

Exploration and Practice of Ideological Political Education in College English Teaching—Taking the Teaching Design of the New Standard College English as an Example

Lan Zhang¹ and Ran Li^{1,*}

¹College of Basic Science, Tianjin Agricultural University, Tianjin, 300384, China. Email: joyce1972@163.com

*Corresponding author. Email: nature618class@126.com

ABSTRACT

This paper studies the necessity and practice of the teaching design involving ideological and political education for college English teaching materials. Taking the text teaching section as an example, it consisted of six parts: lead-in, activities before class, cultural background, text analysis, summary and discussion, and topic exploration. In addition to teaching language and cultural knowledge, attention should be paid to cultivating students' thinking ability and building their cultural confidence. In addition, materials and methods that are popular with students should be selected, and moral education concepts should be incorporated into the curriculum education by means of citing examples, story telling, video playing and discussion, etc.. This practice has achieved good results.

Keywords: ideological political education, young generations, the socialist core value system, cultural confidence, the teaching design

1. INTRODUCTION

General Secretary Xi Jinping has pointed out: "We should take moral education as the central link and run ideological political education through the whole process of education and teaching. All kinds of courses and ideological and political theory courses go together to form a synergistic effect." Therefore, the school curriculum not only needs to have the capacity of carrying out the education of various knowledge systems, but to bear the ideological educational function of cultivating college students' world outlook, outlook on life and values[1].

2. THE NECESSITY OF IMPLEMENTING IDEOLOGICAL POLITICAL EDUCATION IN COLLEGE ENGLISH TEACHING[5]

College students are at an important stage of the formation of world outlook, outlook on life and values and since in the new media era, by means of the network platform, foreign films and TV series, newspapers and books abroad, they are often exposed to some negative Western ideologies and values deviating from core socialist values, which has an impact on the formation of their correct ideological morality and humanistic quality[2]. In recent years, there have been frequent instances of university students worshipping things foreign and fawning on foreign countries, distorting facts, practicing ultra-individualism

and slandering the motherland. College students like Yang Shuping, Xu Kexin and Ji Ziyue came under the spotlight. In March 2020, under the background of the whole country's fight against coronavirus, XuKexin, as an international student sent abroad by the government, frequently posted some unpatriotic remarks on social media platforms. In her eyes collectivism was a fart, so she encouraged people in Wuhan to flee during the outbreak. She owed her studying abroad to her parents' money and connections. It is embarrassing that such a student was praised by his classmates and teachers in college and sent to study abroad by the government. While enjoying financial support from the state, she was extremely individualistic and showed no gratitude to her homeland. Sun Yao, vice-minister of Education, pointed out that the key problem in the event of XuKexin was that some aspects of her home and school education had gone wrong. These people and events serve as a wake-up call to our education. Although all three college students achieved good grades, it is clear that none of them was educated well. The fundamental problem of education lies in how to cultivate people, by whom and for whom, and in particular to avoid cultivating such people with high scores and low morals. The goal of our higher education is clear, that is, to cultivate young generations with all-around development of morality, intelligence, physique, aesthetics and labor. They not only keep pace with the times in terms of technology and knowledge, but have a sense of patriotism, a sense of mission and good values. Principal moral personality education should be the kernel of cultivating young generations in the twenty-first century. College

English teachers should fully realize the importance of strengthening college students' ideological political education and take the necessary measures to achieve educational goals. In the curriculum system of colleges and universities, both politics and Ideological political education in other courses play an equally important role in educating students. College English is an important course that bears the function of imparting humanistic quality and fostering young generations. It is of great practical significance and necessity to fully integrate ideological political education into college English teaching, and to improve college students' ability of screening, distinguishing the false from the true, distinguishing right from wrong, and establishing and cultivating socialist core values under the guidance of teachers[2].

3. THE IMPLEMENTATION PRINCIPLES AND REQUIREMENTS OF IDEOLOGICAL POLITICAL EDUCATION IN COLLEGE ENGLISH TEACHING

2.1. Teachers' Concepts

First, besides teaching students language knowledge, English teachers should also enhance their awareness of cultivating morality, rather than emphasizing teaching over moral education. Secondly, college English teachers should take the initiative to study and explore the subject of ideological political education and integrate the idea of ideological political education into every aspect of the teaching process, so as to make college English and political theory courses go together.

2.2. Teaching Content

Based on the teaching materials, we college English teachers should deeply excavate the ideological and political elements in them, and guide students with correct values while imparting knowledge. We should thoroughly explore and expand the cultural elements contained in college English textbooks, highlight the cultivation of students' noble cultural accomplishment, healthy aesthetic taste and optimistic attitude towards life, and pay attention to infiltration to the students the patriotism and national feelings, for the sake of helping students establish their cultural consciousness and cultural confidence.

2.3. Teaching Process and Teaching Approach

Ideological political education cannot be carried out for the sake of itself. The form of integrating moral education elements with the classroom should not be too rigid, the content far-fetched, and the process arbitrary. The teaching process could be carefully designed in advance, or improvised sometimes. In the way of moistening things

silently, spiritual guidance from ideal and belief level is combined with knowledge learning, subtly leading students to form a correct outlook on life, world outlook and values[1]. The principal role of students should be brought into full play. By group discussion, speeches and debates students participate in the teaching process, and students' performance should be included in the evaluation of students, so as to stimulate students' learning motivation and cause corresponding learning behavior. In fact, many measures should be taken simultaneously in moral education. For instance, when I caught the student copying their homework, I would criticize them seriously and pointed out that this was a kind of unearned gain and falsification., This kind of behavior hurts both themselves and others. After that, I found that the students were much more restrained and did not dare to do such things again.

4. THE IMPLEMENTATION METHODS AND MEASURES OF IDEOLOGICAL POLITICAL EDUCATION IN COLLEGE ENGLISH TEACHING[3]

The critical path of implementing ideological political education in college English is how to permeate moral education into the whole process of education and teaching. It is necessary to collect ideological and political materials relating to the cultivation of young generations through all kinds of means, using all kinds of resources, and integrate them into the teaching design[6].

Let's take as an example Unit8 Activereading(1) from an integrated course(2) of New Standard College English *Are you the right Person for the Job?* To perform the teaching design concerning ideological political education. The teaching steps are as follows:

3.1. Lead-In

In this part, the teacher introduces the topic to the students by asking some questions:

Do you think the courses you are doing at university:

- 1) Will help you get a good job when you leave?
- 2) Is closely connected to your chosen career?

These two questions trigger students to think about the relationship between degree courses and future careers.

3.2. Activities before Class

3.2.1. Introducing the topic

The teacher plays a video interview as an introduction to the topic. The interviewee is the president of a website who is giving some tips to college graduates from the perspective of an employer. Then the teacher asks the students a question: What's the president's suggestion for graduates who want to get a job? Finally, the students are

expected to give the correct answer. (The President suggests that graduates should have the following three qualities: having an incredible talent set that not everybody has; Getting real experience, or at least an internship; Knowledge is power, being empowered with the information that will serve them best and education will always pay off in a long term.)

3.2.2. Discussion

Hold a discussion among the students on the following questions.

- 1) What do you think of the president's suggestion?
- 2) Suppose the job market is very weak when you graduate, would you go for higher education in order to ride out this recession?

(Although the content of this video is for graduates, it is also instructive for college students. This topic can arouse students to think about how to spend their college life and what goals they should set and work hard for, which can naturally lead to ideological moral education.)

3.3. Cultural Information

According to the cultural background involved in the text, the British and American educational system is introduced to students, as well as the difference between our country's educational system and western countries'. This may broaden students' vision.

3.4. Text Analysis

3.4.1. Reading and understanding

Explain the language points and difficult sentences in the text and let the students understand the meaning of the whole article. Analyze the structure of the article, developing the students' logical thinking ability.

3.4.2. Quiz

Now that a new phrase *look to* appears in this article, get the students to do vocabulary practice: fill in the blanks with phrasal verbs beginning with *look*.

3.4.3. Add ideological political elements to text analysis

The text tells about the lives of British college students in the past which were relatively easy (Para. 1), but now things have changed, and college students are facing tough competition in search of a job. (Para. 2), and Students are spending too much time studying or worrying about

making ends meet, instead of joining clubs and acquiring basic skills such as teamwork and making presentations. (Para.3). These skills are valued by employers. The solution to this problem is to add social skills training to degree courses. When talking about this part, I ask the students to discuss the subject. From what has been discussed between the teacher and students, it can be concluded the situation of contemporary Chinese college students is quite similar to that of British students described in the text. Therefore, right now they should not blindly study, but need to increase the training of their social skills. Such courses should be taken seriously. If there are no courses, they may teach themselves. Learn and practice the skills they need to have in the workplace from now on, and they'll have a better chance of landing a satisfying job when graduation season comes. Here I also give some examples that students would like to hear. For example, Song Qian, a singer and actress, is very popular among young people. I tell my students something about her career so that they can know that the success of a star does not happen overnight, On the surface, they seem bright and beautiful while the hardships behind them are little known. She once recalled that when she first came to Korea, she missed a job offer because of her poor Korean. At that time, she was very regretful that she had not learned Korean in advance. If she had learned Korean before going abroad and got the job, her success would have been several years earlier. It follows that opportunities always come to those who are prepared.

In paras5-8, the author mentions that volunteering can help students Reach out to society more broadly and find ways to make contributions to it. The last sentence of para.8 is *Volunteering teaches you valuable career skills, but I don't think you should be looking to you bolster your CV through volunteering*. When talking about this sentence, I use it as an excuse: we should treat each other sincerely in our lives. Don't be too utilitarian or achieve goals by hook or by crook. I also told the students another example. Some time ago, there was very hot news. A young actor in the entertainment industry, whose career was just getting better, revealed on the live broadcast that he had engaged in fraud when he applied for the college entrance examination in that year, and he used means to change his former student's identity to a fresh graduate. He seemed blissfully unaware of his blunder, even a little complacent, but the sacred college entrance examination was not allowed to be falsified. In the end, because of this matter, not only his academic degree was canceled, but also his rising acting career was destroyed. Furthermore, his parents and a dozen other people were removed from their posts and demoted.

3.5. Summary and Discussion

What are the problems and solutions of the contemporary college students mentioned in the article? Let the students summarize the text they have learned and cultivate their thinking ability consciously.

3.6. Topic Discussion

Summary comments: Through the discussion among the students and the teacher's comments, students may profoundly realize that to get a good job after graduation, they need to get well prepared in advance. In addition to studying hard, they need to participate in teamwork and social practice to make full preparations for future employment and learn to do things with a plan. They must not lack persistence and perseverance. (This helps students set up the correct outlook on life and values.)

5. CONCLUSION

Ideological and moral education in colleges and universities plays an important role in cultivating students' lofty ideal, good moral quality and perfect individual psychology. Realizing the goal of moral education in colleges and universities is the demand for cultivating qualified construction talents in China and is also a systematic and complicated project[4]. College English teachers should design their lessons carefully with ideological moral education in the teaching process and make their contributions to the construction of talent.

REFERENCES

- [1] Zhang Lajie, Exploration and practice of ideological political education in college English, *Education Community*, 2019.09, pp.16-117.
- [2] Chen Yisha, Research on the path of ideological political education embodied in college English teaching, *Global Market*, 28th issue of 2019, p.295.
- [3] Li Xuefang, The Penetration of Ideological Political Education in College English Classroom, *Science and Education Guide*, 2019.06.
- [4] Xu Chao, The theory of all-round human development and ideological political teaching of college English, *Cultural and Educational Materials*, 2019 .01, pp. 229-230.
- [5] Liu Jia, Exploration on teaching reform of ideological political education in the integration process of college English teaching, *The Wind of Science and Technology* 2019 .11, pp. 25-26.
- [6] Zhao Tonglu, Lei Pengfei, Teaching design based on ideological political education for college students, *Shanxi Youth*, 2019.03 (I), p.289.