and political education in non ideological and political courses[2], to achieve the goal of cultivating morality and talents. The ideological and political courses in college foreign language courses, as implicit ideological and political courses, should integrate socialist core values and go in the same direction as ideological and political courses to cultivate innovative foreign language talents in the new era [3]. College English courses should fully play the role of teaching and educating students. China's higher education has entered a new stage, presenting characteristics of diversification, learning, personalization, and modernization. Foreign languages, as carriers and modes of dissemination of human civilization and wisdom, are the connecting links in building a community with a shared future for mankind. College foreign languages should highlight the instrumental, humanistic, and global perspectives of language. College English ideological and political courses should comprehensively promote the updating of teaching concepts and teaching methods [4]. The series of documents issued by the Central Committee of the Communist Party of China emphasize the fundamental task of cultivating morality and talents, which requires language and language curriculum teaching and learning to undertake the fundamental task of cultivating what kind of people, how to cultivate people, and for whom to cultivate people. The fundamental task of cultivating virtue and nurturing people must achieve an organic combination of value shaping, knowledge imparting, and ability cultivation, which is indispensable. The basic requirements for cultivating morality and nurturing talents in the new era have put forward new goals and requirements for foreign language talents. Foreign language teachers should pay close attention to the implementation of talent cultivation, teaching ability, textbook construction, and teaching content selection. To establish the principles and methods for writing foreign language textbooks, we should define foreign language teaching objectives from an ideological and political perspective, cultivate cultural confidence through cultural comparison, establish a sense of community with a shared future for the Chinese nation and humanity, infiltrate socialist core values through value thinking, showcase the excellent traditional culture of the Chinese nation, enable students to learn how to tell Chinese stories well in foreign languages, and improve their moral cultivation through experiential learning. The ideological and political construction of foreign language courses includes six elements: (1) why, (2) what, (3) who will do it, (4) when to do it, (5) where to do it, and (6) how to do it. Although ideological and political theory courses have played an important role in cultivating college students' morality, intelligence, physical fitness, aesthetics, and labor skills, ideological and political courses have been working alone, and ideological and political resources and platforms have not been fully integrated, resulting in poor actual results. In terms of foreign language education, it is necessary to integrate Chinese elements[5]. The ideological and political education in foreign language courses should highlight implicit educational ideas and silently nourish things[6]. Teachers are the main force in the construction of ideological and political education in foreign language courses, and it is necessary to cultivate a talent team that can truly practice ideological and political education.

Existing research has mostly focused on the necessity, challenges, and strategies of integrating ideological and political education with professional courses, but there is still insufficient research on the special group of ethnic colleges and universities. Therefore, based on the reference of existing research results and combined with the actual situation of ethnic colleges, this article deeply explores the implementation path of ideological and political education in college English courses.

2.2 Theoretical Basis

As an educational philosophy, the core of curriculum ideology lies in integrating ideological and political education throughout the entire process of professional teaching, achieving the organic integration of knowledge and values. The integration of ideological and political education into the English curriculum of ethnic colleges and universities requires the following theoretical foundations: cultivating morality and nurturing people: education is the great plan of the country and the party. Cultivating moral character is the fundamental task of education and the core goal of ideological and political education in the curriculum. In college English teaching, we should adhere to cultivating students' moral character and patriotism, cultural confidence a more fundamental, profound, and enduring force in the development of a country or a nation. In the English courses of ethnic universities, emphasis should be placed on cultivating students' cultural confidence, enabling them to confidently showcase and spread Chinese culture in international exchanges. With the deepening development of globalization, cross-cultural communication competence has become one of the important criteria for measuring talent quality. In college English teaching, emphasis should be placed on cultivating students' cross-cultural communication skills, enabling them to effectively communicate and collaborate in different cultural backgrounds.

3. Analysis of the Current Situation of Ideological and Political Education in English Courses in Ethnic Universities

3.1 Difficulty in Effectively Implementing Ideological and Political education

In ethnic colleges, ideological and political education often faces difficulties in effective implementation. On the one hand, due to the fact that ideological and political education in universities often adopts a large classroom model, students are prone to develop a coping mentality, resulting in poor effectiveness of ideological and political education; On the other hand, the lagging teaching methods of teachers also affect students' interest and participation in learning. In addition, universities themselves do not attach enough importance to ideological and political work, and pay more attention to scientific research issues while neglecting the guidance and ideological construction of college students growth.

3.2 Challenges Brought by Cultural Differences

Minority students have unique cultural backgrounds and value orientations, which to some extent increase the cultural differences and challenges in English teaching. How to balance Chinese and Western cultures in English teaching, guide students to view cultural differences correctly, and enhance cultural confidence is an important issue in the implementation of ideological and political education in the curriculum. Meanwhile, due to the limited educational information related to Chinese elements in English textbooks, teachers need to pay more attention to the introduction and integration of Chinese culture in teaching practice.

4. The Implementation Path of Ideological and Political Education in English Courses of Ethnic Universities

4.1 Clear Educational Goals and Integration of Ideological and Political Elements

In the setting of course objectives, it should be clearly stated that ideological and political education should be integrated as an important content into English teaching, to design targeted teaching activities by exploring ideological and political elements in textbooks, to combine current events and students actual situations. For example, when explaining Western festivals, a comparative explanation of traditional Chinese festivals can be introduced to help students understand the similarities and differences between Chinese and Western cultures, to enhance cultural confidence. At the same time, teachers can also integrate national development achievements, social hot issues, etc. into their teaching, guiding students to pay attention to national affairs and social progress. The educational goals are hierarchical and can be roughly divided into four levels. The first level includes the educational goals of the country, schools, and departments. It is necessary to adhere to the main line of forging a sense of community for the Chinese nation, to strengthen education on patriotism and national unity and progress, to comprehensively promote the popularization of the national common language and script, to accelerate the modernization of education in ethnic regions, and to achieve high-quality development of education in ethnic regions. The second level specifically refers to the overall objectives of college English courses, which are listed in the Guidelines for College English Teaching; The teaching objective of college English is to cultivate students' English application ability, to enhance their cross-cultural communication awareness and communication skills, to develop their self-learning ability, to improve their comprehensive cultural literacy, and to enable them to effectively use English in learning, life, social interaction, and future work, meeting the needs of the country, society, schools, and personal development. The third level refers to the objectives of different English courses, such as comprehensive English courses, English (visual) listening and speaking courses, academic English courses, etc., while also considering the professional characteristics and employment prospects of students in different majors, such as the differences between sports colleges and humanities colleges; The fourth level refers to the unit teaching objectives of a certain course, which can also be specific to the teaching objectives of each lesson and activity. Among the four levels of goals, the goals of the previous level contain the goals of the next level.

4.2 Innovative Teaching Methods to Stimulate Students' Interest

We should create an information-based teaching environment, implement new teaching and learning methods, and transform traditional classroom teaching structures. Only by firmly grasping these three

basic attributes can we correctly understand the exact connotation of the deep integration of information technology and subject teaching[7]. Adopting diverse teaching methods is the key to improving the effectiveness of ideological and political education in the curriculum. In college English teaching, teachers can use interactive teaching methods such as situational simulation, group discussions, and case analysis to stimulate students' interest and participation in learning. For example, by simulating international conferences, business negotiations, English tour guides in ethnic regions, live streaming sales, and other scenarios, students can master language skills in practice, to guide students to think about social issues and life values through group discussions and case studies. In addition, teachers can also use modern information technology means such as Rain Classroom, Chaoxing, etc. to carry out in-depth online and offline teaching. These network interactive platforms such as Tiktok, and other rich teaching means and teaching resources are very useful to improve the teaching effect.

4.3 Strengthening Teachers' Training and Enhancing Ideological and Political Literacy

Teachers are the key link in implementing ideological and political education in the curriculum. Integrating ideological and political education into the English curriculum of ethnic colleges requires teachers to possess high ideological and political literacy and teaching abilities. Therefore, strengthening teacher training is an important way to enhance the ideological and political effectiveness of the curriculum. Universities can enhance teachers' ideological and political literacy and teaching ability through organizing specialized training, exchange and discussion, and other methods, and encourage teachers to participate in social practice and volunteer service activities to enhance their sense of social responsibility and mission. In addition, universities can also participate in the national virtual teaching and research rooms admitted by the Ministry of Education, strengthen interdisciplinary cooperation and communication, and promote the organic integration of ideological and political education with professional teaching. For example, a certain college actively offers two courses, College English (1) and College English (2) for different majors. Four college English textbooks with ideological and political elements were selected, such as College Experience English 1 and New Era Mingde College English. Under the guidance of the college leadership, the English Teaching and Research Office of this college has carried out teaching reforms, optimized curriculum settings, revised professional textbooks, improved teaching design, strengthened teaching management, sorted out the ideological and political education elements in various professional courses, and actively welcomed the certification of teacher education majors.

4.4 Paying Attention to Cultural Comparison and Cultivating Cultural Confidence

The integration of ideological and political education into the English curriculum of ethnic universities requires attention to cultural comparison and integration. Teachers can deepen students' understanding and identification with their own culture by introducing excellent traditional Chinese culture, traditional festivals, and other related content; At the same time, teachers guide students to treat western culture correctly and take its essence to discard its dross. For example, when explaining Western literary works, comparative explanations of Chinese literary works can be introduced to allow students to experience the charm and differences of different cultures; When introducing Western festivals, the celebration methods and cultural connotations of traditional Chinese festivals can be introduced to allow students to experience the profoundness of Chinese culture. In addition, teachers can organize students to participate in cultural exchange activities and volunteer services, allowing them to experience the charm and influence of Chinese culture in practice. Foreign language teaching in universities in ethnic regions must be rooted in ethnic soil, actively explore trilingual teaching, and strive to carry out theoretical and practical research on curriculum ideology and politics, so that university foreign language teaching can play a greater role in building a sense of community with a shared future for the Chinese nation.

4.5 Expanding Practical Channels and Enhancing Social Responsibility

Practice is the only criterion for testing truth and one of the important ways to cultivate students' sense of social responsibility. Integrating ideological and political education into the English curriculum of ethnic universities requires expanding practical channels to enable students to feel a sense of social responsibility and mission through practice. Universities can organize students to participate in social practice and volunteer services, allowing them to understand social issues and livelihood needs through practical experience, and encourage students to apply their learned knowledge to solve practical problems in practice. For example, students can be organized to participate in community English corners,

international cultural festivals, and other activities to exercise their language skills and spread Chinese culture through practice; Students can also be organized to participate in teaching support activities to provide English education services for children in remote areas, allowing them to feel the power of knowledge and the warmth of society.

5. Case Analysis

5.1 Case 1: Ideological and Political Practice of College English Course in a Ethnic Minority College

A certain ethnic college has actively explored and practiced integrating ideological and political education into college English courses. The school has effectively improved the ideological and political effectiveness of its curriculum through measures such as clarifying teaching objectives, innovating teaching methods, and strengthening teacher training. For example, the school has introduced the theme reading activity of "Chinese Stories" in English reading teaching, allowing students to read and discuss English articles related to China to understand China's development achievements and social progress; At the same time, the school also organized activities such as international cultural festivals for students to experience the charm and influence of Chinese culture in practice. Through these measures, the patriotism and cultural confidence of the students in the school have been significantly enhanced.

5.2 Case 2: Cross Cultural Communication Ability Development Project

A certain ethnic college has also launched a cross-cultural communication skills training program aimed at enhancing students' cross-cultural communication skills and integrating ideological and political education elements. This project simulates international conferences, business negotiations, and other scenarios to enable students to master language skills and understand international rules and etiquette through practice; At the same time, the project also focuses on cultivating students' international perspective and cultural sensitivity, guiding them to view cultural differences correctly and respect the values of different cultures. The implementation of this project has significantly improved students' cross-cultural communication skills, while also enhancing their sense of social responsibility and mission.

6. Conclusion

This article delves into the path of ideological and political education in English courses at ethnic universities and proposes specific and practical strategies and suggestions. By clarifying teaching objectives, innovating teaching methods, strengthening teacher training, emphasizing cultural comparison, and expanding practical channels, measures can effectively enhance the patriotism, cultural confidence, and comprehensive literacy of ethnic minority students. In the future, with the continuous deepening of education reform and the deepening of globalization, ethnic colleges and universities will face more opportunities and challenges in terms of ideological and political education in English courses. Therefore, we need to continue to strengthen research and practice, constantly explore the implementation path of ideological and political education in college English courses that are suitable for the characteristics of ethnic colleges, and contribute to the cultivation of high-quality talents with international vision and patriotism.

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