



# Case Study on the Construction of the Collaborative Education Mechanism of Ideological and Political Theories Teaching in English Courses in Universities of Xinjiang in the New Era

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**Abstract.** “Curriculum ideological and Politics”—an important hot word in college education, is a crucial way to implement the fundamental policy of “morality education”. As a new concept and new model of education, “Curriculum Ideological and Politics” emphasizes strengthening ideological and political education for students while imparting scientific and cultural knowledge, breaking discipline boundaries, making all disciplines follow the same direction, fully combining knowledge education with morality education to further cultivate promising young people with new ideas in the new era. Xinjiang is located on the border with China, and its ideological and political education work has always been highly valued by the CPC Central Committee. To do well in the field of ideology and steadily promote the cultural project of moistening Xinjiang are the requirements of college education in Xinjiang in the new era. Nevertheless, there are still many problems, such as the lack of systematic implementation of “ideological and political theories teaching in all courses”, and the lack of assessment standards. Hence, it’s urgent to find out how to construct a rules-based mechanism of the collaborative education mechanism at present. Taking Kashi University as an example, under the unified leadership of the Party Committee of the autonomous region, this paper tries to build an top-down education mechanism from macro to micro to provide a theoretical reference for the implementation of the English “ideological and political theories teaching in all courses” for educators.

**Keywords:** Ideological and political theories teaching in English courses · Universities in Xinjiang · Collaborative education mechanism

Projects: The Social Science Fund project of Xinjiang Uygur Autonomous Region in 2020 “Research on Strengthening the Popularization of The Universal National Language and Maintaining the Security of Xinjiang Ideology” (20BKS038); 2021 Ideological and Political Work Innovation research project in Colleges and universities of Autonomous Region: Research on The Construction of Ideological and Political Cooperation Education Mechanism of English Courses in Colleges and Universities of Xinjiang in the New Era (XJGXSZ2021B16); The ideological and Political Course Practical Teaching Reform In Xinjiang Colleges and Universities Based on ideological and Political Base (21KCSZY-003) in the course of Ideological and Political Research of Kashi University in 2021.

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O. Chistyakova et al. (Eds.): ICCESSH 2022, ASSEHR 694, pp. 196–209, 2023.

[https://doi.org/10.2991/978-2-494069-43-5\\_24](https://doi.org/10.2991/978-2-494069-43-5_24)

## 1 Introduction

As a multi-ethnic interlaced region, Xinjiang plays an irreplaceable role in carrying forward Chinese culture and cultural exchanges with other countries thanks to the particularity of its geographical location. Being able to tell Xinjiang stories well in foreign languages and spread Chinese culture well is the direction of exploring the new mode of English curriculum teaching in Xinjiang universities under the background of cultural moistening Xinjiang, and it is also one of the fundamental tasks of educating students in universities in Xinjiang. It is of multiple significance and value to study the mechanism construction of the English courses in Xinjiang universities in the new era. First of all, ideological and political theories teaching in English courses, a prominent manifestation of universities in Xinjiang to strengthen ideological and political education for college students, not only is conducive to improve students' own ideological and political literacy with the correct outlook on life and values, but also can maintain the ideological security and stability of Xinjiang colleges and universities to ensure the stability of the society and the stability of our country. Secondly, with the reform of the new curriculum, the mutual penetration and common development has become the general trend. English teaching is no longer simply limited to knowledge learning and ability cultivation, but also pays more attention to the value-oriented function of the curriculum. Based on the ideological and political elements in English courses, making full use of the collaborative education mechanism of ideological and political theories teaching in English courses is of great significance for promoting the reform of English teaching and strengthening the ideological and political construction of colleges and universities in Xinjiang. The construction of the collaborative education mechanism can not only improve the education level and ideological and political height, but also can fully combine knowledge education and morality education to cultivate the new socialist youth in the new era. The new curriculum system with full coverage, performed by Kashi University first and then gradually promoted to other colleges can contribute a lot to the ideological and political theories teaching in English courses of universities in Xinjiang.

## 2 The Internal Relationship Between “Ideological and Political Theories Teaching in All Courses” and Ideological and Political Courses

In order to implement the fundamental policy of “morality education” advocated by President Xi Jinping and to realize the same direction of various courses and ideological and political theory courses, and form a synergistic effect, “ideological and political theories teaching in all courses” has become a hot word in colleges and universities. In recent years, the academic circle has conducted multi-dimensional research on its connotation, the relationship between “ideological and political course” and “ideological and political theories teaching in all courses”, its development process, the practice experience and its application ways. In spite of the wide research scope and the deep theory level, there are still many problems in the process of truly implementing the “ideological and political theories teaching in all courses”, such as the lack of relevant institutional safeguards, no system, vague assessment standards and so on. How to closely

combine the top-level design and overall planning to guarantee the implementation of the “ideological and political theories teaching in all courses” has rules to follow is an urgent problem to be solved at present. Taking Kashi University as an example, from top-level design to overall planning, this paper will introduce the implementation step by step to further promotes the “ideological and political theories teaching in all courses” construction from the following aspects, including teaching reform, teachers training and textbook development. Taking the ideological and political theories teaching in English courses as the breakthrough point, we will exploration the collaborative mechanism of ideological and political theories teaching in English courses and put forward a set of standards of the ideological and political teaching procedures for English courses, and then further promote the interdisciplinary teaching reform. Before we can deeply grasp the “ideological and political theories teaching in all courses”, it is significant to clarify two key concepts, namely: “ideological and political courses” and “ideological and political theories teaching in all courses”. Although the two have different priorities, they are both based on ideological and political elements and pay attention to the leading role of their value in the courses, so it can be said that the different path goes to the same place. The former is simply combining ideological and political courses with ideological and political elements, which is the implementation of the curriculum system level; while the latter emphasizes giving full play to the ideological and political education role of all courses to make full use of the ideological and political elements of various disciplines and constantly to improve students’ ideological and political literacy while imparting knowledge. The “ideological and political theories teaching in all courses”, clarifying the direction of the curriculum reform, is the guidance; and the ideological and political courses, one of its concrete implementation, is the strategy and the way. Thus, when promoting the construction of the “ideological and political theories teaching in all courses”, universities should closely combined the two based on the morality education, implement the internal requirements of the ideological and political work in colleges and universities and give full play to the leading role of the “ideological and political theories teaching in all courses”. That is, applying ideological and political elements into all kinds of courses, so as to realize the collaborative education goal for the ideological and political theory courses and other courses.

### **3 The Path Model of the Collaborative Education Mechanism of the Ideological and Political Theories Teaching in English Courses**

In order to improve the construction system of “ideological and political theories teaching in all courses” and achieve the efficient operation of the collaborative education mechanism of the ideological and political theories teaching in English courses of universities in Xinjiang for the new era, Kashi University will establish a clear management system from top to bottom. From the overall planning of the school Party committee and the planning of the educational affairs office, to the joint of the colleges and the implementation of the specific courses, the whole school educators should fully cooperate with each other, exploring the ideological and political elements of their own courses to jointly

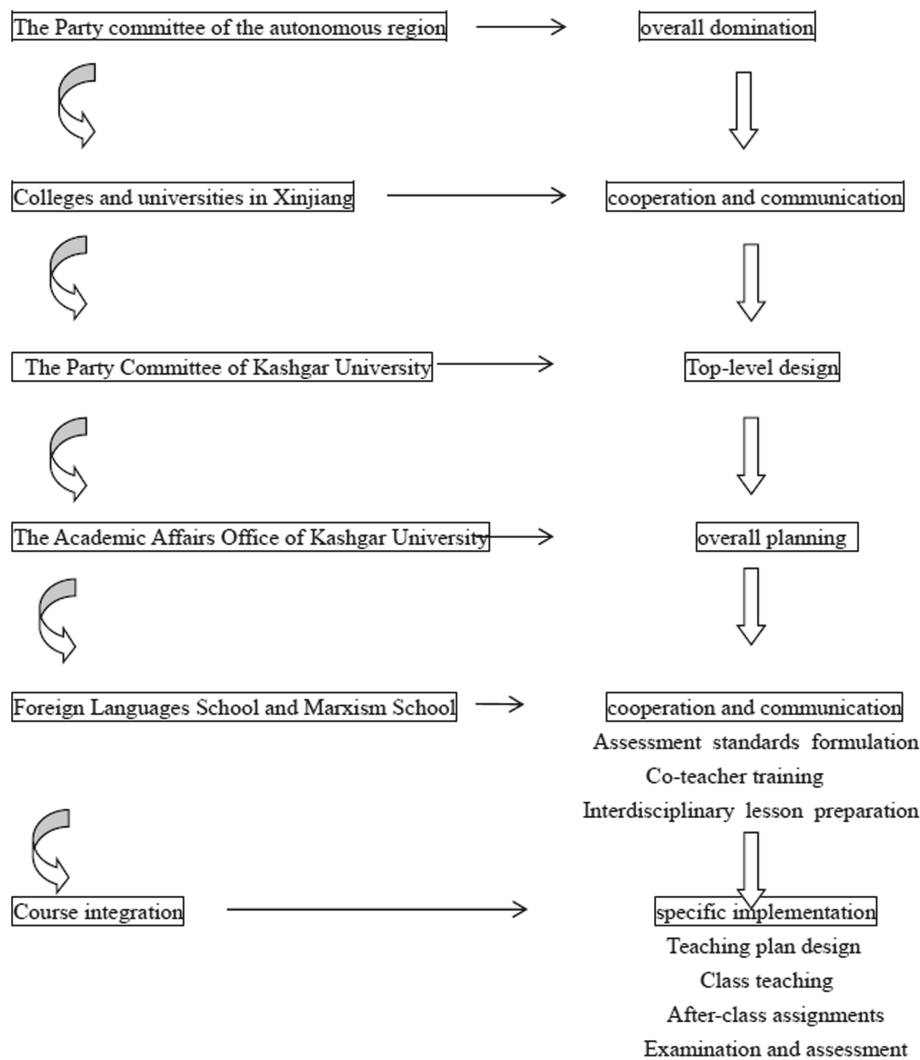


Fig. 1. Specific collaborative education mechanism construction.

shoulder the important mission of “morality education” of colleges and universities in Xinjiang. The specific mechanism construction is shown as follows: (“Fig. 1”).

3.1 Overall Planning of the Party Committee of the Autonomous Region

President Xi Jinping pointed out at the Third Central Symposium on Work in Xinjiang, “We should do well in ideological work and carry out the ‘moisten Xinjiang with culture’ project in-depth.” Since ancient times, Xinjiang has been a multi-ethnic settlement. The multi-ethnic culture is inclusive of mutual learning, which has made indelible contributions to promoting cultural diversity and enriching the Chinese cultural connotation.

“Moisten Xinjiang with culture”, a vital part of General Secretary Xi Jinping’s discussion on socialist cultural construction, is a vivid practice of classical Marxist cultural theory in Xinjiang, and a significant barrier to build the security and stability in border areas and maintain the construction of ideological fields. “Moisten” in “moisten Xinjiang with culture” is both the method and the goal. In any case, efforts should be made on the word “moisten” to educate people with culture, enhance cultural identity, cast cultural confidence, and give full play to the leading role of culture in the spiritual value. “Moisten Xinjiang with culture” is an arduous and huge project in which each part is independent but closely connected with each other. To strengthen the top-level design and overall planning, it should be done from the Party committee of the autonomous region who should actively respond to the call of our country and encourage and support all universities in Xinjiang to carry out the relevant implementation of the “ideological and political theories teaching in all courses” to provide corresponding regulations and institutional guarantee while strengthening guidance, and then steadily promote the “moisten Xinjiang with culture” project.

### 3.2 Linkage Among All Universities in Xinjiang

In order to form synergistic effect between all kinds of courses and ideological and political theory courses, universities in Xinjiang should regard “collaborative education” as the focus of ideological and political education to break “island phenomenon” in the ideological and political work. In this way, all school forces, various resources as well as each course can play their educational function to truly realize the “synergistic effect” of education. [1]

As an important place for educating and cultivating talents, universities in Xinjiang undoubtedly shoulder the momentous mission of cultivating young people in the new era. They should actively respond to the call of the state and advance knowledge and morality education hand in hand to create a good atmosphere of clean and integrity. According to the requirements and regulations of the Party committee of the autonomous region, all universities in Xinjiang need to strengthen exchanges and cooperation, and constantly promote the curriculum construction of the autonomous region to achieve the goal of the whole curriculum education. First of all, in order to have a deep understanding of the implementation of the “ideological and political theories teaching in all courses”, we should provide teachers with close study and discussion opportunities, and all colleges and universities can send teachers to other places to observe the class in person. In this way, by observing other teachers’ lessons, they can learn from others’ strengths and reflect on their own shortcomings, and then write reform practice reports according to their experience. After a period of mutual observation, learning and reflection, colleges and universities can hold regular exchange seminars to further exchange and discuss the advantages and deficiencies found in the observation process, and constantly improve the implementation of the “ideological and political theories teaching in all courses”.

Of course, the exchanges and cooperation among universities in Xinjiang are not only limited to the teaching level, but also can extend to the exchange in academy. Xinjiang, with a vast territory, preserves various geographical features in universities so the background, perspective and object of research are also different. Therefore, focusing on the current research topic of “ideological and political theories teaching in all courses”,

combined with the actual situation, colleges and universities can conduct experimental research respectively. Hence, academic cooperation can not only be applied to practice, but also rise to the theory level, and further promote the development of “ideological and political theories teaching in all courses”.

### **3.3 Kashi University Tries it First**

The Party Committee of Kashi University is the main body in the process of management system construction, which is mainly responsible for the implementation strategy and the guidance of the general direction of the “ideological and political theories teaching in all courses”. It is necessary to grasp its development trend, guide and deploy its implementation in the school to further strengthen the pilot efforts and improve the awareness of the ideological and political education of all the teachers and students.

### **3.4 The Academic Affairs Office Shall Take the Lead**

As the planner of the school’s ideological and political teaching, the Academic Affairs Office needs to establish corresponding procedures to ensure the implementation of the “ideological and political theories teaching in all courses”. First of all, the Academic Affairs Office needs to formulate certain assessment standards to restrain and manage the teachers of each college. Then, regularly supervise and guide should be provided to constantly improve the quality of teaching.

### **3.5 Coordination and Cooperation Between the Foreign Languages School and the Marxism School**

The School of Foreign Languages is responsible for the foreign languages teaching, focusing on cultivating application-oriented foreign language talents with solid professional foundation, high humanistic quality, certain speculative ability and international vision. It plays an extremely vital role in exporting foreign language talents to the country and promoting international exchanges and cooperation. With ideological and political education as the core, the Marxism school aims to improve students’ ideological and political quality and cultivate the talents with Marxist faith and the ideals as well as beliefs of socialism with Chinese characteristics. Xinjiang, the land in the most western part of China, bears the key mission of guarding the border areas and publicizing Chinese culture. Therefore, whether the foreign language talents trained by their universities can gain a firm foothold in spreading Xinjiang’s culture and telling good stories of China well is crucial to social stability and national prosperity. So the institute of foreign languages and Marxism cooperate with each other to co-build teaching team, share education resources, promote interdisciplinary teaching reform and innovatively construct the collaborative education mechanism of the ideological and political theories teaching in English courses in universities in Xinjiang, which can not only promote the interdisciplinary curriculum construction in universities, but also can make due contributions to cultivate talents with deep thinking, high standards, and professional level.

First of all, under the unified leadership of the school Party committee, the School of Marxism and the School of Foreign Languages can set up a special interdisciplinary teaching committee to formulate two-way talent training programs. Through Joint teacher training, joint interdisciplinary collective lesson preparation, joint formulation of assessment standards and other key links for regular research and discussion, constant development of interdisciplinary teaching can be achieved.

### 3.5.1 Joint Teacher Training

The effect of “ideological and political theories teaching in all courses” depends on the teachers’ educational consciousness and ability. [2] As the disseminator of knowledge and the leader of values, teachers shoulder a crucial mission and responsibility in the influence of students’ professional ability and value. Educators in the new era need to be ideological and political and collaborative with an overall view. How to cultivate the builders and successors of the socialist cause in the new era based on the “morality education” is an issue that every teacher should consider. Although most foreign language teachers have made some efforts in the ideological and political construction of the subject to a certain extent, their awareness of the ideological and political education is still not internalized in the heart and externalized in the practice. In view of this, the Foreign Languages School and the Marxism School can conduct regular joint training for teachers, in the form of meetings and exchange seminars. On the one hand, the concept of ideological and political teaching can be deeply rooted in their hearts, and the consciousness of foreign language teachers integrating ideological and political elements into their teaching can be strengthened to cultivate the promising young people with literacy, thought and culture in the new era. On the other hand, in the process of joint training, teachers in the Marxism School can also grasp the frontier combined with the needs of cultivating foreign language talents and constantly enrich ideological and political theory. Then, further contributions to the theoretical support and direction guidance for foreign language teachers and the cultivation of foreign language talents in the new era can be made.

The training is mainly divided into three links: before the training, during the training and after the training. Before the training, relevant preparations need to be made by the two colleges. Teachers of the Foreign Languages School need to summarize the difficulties and problems encountered in the teaching process of integrating ideological and political education into the foreign language teaching, so as to provide materials for the main discussion content of the seminar. Meanwhile, teachers of the Marxism School need to summarize the latest ideological and political theories and policies to prepare for solving the problems. During the training process, when the teachers of the Foreign Languages School proposed the problems to be solved, the teachers of the Marxism School should actively put forward their own views and suggestions based on the previous theories and strategies prepared before. At the same time, the two sides can combine relevant theories and cultivating objectives to carry out further discussion and research. Finally, the members of the established committee will comment on it and roughly analyze the main issues in the seminar and determine the goals and direction that should be made in their following teaching. Then, the teachers from both colleges need to write their reflection according to the content of the seminar and the committee suggestions

and then gradually implement the valuable ones into the teaching to constantly improve their teaching quality.

### **3.5.2 Interdisciplinary Collective Lesson Preparation**

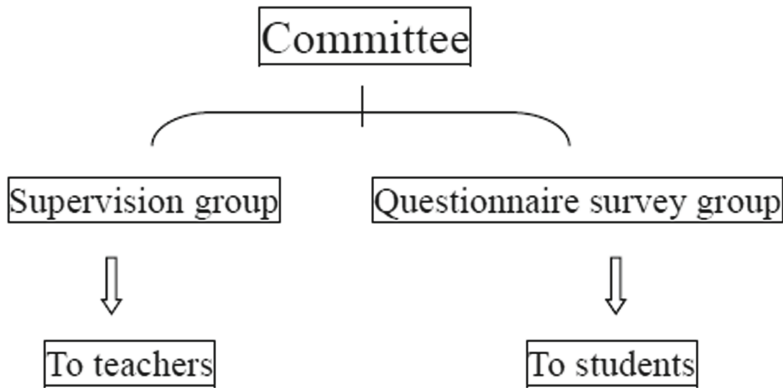
According to the problems reflected in the exchange seminar combined with the reflection of the teachers, the School of Foreign Languages and the School of Marxism can regularly conduct interdisciplinary collective lesson preparation. Teachers of both sides first explore the ideological and political elements of the teaching materials from their respective perspectives, and then make a brief summary. Then, the two sides need to exchange and discuss how to perfectly fit the refined ideological and political elements into the English textbooks, which can be carried out from the combining ways and problems and so on. In this way, teachers can draw upon all useful opinions and deeply understand the teaching materials to be more targeted ideological penetration of students. From the excavation of ideological and political elements in teaching materials to the connection and integration with professional courses, all teachers actively offer suggestions to jointly promote the development of the interdisciplinary teaching.

### **3.5.3 Jointly Formulating the Assessment Standards**

Due to the lack of clear and effective assessment standards, it's a little hard to implement the "ideological and political theories teaching in all courses" effectively. Especially for teachers, if there is no corresponding assessment mechanism to restrain them, it may be difficult to pay enough attention to its implementation in their teaching process. Therefore, in order to further strengthen the consciousness of "ideological and political theories teaching in all courses" and form the educational concept of the whole curriculum education, the Foreign Languages School and the Marxism School can jointly formulate practical assessment standards. For example, the actual operation effect of the "ideological and political theories teaching in all courses", the exploration and integration of ideological and political elements in English courses, the true feelings of students in the teaching process can be directly linked to the projects related to teachers' personal interest such as professional title selection and performance assessment. In this way, all teachers can enhance their awareness of morality education, and constantly promote the curriculum reform and construction to contribute the development of the knowledge education and value guidance in the same direction.

In order to further promote the implementation of the ideological and political teaching in all courses for teachers in their professional courses as well as the fair and just assessment and evaluation of teachers, the two colleges can set up a supervision group and a questionnaire survey group. The former is to evaluate the teaching situation of the teachers by irregularly observation and inspection in the classroom and then provide timely feedback and assessment. The indicators of evaluation criteria are mainly from the exploration and integration of ideological and political elements, and the acceptance and feelings of students. The latter is to understand and collect the students' opinions and views on the implementation effect of teachers' ideological and political education into the classroom, and then to supplement the evaluation results of the supervision group. The established questionnaire survey group is mainly responsible for the design,





**Fig. 2.** Assessment and evaluation methods.

distribution and collection of questionnaires. The questionnaire is done anonymously, which can start from the students' political awareness, interest cultivation, value orientation and classroom preference. According to the results of the questionnaire survey, the questionnaire team can interview some of students to have an in-depth understanding of their personal needs which can provide goals and direction for the future teaching reform. The supervision group and the questionnaire team count the evaluation results respectively, and finally the committee established by the two colleges combine the final assessment results, and then hold regular teacher training meetings accordingly to summarize the problems arising in the implementation of ideological and political theories teaching in English courses and the direction of efforts in the future. Although the appropriate reward and punishment system cannot guarantee the absolute effectiveness, it can at least play a certain role in restraint and supervision, getting closer to achieve the goal of whole courses education. ("Fig. 2").

### 3.6 Fully Realizing the Integration of Ideological and Political Elements

#### 3.6.1 Teaching Plan Design

Culture can be carried by language and spread by the teaching materials. As the leader of students' knowledge acquirement and the pioneer of their thought-evoking, teachers should realize the importance and necessity of ideological and political education for college students. Therefore, college teachers should fully explore the rich ideological and political as well as moral education elements contained in each course, giving full play to the advantages of the professional courses, and integrating ideological and political education into professional course teaching to fully combine the English teaching with the ideological and political education. In the process of lesson preparation, teachers need to refine and summarize the ideological and political elements in each chapter, and guide students to appreciate the charm of culture in the process of imparting professional knowledge to improve their cultural identity and confidence, enhance their patriotic feelings, and then help them to establish a correct outlook on life, value and the world.

### 3.6.2 Classroom Teaching

College courses in English major mainly include comprehensive English, English extensive reading, English writing and so on. The course features comprehensive skills training to cultivate students' language application ability and cross-cultural communication literacy.[3] The main purpose of the comprehensive English tutorial is to carry out comprehensive and strict basic language skills training for students by teaching the basic knowledge of English, and to cultivate students' ability to actually use English, a good style of study and the correct learning methods, so as to lay a solid foundation for students' next English learning. As a professional English course in colleges and universities, comprehensive English has outstanding advantages in hidden ideological and political education. While imparting English language knowledge and skills, it integrates Chinese and Western culture, permeates patriotism education, and puts the ideological and political education through the whole process of curriculum teaching.[3] Taking the comprehensive English course as an example, each semester course is divided into ten units which corresponds to different themes, roughly including nature, civilization, culture, war, life, knowledge, science and technology, celebrities, etc. In order to make the ideological and political classroom closer to life and more resonated with students. Teachers need to find out the point of ideological education for students in the textbooks, so as to improve the teaching effect to the greatest extent. Taking traditional festivals in culture as an example, the teaching text mainly introduces the origin and traditions of Thanksgiving Day, Valentine's Day, Christmas and other festivals in western culture. Taking this opportunity, teachers can encourage students to briefly introduce traditional Chinese festivals in English in the form of group competition. While sharpening students' English expression ability, the teachers should establish students' cultural confidence and enhance their patriotic feelings. On the other hand, through comparing Chinese and Western cultures, the teachers should guide students to discover the differences between Chinese and Western cultures, and then deepen their cognition and recognition of Chinese traditional culture from the perspective of loving Chinese traditional culture.[3] English writing course attaches great importance to students' professional skills training. It focuses on cultivating students' ability to express themselves by writing, while not ignoring their improvement of oral expression ability. Through this course, students are able to master the basic requirements of English writing. In the English writing class, teachers can guide students to understand the writing differences between China and the West, further appreciate the Chinese and western cultural differences, and enhance their cultural confidence and national pride. As far as the English classroom is concerned, teachers should pay attention to guiding students to love their country, love their schools and love their majors and then improve their awareness of Chinese culture by praising it. [4].

### 3.6.3 Homework After Class

In the teaching construction of ideological and political courses, it is necessary to break the curriculum barriers around English basic skills such as "listening, speaking, reading, writing" to combine in-class with after-class, so that students can feel the power of thought and culture, and realize the ideological improvement while improving their

professional level.[3] As an integral supplement to students' knowledge acquired in class, homework is a necessary part for students to apply knowledge and improve their independent learning ability. Under the background of "great ideological and political" education, homework should not only be limited to the review and consolidation of professional knowledge, but also give full play to its crucial role in students' ideological edification. For example, the teachers can let students write their learning reflection based on the ideological and political education contained in the classroom content. Finally, at the end of the semester, all of their learning reflection during the term will be summarized as a key basis for their usual results in the "ideological and political theories teaching in all courses" examination. It can not only further develop the students' thinking and enhance the height of their ideological consciousness, but also can provide some new ideas and views for the teachers in their future teaching. Ideological edification is a long process step by step. Whether the values taught by the teachers in the classroom can be truly internalized, it needs to repeatedly consider the relevant ideological and political issues. At last, students can put what they've learnt "into the brain", and gradually "into the heart" and then "into practice".

### 3.6.4 Test and Assessment

As is known to us all, the check of students' learning results is mostly carried out in the way of examination whose form is mainly based on the paper test. However, under the background of "great ideological and political", the examination should be divided into two parts: test and assessment. The former is mainly to check students' professional knowledge and skills, while the latter is to evaluate the teaching effect of the ideological and political theories teaching in the professional courses. The forms of assessment are not limited, but can be composed of three parts: the usual test, on-campus practical training and off-school practice. The usual tests can be carried out through the ideological and political teaching presentation, current affairs comments, reflection writing or other forms. [5] The assessment of the "ideological and political theories teaching in all courses" learning is mainly divided into two parts: the usual grades and the total grades. The usual grades are based on the usual homework and quizzes in class, combined with the on-campus practical training and after-school practice, the final grades can be obtained. The assessment of the "ideological and political theories teaching in all courses" should be included in the total grades with no less than 40%. However, it is reported that the most common problem of the ideological and political education in universities is the disconnection between theory and practice. [6] Therefore, it is necessary and significant to incorporate students' ideological and political education practice into the assessment.

As a pilot unit of ideological and political education, Kashi University officially built an ideological and political education base in October, which is divided into two floors and four exhibition halls with an exhibition area of about 2,300 square meters. The first floor mainly introduces the history and development of China, while the second floor is about the local history of Xinjiang. The four exhibition halls take the principles of loving the Party, patriotism, Xinjiang and Kashi as the main line. Rooted in China and based on southern Xinjiang, it highlights the characteristics of Xinjiang and in line

with the great reality of Kashi. Combining the universality of ideological and political education with its particularity in Xinjiang, the ideological and political education base connects platform construction and teaching contents, making full use of modern and contemporary communication technology to put teaching, display, interaction and experience together. It aims to enhance the attraction and affinity of students' ideological education class and strive to realize various functions including practice teaching, interactive experience, resource sharing and social education to make itself an ideal faith education base, a patriotism education base and a national unity education base. As one of the important practice bases for students of the Marxism School, the ideological and political education base is the best choice for students of Kashi University to receive four history education and local history education in Xinjiang. It is a crucial way for students to review the glorious history of the Communist Party and keep in mind its original aspiration and mission. In order to improve students' ideological and political literacy and cultivate foreign language talents who can speak Xinjiang well in English and publicize Chinese culture, Foreign Languages School can cooperate with Marxism School to provide an opportunity for the students to be the guide of ideological and political education base as an important part of students' practice assessment; that is, to undertake the bilingual explanation of the ideological and political education base of Kashi University. Standing in the exhibition hall as a guide to experience the local customs of Xinjiang close and have a deep understanding of Chinese history and culture, students will be endowed with an important sense of mission and responsibility, which is undoubtedly beneficial to the improvement of their ideological quality and practical ability. This on-campus practical training can not only enhance students' cultural confidence and national pride, but also can help the school to raise applied foreign language talents with high-level ideological and political consciousness. Since the establishment of the ideological and political education base of Kashi University, students of Marxism are mainly responsible for the interpretation of the exhibition hall, assigning students to explain and introduce it to all the teachers and students as well as other off-campus experts and scholars. In order to further expand the explanation team of the ideological and political education base and expand the coverage of the ideological and political education, all the colleges should be encouraged to actively participate in this activity. After the joining of the School of Foreign Languages, the interpretation will no longer be limited to the Chinese version, and the English explanation is also a major feature of this activity. This is a kind of language and cultural practice and influence of both the narrator himself and the audience. In addition to taking the school's ideological and political education base as the practical content, the school can also cooperate with the local history museum in Kashi as an off-campus practice base to improve students' professional level and enhance their patriotism. The ideological and political base in the campus has a small range of audience who are mainly Chinese. The Kashi Museum is the propaganda place of the history of Xinjiang, so there are many foreign visitors. According to the assessment and evaluation of the on-campus practical training, the two colleges can select excellent students to be the guide in Kashi Museum. Students can not only improve their ideological and political literacy, but can lead Chinese culture to go abroad and then to the whole world.

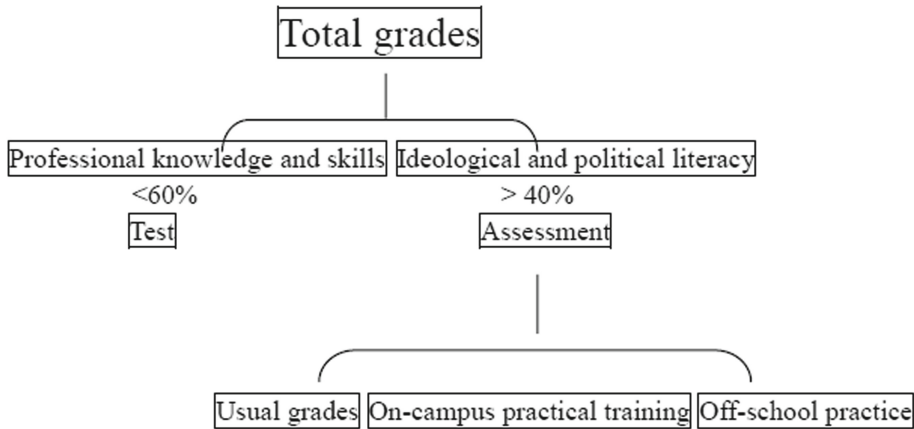


Fig. 3. Students' practice assessment method.

First of all, the Foreign Languages School can jointly set up a bilingual professional team with the School of Marxism, which will be responsible for the explanation and guidance including the training of speech, posture, clothing and other aspects. Then an explanation group can be set up with regular training. In the process of interpretation, students from both sides can evaluate each other by learning the advantages and pointing out the shortcomings. During the period, the committee members should also conduct spot checks and evaluation of the students' off-school practice at any time. Finally, combined with the mutual evaluation of the members and the results of the committee spot check, the assessment grades of the students can be completed. ("Fig. 3").

Although the "ideological and political theories teaching in all courses" will still encounter many problems in the future implementation, as long as all departments can fully perform their own positions and cooperate together to carry out the corresponding work, at least it can be effectively implemented and gradually realize the goal of all-round education.

#### 4 Conclusion

Based on morality education, the "ideological and political theories teaching in all courses" upholds the educational concept of the whole curriculum education, taking into account knowledge education and value guidance. It not only improves the width and depth of education, but also makes great contributions to shaping students' personality and enhancing their patriotism. Hence, it is of great significance for cultivating young talents with ideas and achievements in the new era to build the collaborative education mechanism of the ideological and political theories teaching in English courses in universities of Xinjiang based on the main professional lessons by the cooperation and exchanges of various departments and fields as well as the creation of the "great ideological and political" pattern with all-round education in various disciplines.

**Authors' Contributions.** Jie Zhou wrote the manuscript. Wenyi Xia was responsible for the experimental design and contributed to revising and editing the paper.

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