



# A Research on the Current Situation of Teaching Civics Based on Holistic Education for English Normal Majors in the Perspective of Marine Culture

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**Abstract.** Zhoushan is located near the sea and is born to the sea, and the local marine culture is dense and humanistic, which provides inexhaustible cultural elements for the construction of English classroom thinking and politics. Therefore, based on a questionnaire survey, field interview and literature review, the text intends to analyze the construction of English teaching mode of sea-related colleges and universities based on holistic education under the strategy of Marine Power Strategy. The purpose of this study is to provide reference and reference for the teaching mode of English Civics in sea-related universities.

**Keywords:** sea-related universities · English teacher training · thinking classroom · holistic education · marine awareness

## 1 Introduction

The 2022 Teaching Guidelines for Foreign Language and Literature Majors in General Higher Education will mark the revolution of curriculum based on the goal of cultivating foreign language talents will be active in the stage of higher education in a more comprehensive, systematic and professional manner [1]. The combination of whole-person education and English teacher education requires mutual understanding and reliance, and the integration of the idea of whole-person education with the mode of English teaching through cultural cultivation, ability construction and moral education.

In the exploration of the English curriculum, Pang Ying (2021), from the perspective of cultural education, emphasizes the integration of local characteristics in the professional thinking course, so as to build a “cultural circle” of education and a “concentric circle” of the local area [2]. Ji Juan elaborated the international significance of teaching English in the context of international maritime talents training and the employment orientation of maritime professionals in the post-epidemic situation [3].

According to the survey, there are 4,158 academic journals and 134 dissertations on the subject of “English Civics and Politics”. However, only 8 academic journals and 1 dissertation on the subject of “Ocean” and “English Civics and Politics” are included. Most of the contents are broad, with little combination of regional characteristics and

maritime awareness. In addition, there is almost no research on the construction of English personalized thinking and politics for the construction of “one belt and one road thinking and politics” and “ocean power”.

The key to the construction of English curriculum system of thinking and teaching combined with local culture is integration, not rigid application. Based on this, this study selected Zhejiang Ocean University, a sea-related university, to conduct a research on the teaching mode of English Civics and Politics classroom based on the concept of whole-person education. The research team used questionnaire survey method and SPSS analysis to collect a total of 128 questionnaires from English teacher-training students in the university, with 128 valid questionnaires, and interviewed some of the students and teachers. This study aims at exploring the possibility of reorganizing and constructing local culture and thinking and political elements in the English classroom of colleges and universities from the perspective of holistic education.

## **2 Research Significance**

The special feature of teaching in teacher training colleges is to adhere to the educational sentiment of “one soul awakens another soul”. Therefore, teachers should be fully aware of the importance of organically integrating the elements of civics into the teaching of English teacher training courses. In the questionnaire survey on the construction of the English teacher training classroom in Zhejiang Ocean University, the question “Do you feel that the foreign language teachers have incorporated the elements of thinking and politics in their classroom teaching? In this question, 59.78% of the students chose the option of “integrating some elements of thinking and politics”, 14.13% chose “rarely integrating elements of thinking and politics”, and 6.52% chose “almost not integrating elements of thinking and politics”. “Accounted for 6.52%. This indicates that the teaching of English teacher training courses in the construction of the course of thought politics there is a lack of organic integration of thought politics elements, so to strengthen the construction of the English teacher training course of thought politics, help English teacher training focus on the value of moral education, play the role of moral education concept of cultivating people breeding people, so that educated people play an independent initiative to internalize the concept of moral education, enhance the positive power of moral education.

## **3 Existing Problems**

### **3.1 Existing Problems of Foreign Language Civics Classroom Construction in Local Universities Based on the Perspective of Holistic Education**

#### **3.1.1 Weak Popularization of Curriculum Thinking and Politics.**

The term “Curriculum Civics” was first introduced in 2014 as a new exploration and practice in the field of higher education. It was not until the National Education Conference was held in 2018 that the construction of thinking politics, which is rooted in the concept of “establishing moral education for people”, was carried out nationwide one after another. However, the research team found in the process of research that

although colleges and universities are the first in the development, the popularization of the course of thinking politics is still numerous. Due to the lack of relevant programmatic documents, most schools have not yet clarified the objectives, contents and modes of foreign language thinking politics training, and the evaluation mechanism of curriculum thinking politics is not perfect, and at the same time, it is detached from the reality of student groups. Some students are confused about the concept of “Curriculum Civics” when they fill out the questionnaire, and they also have various questions about “English Civics classroom construction”. These phenomena reveal the problem of the coverage of the curriculum thinking politics, which deserves attention.

### **3.1.2 Insufficient Granularity of the Standard Rules of Curriculum Civics**

The teaching of the political science of professional courses in colleges and universities should be aligned with the professional characteristics and future employment needs of college students to ensure that the political science education in colleges and universities is targeted and moves in the same direction as the professional talents training goals [4]. Based on this, the curriculum of college courses should be based on the analysis of the main characteristics of each major and the full understanding of students’ learning conditions, and be oriented to the goal of talent training. However, in reality, some university curriculum standards lack the necessary investigation and feedback on students’ learning situation, or they are generalized and lack the target orientation to all majors. According to the research results, 38.1% of the surveyed students admit that they have not conducted any survey on students’ learning before and after the teaching of civics in the university, and 15.47% of the students think that the Civics in the university curriculum are less related to their own majors. This indicates that the lack of the standard of curriculum thinking and government that connects with students’ academic situation and majors may be one of the reasons for the unsatisfactory effect of curriculum thinking and government.

## **3.2 Problems of Foreign Language Teachers in Colleges and Universities in the Teaching of Course Civics**

### **3.2.1 Civics Teaching Emphasizes Theory over Practice**

As a new educational concept proposed in the context of “three comprehensive education”, the purpose of the course of thinking politics is to make the whole curriculum of colleges and universities work together to integrate thinking politics and classroom teaching [5]. Civic theory is the basis for students to receive Civic teaching, and only in practice can students internalize it and externalize it. In the actual teaching of Civics, teachers often focus only on the theoretical knowledge module of Civics teaching, ignoring students’ practical output, and the I-R-F structure of the teaching classroom is relatively single [6]. The survey results show that 86.91% of students give feedback that teachers teach in a single way and give insufficient feedback, and students lack opportunities to participate in class. The practical output of civics is not enough, thus the Civics content is difficult to be accepted and internalized by students.

### **3.2.2 Civic Teaching Elements Cannot Be Organically Integrated in the English Teaching Classroom**

Some teachers in colleges and universities fail to clarify the internal logic of the teaching of civics and foreign languages, and fail to deal with the relationship between them correctly: some of them weaken the presentation of Civics elements, while others simplify Civics elements in order to accomplish the corresponding teaching objectives. From the results of the survey, 19.05% of the students think that the Civics element is “seldom integrated”, “almost or not integrated” into the foreign language classroom, and 47.6% of the students think that the teachers “preach”, “instill” and “cut” the Civics element in the course, and the Civics treatment of the course is more serious. When interviewing students, the research team learned that some teachers only showed documentaries of authors or interpreted the patriotic deeds of translators in the translation class. The teachers pasted the Civics elements on the English knowledge for rigid exaltation, and the teaching presented a chaotic order, which reduced the students’ sense of participation [7]. Obviously, this deviate from the original purpose of the course Civics, and make Civics teaching ineffective.

### **3.2.3 Insufficient Excavation of Traditional Values of Chinese Civilization in the Classroom**

Language carries both culture and ideology [8]. Therefore, the characteristics of foreign language teaching itself determine the teachers’ knowledge of Western culture and ideology. The fact that English textbooks in colleges and universities are more likely to use authentic foreign texts means that students are more likely to be exposed to Western culture and ideology. This means that students are more likely to be exposed to Western culture and ideology. For this reason, it is more important for foreign language teachers to dig deeper into Chinese traditional culture in order to achieve the goal of educating people in a way that “integrates Chinese and foreign cultures”. According to the actual data, only 33.33% of the students surveyed believe that the traditional values of Chinese civilization are reflected more in the foreign language classroom. Teachers tend to instill students with knowledge of foreign cultures in the teaching process, and Chinese and foreign cultures have been reduced to separate individuals in the classroom. Based on this, it is a difficult problem to enhance the confidence of Chinese culture in the foreign language classroom, and how to grasp the measurement and depth of Chinese and foreign cultures, so that students can have both “Chinese wisdom” and “international vision”.

## **3.3 Problems of Students in Colleges and Universities in Receiving Civics Teaching in Foreign Language Courses**

### **3.3.1 Insufficient Internal Motivation for Students to Learn**

The data of the national survey of Chinese university students’ learning and development tracking study conducted in 2019 showed that the students’ original internal motivation for learning has declined significantly since higher education has entered the universalization stage [9]. Among the students surveyed, there are few students who study

Civics from the functional motivation of “final exam” and “graduate school”, while the self-generated motivation of “improving dialectical thinking ability” and “improving theoretical level” is slightly lower than the functional motivation. Only 51.19% of the surveyed students insist that it is “necessary” to set up Civics courses in universities. In addition, in many students’ perceptions, the teaching of Civics is often associated with “rigid” and “rigid”, and Civics knowledge is not three-dimensional and concrete in their eyes. As a result, students are not interested in the elements of Civics, which eventually leads to the lack of motivation.

### **3.3.2 Students Are not Sufficiently Aware of “International Awareness”**

The concept of “international consciousness” has been variously described, but in general, international consciousness means to understand the world with an open mind, vision and thinking, to have a rational perception of international things, and to be able to make a comprehensive, profound, correct, objective and independent judgment of the international situation<sup>10</sup>. This is a rather forward-looking and global way of thinking, and the cultivation of this kind of consciousness needs to be underpinned by thinking and political education. The survey results show that 7.38% of the respondents still say they “do not know much” or “do not know much” about the political element of international consciousness, and some students’ knowledge of “international consciousness” still remains at a relatively shallow level, thinking that they only need to pay attention to the real-time dynamics of their country’s international position and evaluate foreign practices, ignoring the importance of the political element.

## **4 To Put Forward Feasible Suggestions for the Existing Problems of English Civics Classroom in Sea-Related Colleges and Universities**

### **4.1 Discovering Students’ and Teachers’ Motivations and Building Noble Feelings**

The Universal Declaration of Human Rights calls “the purpose of education is the full development of the human personality<sup>11</sup>.” Most of the English teacher training students have gone through the college entrance examination, and their motivation is not clear, and they still stop at the learning mindset of learning for the sake of examination. Since the 18<sup>th</sup> Party Congress, the Party Central Committee, with Comrade Xi Jinping as the core, has attached great importance to cultivating socialist builders and socialist successors, and insisted on making moral education the fundamental task of education. Based on this, the cultivation of English teacher-training personnel should include the teaching of ideology and politics throughout the design of the curriculum, and establish a sense of family and nation.

First of all, this study argues that “a high moral character is a teacher, and a righteous body is a model”, and as English teacher training students, they should establish high motivation, high motivation, and internal factors dominating the students, so that they understand why they are learning and mobilize spontaneous learning. The concept of

“high motivation” should also be applied to teachers, who is facing multiple pressures such as a student achievement targets, heavy teaching loads, and competition for titles. If teachers also have high motivation and understand the meaning of their work, they can better complete their teaching tasks and benefit their bodies and minds. Therefore, universities should not only improve the system of teaching students’ thinking and political science, but also consistently integrate the characteristics of teaching and talent training mode.

#### **4.2 Create an Integrated Curriculum Based on an International Perspective and a Sense of Home Country**

The “integrity” of learning is adapted for the integrity of the human being. From the perspective of the integrity of human nature, learning can be divided into at least three forms: “learning that works on the body” and “learning that works on the mind”, and “alienated and passive learning” caused by the dysfunctional value of learning. The research group believes that the integrated curriculum of Civics and Political Science teaching stimulates students’ initiative, not only “learning that works on the body”, but also “learning that works on the mind”. Based on this, the training of English teachers can focus on creating an integrated curriculum under the perspective of Civics and Politics. The teacher takes the comprehensive curriculum of the undergraduate English textbook series of the new century higher education institutions as an example, and reconstructs the textbook to explore the Civic and Political elements. In the textbook, she adopts group research-based learning to cultivate students’ ability to study the text, and adopts the mode of discernment + innovation to study the text. Afterwards, in the curriculum, the pre-reporting stage is composed of three parts: group pre-reading, teacher-student discussion, and self-selected reporting on the topic. Through the practice of not keeping marks, students can really learn for the love of it. Ms. Wen believes that the best Civics come from the students, when the group presentation is free from the shackles of the usual score, when the learning task becomes a derivative discussion, and when the group’s share of the cake becomes an academic study, the meaning of Civics is born. Ms. Wen Qinhua proposed the RICH curriculum concept of Research-based learning, humanistic outcome, cooperative learning and Integrated curriculum in the context of education reform. This also reflects the significance of whole-person education in shaping the values of teacher-training students. In addition, Mr. Wen said that the goal of whole-person education in the context of education reform is not only to give knowledge and cultivate ability, but also to shape values. We use research-based learning methods to stimulate students’ sense of responsibility, to strengthen students’ ideals, to dream that it is never too late, and to build a big self with a small self.

#### **4.3 Promote Learning by Competition, Focuses on the Goal, and Run Through the Thinking and Politics in the Teaching of Topics**

In the context of the new era, English teachers in colleges and universities should grasp the value of education in a comprehensive and multi-level way, and explore the strategy of thinking policy, so that students can expand their international vision, highlight the

sentiment of the country, strengthen their cultural confidence and form the correct three views in the learning of language knowledge.

Teacher-training students should pay attention to their practical skills and experience, and actively participate in teacher-training skills competitions. Take the teacher training students' skills competition as an example, we pay attention to the compulsory education textbook "English", with "Man and Nature", "Man and Society" and "Man and Self" as the three major thematic areas, reflecting the real life, compact features of the times and covering the elements of thinking and politics. At the same time, Wang Qiang's "English Teaching Methodology" is supplemented with the "Let's think!" module to cultivate the basic skills of teachers and to raise moral values. When teacher-training students are given the competition questions, they will not apply the Civic and Political elements contained in the textbook, but will focus on the goal of educating people with the help of the competition thinking, and dig out the Civic and Political points behind the unit around the value of educating people, and teach them through the unit as a whole to achieve the resonance of knowledge transfer and educating people.

## 5 Conclusion

History shows that social development and human development is a pair of eternal contradictions and unities that are both opposed and complementary to each other, and education is always the necessary intermediary and transformation condition to solve this contradiction. Based on this, neglecting education means neglecting people and inevitably neglecting society; in turn, neglecting society and people is precisely because of neglecting education. We are facing a fundamental transformation from an industrial society to a knowledge society. Ultimately, education has its own special value for people. Of course, this study is still in the exploration stage of the value of curriculum thinking in the training of English teacher training students. In the context of the integration of "teaching-learning-assessment", I have been exploring the community of thinking and government education during my undergraduate years.

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