A Study on the Practical Path of Ideological and Political Education in Military English Curriculum

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Abstract. Since 2016, the country has been proposing various courses to realize curriculum ideology and politics. Under this background, how to integrate ideological and political education in the process of military English teaching and cultivate student's contemporary revolutionary military values and military spirit is a question worthy of study. This paper takes the military English class as a case to study how to integrate ideological and political elements into the teaching design of military English, so as to achieve the organic integration of teaching and educating people.

Keywords: curriculum ideology and politics · military English · teaching design

1 Introduction

At the National Conference on Ideological and Political Work for Colleges and Universities, President Xi Jinping said, "All courses and ideological and political theory courses can work in the same direction and form synergistic effects" [1]. Entering the new era, what kind of people to train, how to train people, and for whom to train people have become the fundamental questions that Chinese higher education must answer. Curriculum ideological and political education has become an important measure for Chinese higher education academies to effectively carry out the principles of three comprehensive education: full education, educating people throughout the whole process, the all-round education [2]. Military English also needs to further strengthen and improve curriculum ideological and political education.

2 Thoughts on Ideological and Political Education in Military English Course

The university where the author works actively responds to the requirements of curriculum ideology and politics reform and vigorously promotes the teaching mode reform

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with curriculum ideology and politics. In response to the country's and the school's call, military English course should be reformed in the context of curriculum ideology and politics. Specifically, the ideological and political reform of Military English course can be started from the following four aspects.

2.1 Realize the Integration of Three-Dimensional Teaching Objectives

As a humanities subject, English itself has ideological and political functions. In the past, when we carried out teaching design, we must first determine the teaching objectives according to the three-dimensional goals of knowledge and skills, processes and methods, and emotional attitudes and values. However, due to the influence of exam-oriented education, when we establish the three-dimensional goals, we often separate them and only the one-dimensional goal of knowledge and skills is emphasized, which makes English only as a tool to solve daily learning and work problems. The ideological and political education is ignored in this kind of utilitarian teaching. Now, with the introduction of the educational goal of curriculum ideology and politics, English course should highlight its humanities characters and emphasize its educational value in developing students' mental ability, emotional attitude, ideological morality, and social responsibility. Military English course must first realize the integration of the three-dimensional goals of knowledge and skills, process and methods, and emotional attitudes and values. In the core literacy of military English, language ability, cultural awareness, thinking quality, and learning ability are integrated with the humanistic spirit, so as to achieve the integration and unity of teaching and educating people.

2.2 Focus on the Guidance of Socialist Core Values and Military Core Values in the Selection of Teaching Contents

In terms of teaching contents, teachers should focus on the guidance of the core values of socialism and the core values of contemporary revolutionary soldiers. They should pay attention to integrating Chinese excellent traditional culture, Chinese revolutionary culture, and Chinese military culture into the course contents so as to carry out the education of the core values of contemporary revolutionary soldiers as well as exercise the students' strong will to study [3].

When selecting teaching contents, teachers should pay attention to the following goals as well: to guide students to correctly identify the cultural differences between Chinese and western military, to form a critical understanding and cognition of western military culture, to set up the correct military values, and to identify and practice the value orientation of collectivism in Chinese culture and heroism in Chinese military culture from the heart. Meanwhile, it is also very important for teachers to improve students' cultural self-confidence, sense of mission, and help them learn to tell the stories of the Chinese military and Chinese soldiers in English.

2.3 Advocate the Task-Oriented Approach in Teaching Process

The task-oriented approach has changed the tendency of traditional English teaching to only teach knowledge and ignore application. It emphasizes the practicability and

centers on stimulating students' learning motivation. Moreover, it takes output-oriented teaching as the teaching and assessment goal and emphasizes the practicality of teaching. This brings about the reform of English teaching ideas and methods, and makes English teaching more targeted. Without real activities and real experience, students' perception, emotions, attitudes and values cannot be formed [4]. In task-oriented complex, students can improve their thinking quality through deep experience, deep thinking, and deep understanding. Only in the process of problems-solving scenarios, students can develop their critical thinking through deep study.

2.4 Highlight the Evaluation of Curriculum Ideology and Politics Effect

"Objective and reasonable teaching process and result evaluation standards are an important guarantee to achieve the goal of 'teaching' and 'educating'" [5]. As one of the sub-objectives of the curriculum, the educational effect should and can be tested. In the past, student's emotions, attitudes and values could not be evaluated, especially in the paper written summative evaluation, which greatly reduced the expected effect of curriculum ideology and politics. Therefore, we had to combine the summative evaluation with student's self-evaluation. In order to evaluate the effect of curriculum ideology and politics, student's performance in participating in classroom activities, their emotional attitude, changes in values and changes in ideological and cognitive aspects should be evaluated together. Only in this way, can we really evaluate the effect of curriculum ideology and politics.

3 Case Study of Ideological and Political Teaching in Military English Course

The author takes a teaching case in Military English course to illustrate the practical path of curriculum ideological and political teaching. The textbook is *Integrated Course for Military English* by Northwestern University Press [6], and the teaching object is the 2021 non-English major cadets. The selected case teaching theme is *From Civilian to Soldier*, and this paper selects one of the class hours as an example for detailed explanation. The topic of this unit is joining the army. In the process of topic learning and discussion, the teacher can bring out the ideological and political themes of the course, such as "joining the army is glorious", "Our army is an army with fine traditions", etc. Then, the teacher can also closely associates the young individual's dream of strengthening the army with the dream of protecting our country, that is, to inspire them to use their dream of building a strong army to support the Chinese dream.

3.1 Students Situation Analysis

Before learning this unit, students have mastered some daily English words and phrases. They have already commanded the basic knowledge of English. However, most students have insufficient accumulation of military English vocabulary. They still can't describe their personal military experience or their dream of joining the military fluently. The grammar and sentence patterns they accumulated are still insufficient, and their oral

communication skills are weak, too. In addition, some students feel confused about their military career planning. Under the military academy environment, how to make military cadets who grew up in one-child families and are influenced by multiple values to recognize and consciously practice the fine traditions and heroism of the military culture is undoubtedly the priority of curriculum ideology and politics. It requires teachers to make full use of course materials and dig out ideological and political educational elements in the process of teaching preparation.

3.2 Teaching Objectives

In order to implement the concept of "educate people with morality and educate people for war", we have determined the overall goals of military English are as follows: mastering the basic knowledge of general English and military English; improving English application ability, foreign military communication ability and autonomous learning ability; expanding international vision, improving military cultural literacy, establishing a correct outlook on life and values, and cultivating the morality and sentiment of contemporary soldiers.

The teaching objective of this unit is to combine language knowledge learning with military quality training in the process of vocabulary learning, sentence pattern learning as well as skills training. It links the training of the core values of contemporary military personnel closely with the student's daily study and life, and creates a positive, oriented, and military atmosphere in the military English classroom.

3.3 Teaching Contents

In the process of teaching preparation, make full use of teaching materials, and explore educational contents rich in military characteristic culture. In the process of military knowledge learning and military English skills training, the educational content such as our army's red revolutionary traditional culture and advanced military culture can be interspersed in a timely manner, and the training of officers and soldiers, advanced models in military exercises, hero groups can also be selected as materials for language skills training, so that the cultivation of the core values of contemporary military personnel is closely related to the daily study and life of students.

For example, the first unit revolves around the topic *From Civilian to Soldier,* and the vocabulary and phrases involved are mostly related to "dedication", "courage", "overcoming difficulties", "comrades in arms", etc., and the sentence patterns involved are mostly related to the description of "excellent tradition of the Chinese People's Liberation Army" and "excellent qualities of soldiers". This part of the teaching content is very suitable for introducing some advanced and typical stories of heroes in our army, and carrying out the ideological and political education by raising student's awareness of developing the excellent qualities of military personnel and inheriting the fine traditions, and realizing the Chinese dream with the realization of the dream of building a strong army.

3.4 Teaching Process

In teaching process, teachers can design different kinds of tasks and create a task-based complex for students to fully perceive the information and knowledge. These tasks can include group discussions, role-play, mini-talk, oral presentation, etc. Through these activities, learners can be guided to mobilize multiple senses, deepen their understanding of the learning content and improve their English comprehensive application ability. Through teaching practice, this course has applied the task-oriented approach in the following 3 teaching links: preparation consolidation and critical thinking.

3.4.1 Preparation

Before class, teachers send leaning materials and post learning tasks through military English We-chat learning group. The leaning materials include words pronunciation, background information, explanation of difficult grammar or sentence patterns, quizzes, etc. Take unit 1 as an example, teachers can introduce the usages of key words and phrases such as "wound, overcome, squad leader, comrade-in-arms, join the army, selfless-service" before class. Students are required to memorize and do a quiz about the usage of these words and phrases. These tasks will motivate students to prepare for classroom teaching.

3.4.2 Consolidation

In class, studies are led to do more exercises to consolidate the knowledge of these key words and sentence patterns. The forms of exercises include sentence-making, English-Chinese translation, Q&A interaction, dialogue-making, role-playing, etc. In the process of practice, teacher can give more examples related to the life of the army and guide the students to correctly describe the heroic deeds of role models. Take the sentence pattern "….. was/were wounded, resulting in….." for an example, it is particularly suitable for describing soldier's injured experience. The sentence pattern "It is a tradition that PLA soldiers….." is suitable for describing the fine tradition of the People's Liberation Army of China. Sentence Pattern "develop the habit/spirit/courage/military style of….." is especially suitable for describing the cultivation of excellent soldier character, etc. Teachers can organize students to tell the stories of Chinese army and soldiers by using these core words, phrases and sentence patterns in groups, so that the cadets can enhance the education and cultivation of excellent soldier quality and fine revolutionary tradition in the process of language knowledge internalization.

3.4.3 Critical Thinking

After the words and phrases learning and practice, the teacher can guide the students to discuss and excavate the quality and spirit of the excellent soldiers in the new era. What's more, the teacher can also guide the students to compare the similarities and differences between the core values of the Chinese and American armies, clarify the western culture and strengthen the identification of the core values of our army. In this process, through the design of reflective, inductive and summarizing language practice activities such as

oral reports, min-talk and storytelling, the students will further strengthen their comprehensive ability to use language, guide them to learn advanced models, give full play to the power of role models, and cultivate the spirits of fearlessness.

3.5 Teaching Evaluation

To highlight the evaluation of ideological and politics effect, teachers can record students' online learning traces, register their classroom performance, homework completion, usual quiz scores and other formative assessment methods, pay attention to the student's learning attitude, learning interest, learning motivation, learning habits, encourage and guide students to establish a correct learning attitude and develop good study habits. In the summative evaluation, the evaluation of humanistic literacy and value orientation can be added. For example, in the translation of short essays at the end of the term, sentences related to Chinese culture and the Chinese military culture can be selected to examine students' basic knowledge of English and their understanding of related topics.

4 Reflection and Improvement of Ideological and Political Teaching in Military English Course

4.1 Optimize the Ideological and Political Teaching Team

Some teachers are still limited to the academic background of English majors, and cannot organically combine ideological and political education with military English teaching. President Xi stressed that strengthening the professional quality and ideological and political quality of teachers is the most urgent task for foreign language teachers. We should scientifically manage the ideological and political team of military English courses, and encourage teachers to update their ideological and political teaching ideas and improve their professional quality through training, learning, applying for projects and participating in competitions, so as to enable team members to give full play to their respective strengths and promote the common progress of the team.

4.2 Optimize the Whole Process of Ideological and Political Education

Many teachers focus on the input of ideological and political elements in the classroom, and do not pay enough attention to the output in the classroom and after class. Therefore, teachers should deal with the overall planning of the whole process of ideological and political education. We should try to explore more easy-to-operate teaching platforms and application software, enrich the form and teaching content of online learning, such as actively creating ideological and political online classrooms, holding online military storytelling competitions in English, etc. to achieve students' personalized learning outside the classroom.

5 Conclusion

The combination of military English and curriculum ideology and politics is the new direction of the curriculum reform of military English. It is also an important carrier to promote Chinese traditional culture and establish socialist core values. This paper takes the first unit of military English course as an example to construct a case of ideological and politics reform of military English course. This practice can not only effectively infiltrate the concept of training for war into the military English classroom, but also combine it with the improvement of English language application ability, and realize the synergistic effect of the two in the same direction. It has an important enlightenment significance for the military English curriculum reform.

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