

On the Implementation of College English Ideological and Political Education

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ABSTRACT

College English, as one of the main general courses in Chinese higher education, takes on an important responsibility of ideological and political work. College English teachers should actively explore effective ways to integrate ideological and political content into language teaching. Flexible and diverse teaching methods need to be adopted to implement the fundamental task of moral education. This paper is a case-based study aiming to explore possible ways for college English teachers to conduct ideological and political education in their teaching practice.

Keywords: *Ideological and political education, College English, implementation*

1. THE PHILOSOPHY OF IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGE CURRICULUM

Ideological and political education in college curriculum refers to a comprehensive education concept which takes "moral education" as the fundamental task in education. By involving all staff, whole teaching process and entire courses in moral education, ideological and political theory courses and all other courses jointly promote to form a synergistic effect. Since the 18th National Congress of the Communist Party of China, General secretary Xi Jinping has mentioned the importance of ideological and political education many times in a succession of important addresses. Xi has said ideological work in colleges should be integrated into the entire education process, underlining the need of firm Party leadership in higher education [1]. Xi pointed out that ideological and political work in higher education is related to a fundamental issue, what kind of people do colleges and universities cultivate, how and for whom. We should persist in taking moral education as the central link, run ideological and political work through the whole process of teaching, so that we can realize the all-round education, and strive to create a new situation for the development of China's higher education. We should make good use of the main channel of classroom teaching, and meet the needs and expectations of students' growth and development. Every course should take responsibilities in its own field, so that different courses and ideological and political theory courses can go

together and form a synergistic effect. We must insist on the unification of explicit education and implicit education, and excavate the resources of ideological and political educational elements contained in various courses and teaching methods, so as to achieve all-round education. Ideological and political work is fundamentally work about individuals, Xi said. The work must focus on students, caring for them, serving them, and helping them improve in ideological quality, political awareness, moral characteristics and humanistic quality to enable them to develop both ability and integrity, according to Xi [1].

These important addresses, from the overall and strategic perspective, offered a profound answer and a clear direction for the ideological and political work and talent training in colleges and universities. In June 2020, the Ministry of Education issued a guiding outline to promote the ideological and political work in higher education institutions, which emphasized to deeply tap the ideological and political educational resources contained in various courses and teaching methods, so that students can master the law of things development, understand the truth of the world, enrich their knowledge, shape their character, and strive to become socialist builders and successors with all-round development. Ideological and political education should be seriously treated as a significant part in all aspects of curriculum design, syllabus approval and teaching plan evaluation. Moral education must run through all links of classroom teaching, teaching research, experiment and training, and assignment and paper [2].

In this context, colleges and universities across the country put ideological and political education in a top position and take a series of measures to integrate ideological and political education in various disciplines.

2. THE NECESSITY OF IMPLEMENTING IDEOLOGICAL AND POLITICAL EDUCATION IN COLLEGE ENGLISH COURSE

To make great achievement in ideological and political work, Colleges and universities should not only put ideological and political theory courses in the core position, but also require all courses, including college English to play a collaborative effort to form a joint force, and truly achieve the whole course education.

2.1. As a General Course, College English Provides a Favorable Platform for Ideological and Political Education

College English is a compulsory general course for almost all non-English majors. Cultivating "whole person" is the main purpose of general education, and a person with all-round development should first have good moral quality. Therefore, College English course takes the mission of moral education. The teaching objects of College English course are young students who have just entered the university. They are at an important stage in their lives to form their outlook on life, values and world view. College English teachers shoulder the responsibility and obligation to help students take this key step in their growth. Teachers are suggested to guide students to treat the western ideology and values dialectically, distinguishing right from wrong, and resist the erosion from negative social thoughts. Teachers should spread the excellent traditional Chinese culture via cultural comparison and enhance students' cultural confidence and patriotism.

A feature of College English courses is a large amount of class hours, since students generally study college English for one to two years. English teachers have more contact with students and interact with them frequently. The influence of teachers' words and deeds is extensive and far-reaching. Therefore, College English provides a very favorable platform for ideological and political education.

2.2. College English Course Is Both Instrumental and Humanistic, Which Lays a Good Foundation for Spreading the Voice of China to the World

Language is an indispensable part of culture and an effective medium to spread ideology and culture. It has both instrumental and humanistic attributes. College English instructs language knowledge, trains language

application skills, and cultivates students' learning strategies and intercultural communicative competence. More importantly, teachers can make good use of its humanistic attributes to influence students ideology, cultivate students' critical thinking, and help them to view the collision of Chinese and Western cultures rationally. Teachers should integrate the excellent traditional Chinese culture, socialist core values and other ideological and political contents in daily teaching, so that students can use English as a medium to tell Chinese stories and spread Chinese culture, letting the world hear the voice of China.

3. THE IMPLEMENTATION PATH OF IDEOLOGY AND POLITICS EDUCATION IN COLLEGE ENGLISH COURSE

Most of the present teaching materials used in College English course are excerpts from western newspapers or literary works, mainly introducing western customs and values, while few materials are related to Chinese traditional culture and core values. However, some positive values such as integrity, kindness and diligence are commonly respected in different ethnic groups. College English teachers need to analyse these articles meticulously and dig out the philosophy behind them. Making use of the philosophy, teachers may carry out moral education in a natural and implicit way, so as to help students establish correct world outlook, values, ideals, morality and beliefs.

Taking the text "A child's clutter awaits an adult's return" in New Horizon College English Reading and Writing (Book 1) [3] as an example, this paper discusses possible ways to carry out college English ideological and political teaching. The teaching object is freshmen of Dalian Jiaotong University. They have a foundation of text reading and basic writing skills, but their abilities of cross-cultural communication and critical thinking need to be improved. The text depicts a mother's responses to her daughter's fight for independence through detailed description of the mess left behind by the daughter. The article reveals parents' love for their children. After reading the text, students are expected to have a better understanding of their parent's love. Because this paper mainly focuses on the teaching methods to fulfil ideological and political education in English course, the specific steps of language teaching will be omitted.

3.1. Moral Education Objectives

Students will have a deep understanding of filial piety, family responsibility and social responsibility, which will help to foster their character and civic virtue. Family affection and native land emotion will be aroused among students.

3.2. Teaching Design and Process

Language study will be integrated with moral education in every teaching steps by means of group cooperation and material collection before class, oral report and discussion in class, and written report after class.

3.2.1. Pre-class Activities

Pre-class activities are the preparation for students to understand the text more deeply. Meanwhile, students get to learn about some of Chinese traditional virtues.

3.2.1.1. An interview with parents

Students conduct an interview with their parents through social media such as QQ or WeChat. The interview questions include but are not limited to the following questions: *How do you feel when I left for college? What do you know about my hobbies? What do you expect me to do in return for your love? Do you have anything that you want to say to me but haven't? Do you think I am independent enough? What are your expectations of me?* Then students prepare a presentation based on the interview. They need to select a part of the conversation and put the screenshot into their PPT so that they can share with classmates. Students are suggested to think about whether their parents' answers are consistent with their own expectations? If not, is it their parents who do not understand them, or is it the students who do not know their parents well? Students are encouraged to share their feelings and speak out what they want to say to their parents and themselves in their presentations.

3.2.1.2. A Comparison of Chinese Parenting with Western Parenting

Students are divided into several groups. They together watch a movie *Gua Sha Treatment* and discuss about similarities and differences between Chinese and western parenting. Each group submits a written report to the class QQ group, which will be evaluated by other groups. In their feed-back reports, they need to point out the advantages and disadvantages of other groups' reports. This is a cultural comparison activity, aiming to help students cultivate critical thinking. What's more, it is helpful to enlarge students cultural knowledge.

3.2.1.3. Collection of Traditional Chinese Stories about filial piety

Students share with classmates stories and proverbs about family affection and filial piety they have collected online or from books in their class QQ groups. This activity aims to draw students' attention to traditional Chinese virtues.

3.2.2. In-class Activities

Through in-class activities, students try to express their love to parents. They also attempt to tell traditional Chinese stories in English.

3.2.2.1. Presentation

Student representatives talk about their interviews with their parents and their own insights as well. Some of these conversations are humorous and some are touching. Through this activity, students appreciate silent love given by their parents who seldom express their love explicitly. After talking with their parents, students are surprised to find that their parents know more about them than they have expected. In contrast, they may not know their parents so well. This activity bridges the gap between parents and students in a certain degree, and help students have a better understanding of their parents.

3.2.2.2. Review of *Bei Ying* by Zhu Ziqing

This text depicts a variety of behaviors of an American mother after her daughter's leaving home, reflecting the mother's love and concern for her daughter. Teachers may guide students to recall a classic article *Bei Ying* by Zhu Ziqing, which describes a series of actions of a father when he saw his son off, revealing a father's implicit love to his son. Although there are many differences in different languages and cultures, the love of parents for their children is the common emotion of all mankind.

3.2.2.3. Translation Practice

Teachers select some beautiful words and sentences from the traditional Chinese stories shared by the students in QQ group before class, and asked the students to do Chinese-English translation exercises, so as to train the students' ability to tell Chinese stories in English.

3.2.3. After-class Activities

This part helps students to realize their responsibilities to their families and the entire society.

3.2.3.1. A Letter of Thanks to Parents

Each student writes a letter to his or her parents to give thanks for their fostering. Showing gratitude is a traditional virtue in Chinese culture. Young students should be grateful for love and care given by parents and be filial.

3.2.3.2. Group Project

Xi Jinping emphasized that Chinese traditions and virtues of family harmony and affection should not be forgotten so as to ensure that the young grow up healthily

and senior citizens are taken care of. There is also an old saying in China that "Lao Wu Lao Yi Ji Ren Zhi Lao", which means love other's elder as your's. Young students should carry forward Chinese filial piety and shoulder the responsibility of supporting the elderly. At the same time, we should also pay attention to the problems caused by aging of population, and contribute to the promotion of social harmony. So students are required to write a survey report from the perspective of social problems caused by the aging of population, and put forward possible solutions. The purpose of this activity is to cultivate students' ability to consider social problems from overall view, and enhance young students' sense of social responsibility.

3.3. Reflection

Moral education is permeated throughout the whole teaching process. With tasks and activities designed, students can have a deeper understanding of Chinese traditional culture about family ties and establish correct moral values. Students will be guided to do their filial duty, to realize their social responsibility and to enhance their native land emotion. The integration of instrumentality and humanity facilitates whole-person development of students majoring in science and engineering.

4. CONCLUSION

To foster virtues through education is the mission of every educator. Under the background of ideological and political education, College English teachers should not forget their original intention and keep in mind their mission. Flexible and effective teaching methods should be adopted to integrate the ideological and political education into the daily teaching, so as to cultivate the socialist successors with noble morality and correct politics for our country.

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