

On Integrating Red Culture Into Blended Teaching of College English Based on “The Great Ideological & Political Education”

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ABSTRACT

Based on “the great ideological-political education” it is an effective way to achieve the goal of moral education by integrating red culture into blended teaching of College English. This paper analyses the necessity of integrating red culture into blended teaching of college English and proposes three approaches---cultivating college English teachers, innovating teaching methods and improving evaluation system. These approaches allow college students to conduct a comprehensive and systematic study of red culture in college English courses. Finally, they can tell China’s red story well and spread the red culture.

Keywords: Red culture, Great ideological- political education, Blended teaching, Effective ways.

1. INTRODUCTION

Since the concept of ideological-political education was raised in 2017, College students’ political and ideological education was not limited in the course of Politics but integrated into all courses. Construction of ideological-political education has been carried out in colleges and universities. In October, 2020 Ministry of Education released the new edition of *College English Teaching Guidelines*. The Guidelines says clearly that the course of College English should be integrated actively into the ideological-political education in order to work well for the task of moral education in colleges and universities. When choosing teaching materials, teachers should add consciously the core values of socialism and excellent Chinese traditional culture, directing students to develop correct outlook of the world and the life.

Red culture began in The May Fourth Movement in 1919. Under the leadership of the CPC it was formed and developed during the practice of long-term socialist revolution, construction and reform. Guided by Marxism red culture recombined the excellent culture at home and abroad. It has become the essential ingredient of the advanced socialist culture with Chinese characteristics. In the mobilization meeting of the CPC history education, Xi Jinping once stressed that we should focus on the education of the youth and pass the

gene of red culture through generations.^[1] In this ever-changing and complex world, college students are vital force to stick to the correct value guidance, uphold the cultural confidence and finally realize the dream of great Chinese national rejuvenation. With rich connotations and various forms, red culture is a valuable resource for ideological-political education in colleges and universities. During the period of college education we should take advantage of red resources, tell red stories well, pass the red culture down and let red become the background color of moral education.^[2]

2. OVERVIEW OF RED CULTURE EDUCATION RESEARCH

The definition of red culture education is that according to the law of physical and mental development for the educated, educators should add appropriate content of red culture in teaching in order to strengthen socialism belief. The educational value of red culture is priceless, so it is compelling obligation for educators to push forward the red culture education. In recent years researches on the red culture education are increasing. Searching on CNKI with the key words of red culture education by the end of June, 2021, there are 780 results. The researches are conducted mainly from these parts: (1) from the perspective of college students’ moral education: Peng Yi et al make researches on feasibility and timeliness of red culture integration into

college moral education; ^[3] Gang Liang thinks that we should add red culture education into college ideological education in order to strengthen college students' identities of country, nation and socialism with Chinese characteristics. ^[4] (2) from the perspective of regional red culture: Fan Shao et al study the paths of college patriotism education with red culture in Shijiazhuang. ^[5] (3) from the perspective of cultural confidence and cultural identity: Peijie Chen thinks it necessary for college student CPC members to develop in an all-round way by analysing three dimensions of cultural identity education. ^[6] (4) from the perspective of college teaching: Zi Yan thinks it is meaningful to select appropriate Fujian red culture to teach in the course of Chinese Modern History in colleges and universities. ^[7]

Searching again on CNKI with the theme of red culture and college English, there are only nine results. The researches are conducted mainly from these parts: Kaiyun Hui and Xiuli Jiao study the paths of red culture integration into College English teaching with the perspective of cultural confidence; ^{[8][9]} Hongmin Wu et al make a research on necessities and paths of local red culture integration into College English with the perspective of Course Ideology. ^[10] These research can show that red culture education fails to receive attention in College English teaching. During the period of ideological and political education in English teaching, Teachers and students focus more on traditional Chinese culture.

The following questions are addressed from the above: (1) Is it necessary to integrate red culture into College English teaching? (2) How to integrate red culture into College English teaching?

3. NECESSITY OF INTEGRATING RED CULTURE INTO BLENDED TEACHING OF COLLEGE ENGLISH

College English has characteristics of wide-range students and long study time. Integrating red culture into College English course is an important way to keep sustainable ideological and political education for college students. Because the articles we study in College English course come from the original editions of British and American newspapers and magazines, referring to many Western culture and values, these different culture and values may bring some negative influence on college students. Under the background of *Great Ideological and Political Education*, college students can cultivate basic cross-cultural consciousness, undertake the task of spreading excellent Chinese culture and finally let the world thoroughly know China by integrating red culture into College English.

3.1. Maintain Correct Value Guidance

In China value guidance is that students are guided to understand Chinese spirits which is centred by core socialist value. College English course is a compulsory course. The Western cultural ideology and values are included in the teaching materials which are quite different from Chinese. College students are in the important period of developing. During this period, they not only accumulate their knowledge, but also cultivate their outlooks of world, life and value. Importance of College English cannot be ignored. Red culture is the birthplace of core socialist value. By integrating red culture into College English, students can understand Western culture through comparing and contrasting. Students can also maintain correct value guidance and adhere to socialism.

3.2. Inherit Chinese Culture and Tell Chinese Stories Well

In recent years Chinese comprehensive power is strengthening and Chinese cultural soft power is increasing at the same time. *Tell Chinese stories well* is not only one of Chinese foreign policies, but an important research on talent cultivation and College English teaching. In College English course with a multi-cultural context, Chinese and Western cultural conflicts propose high demands of college students' critical thinking. As one key part of Chinese culture, red culture can help college students enhance Chinese cultural identity and cultural confidence. As a result, we can tell the stories of CPC well, expand the international influence of our party and nation and then get more power of speech in the world.

3.3. Achieve the Goal of Moral Education

In March, 2021, Xi Jinping once said when he was investing in Minjiang University in Fujian: Colleges and universities should regard moral education as a primary task, keep the direction of technology-based education, construct specialities according to social needs, make a solid base and cultivate socialist constructors and successors who develop in all respects. ^[11] Moral education is always a goal in college ideological and political education. Moral education ranks at the first if the college students want to have a well-rounded development. This is a process from the inside to the outside. Culture is the soul of a nation. Red culture, as an important part of excellent Chinese culture, is a reflection of advanced socialist values. The main task in College English course is to develop English language skills but we must know language and culture are inseparably intertwined. Some negative values cannot be avoided while learning English. By integrating red culture into College English course, college students can get their moral education implicitly.

4. EFFECTIVE WAYS OF INTEGRATING RED CULTURE INTO BLENDED TEACHING OF COLLEGE ENGLISH

Blended teaching is to combine classroom teaching with online teaching in order to achieve better results. It has been widely spread in College English teaching. How can College English teachers take advantage of internet and improve college students' interests and thirst for red culture? Here three approaches are proposed--cultivating college English teachers, innovating teaching methods and improving evaluation system.

4.1. Cultivate College English Teachers

Great achievements have been got in red culture. Integrating red culture into blended teaching of College English can be both a beneficial complement and a better understanding of red culture for college students. Xi Jinping stressed that the key for talent cultivation is on teachers. Red culture inheritance cannot do without teachers with solid political qualities, excellent professional capabilities and advanced teaching skills.^[12] Without teachers' guidance, students cannot have the best learning output. In order to well-understand the red culture, it is a must to cultivate College English teachers. Cultivating College English teacher who love and study the red culture can be done from the following points: Firstly, Colleges and universities should create an environment of red culture on campus, provide some resources and integrate red culture effectively into teaching. Experts should also be invited to give instructions in red culture integrating into College English course, and then College English teaching can be more systematic and directive. Secondly, College English teachers' capability of multi-media application should be improved. Teachers should be encouraged to carry out the blended teaching with multi-medias. College students can get moral education while learning English. Lastly, College English teachers should have active and life-long learning to keep up with the times. Red culture continuously enriches its connotations with time going by. College English teachers should enlarge their reservoir of red culture. Then it can be rooted deeply in the hearts and practised in behaviours.

4.2. Innovate Teaching Methods

During the period of China's revolutionary, many stories about the heroes are spread in red China. Patriotism and revolutionary spirit showed by these heroes are never out of fashion. In modern Socialist construction, there are many heroes appeared in every walks of life such as research on the manned space flights, construction of *Two Roads* and fights against COVID-19. These heroes dare to innovate and work hard with the center of people. A fine example has

boundless power. They are of guiding significance for college students. In this new era, College English teachers can dig deep the heroes' values and behavioural norms and guide students to self-reflect and find out the room for improvement. Application of red culture cannot be mechanical. College English teachers should well choose the red culture according to the context, find out the integrating points between red culture and teaching themes and innovate teaching methods to transfer red culture smoothly and get results of moral education.

Take *the Money Game* of Unit 5, Book 2 of *New Horizon College English (the 3rd edition)* as an example. The theme is about cultivation of attitudes towards money and consumption. Text A talks about the paradox of messages that surround people: spend money vs. save money and suggestions about how to become a smart consumer. The ideological and political target is to learn about the traditional virtue of thrift and cultivate the healthy consumption outlook. This target is manifested in red culture: Premier Zhou Enlai always promoted to build up the country through thrift and called for a frugal reception; When Xi Jinping did investigations, he lowered specifications for many times and emphasized that clean and comfort reception is enough. Practising strict economy in doing everything is a valuable asset for CPC. Before class, college students should be assigned to know the different attitudes towards consumption in China and the USA by using some internet resources like *China Daily* and *CGTN*. These can be used for discussion in class and then deepen understanding of thrift. During analysing of the text in class, college students should know how to write comparison and contrast essay with the help of phrases, sentences and structures. Paragraph 3 refers to core American values. College students can make a comparison and contrast between core Socialist values and core American values by using this structure. Then while learning the English writing skills students can well understand core Socialist values which is reflection of red culture in modern China. After class, students can write an essay on Unipus about choice between spending money and saving money by combing with their own experience. College students can be helped out of Hedonism, inherit revolutionists' virtue of thrift and hardworking and develop green consumption.

In conclusion, College English teachers should pick up some meaningful red culture in teaching with an aim and a plan according to teaching guidance. Positive energy brought by these red stories and red spirit should always go through the blending teaching of College English teaching and become the guidance of college students' morals while language teaching becomes interesting.

4.3. Improve Evaluation System

Evaluation system improvement can make integrating red culture into blended teaching of College English more smoothly. The comprehensive, correct and in-time evaluation for the performance of College English teachers can improve their initiatives and motivations for making use of red culture and then guarantee the realization of teaching goals.

Firstly, Subject of evaluation should be multiply. College English teaching process is a process of interaction between teachers and students and mutual development. College students can gain knowledge and cultivate morals while teachers can improve their teaching skills and enrich their knowledge. So evaluation on integrating red culture into blended teaching of College English should be multiply. From the view of colleges and universities, the administrators should give support, steer the direction and regularize teaching behaviours to ensure the teaching is conducted orderly; form the view of teachers, College English teachers should consciously evaluate the process of integrating red culture into blended teaching of college English, then make a reflection and improvement; form the view of students, college students are the educated and the first subject in teaching. All the teaching activities are built around them. College students' participation in evaluation can effectively assess the results of red culture teaching in College English class.

Secondly, Methods of evaluation should be diversifying. Integrating red culture into blended teaching of College English should aim to reach the goal of moral education, so the College English teachers should make an evaluation not only of English skills college students use to tell the Chinese story, but of college students' qualities. Evaluation can be carried out through environmental creation and group discussion to improve their critical thinking. Evaluation should not be made only between teachers but between teachers and students and between students. Then we can know whether college students are really interested in red culture integrated into College English course and whether they are willing to study and spread the red culture voluntarily.

Thirdly, Content of evaluation should be comprehensive. It is a need for College English in the new era to evaluate the result of integrating red culture into blended teaching of College English from a multi-view and a multi-level. Some aspects can be checked such as: Before class whether the preparation is well done, whether red culture is collected sufficiently, whether red culture is integrated into the theme of the unit, whether the correct value guidance can be maintained and whether Chinese red story can be well told; In class whether the teaching plan can be carried out fluently and whether red culture can connect to

English teaching, whether the teaching content meet the law of physical and mental development for the college students; After class whether college students perform well in the process of learning, whether they can analyse and judge something effectively and whether they can show the correct values.

5. CONCLUSION

Red culture was born in China in the Revolutionary Time. Now it still shows its vitality during the construction of new China. Red culture education, a long-term and arduous project, requires not only cooperation between teachers and students but also the concerted efforts in the whole society. The year of 2021 is the 100th anniversary of the founding of the CPC. Red culture education is prosperous in all respects in this year. Course of College English is an important position to carry out the ideological- political education. College students can adhere to the leadership of the CPC and pursue red revolutionary spirits and traditions by integrating red culture into College English. They can also inherit and spread red culture, then enhance China's influence internationally and realize the dream of great Chinese rejuvenation.

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Bin, Hu contributed to the conception of the study:

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