



# Research and Practice on the Teaching Reform of Curriculum-Based Ideological and Political Education in the Multilingual Textbook Course "Understanding Contemporary China" under the Background of the "Three Entry Initiative"

Jin He and Xiaoru Huang and Feng Xu and Yichao Wang\*

Hebei University of Architectural, Zhangjiakou, 075000, China  
\*wyc1997@hebiace.edu.cn

**Abstract.** In the context of the deep integration of "curriculum-based ideological and political education" and the "Three Entry Initiative," how to effectively incorporate the multilingual textbook "Understanding Contemporary China" into the foreign language teaching system has become a key issue in the current reform of higher education. This article, based on the series of multilingual textbooks "Understanding Contemporary China," delves into the teaching reform and practical paths of its curriculum-based ideological and political education. The author systematically carries out teaching design and practical innovation by restructuring the talent cultivation system, optimizing the curriculum system setting, innovating the teaching model, establishing a diversified evaluation mechanism, and leveraging artificial intelligence to enhance education quality. The practice shows that this teaching reform enhances students' political identification, cultural confidence, and cross-cultural storytelling ability. It promotes the organic integration of value shaping, knowledge imparting, and ability cultivation, providing a practical solution for cultivating application-oriented talents of foreign languages who can "understand small stories and tell China's grand narratives well."

**Keywords:** Three Entry Initiative, Understanding Contemporary China, Curriculum-Based Ideological and Political Education, Teaching Reform.

## 1 Introduction

In December 2017, the Party Leadership Group of the Ministry of Education proposed comprehensively promoting the teaching reform of "curriculum-based ideological and political education," emphasizing the integration of ideological and political education throughout the entire educational process. In June 2020, the Publicity Department of the Communist Party of China Central Committee and the Ministry of Education jointly promoted the work of bringing the multilingual version of "Xi Jinping: The Governance of China" into universities, classrooms, and textbooks (referred to as the

"Three Entry Initiative"). This initiative aims to systematically incorporate Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into the teaching of foreign language majors. Against this backdrop, the series of multilingual textbooks "Understanding Contemporary China" emerged as an important vehicle for foreign language majors to carry out ideological and political education in their courses. However, at present, the teaching research on the textbook "Understanding Contemporary China" is still in its infancy.<sup>[1]</sup> The number of relevant research papers is limited, and most of them are concentrated at the level of textbook analysis, lacking systematic teaching practice and model construction. Therefore, how to construct a scientific, systematic, and practical ideological and political teaching system for courses based on the specialty characteristics and teaching conditions has become an urgent need.<sup>[2]</sup>

## **2 Research Background**

As an integral part of the socialist education system with Chinese characteristics, course-based ideological and political education has now entered a phase of comprehensive deepening. Domestic research in this field has seen rapid growth in recent years, yet studies focusing specifically on the teaching of the multilingual textbook "Understanding Contemporary China" remain insufficient. Most of the existing research remains at the level of theoretical exploration and textbook interpretation, lacking systematic practical studies on teaching models, appraisal systems, and teacher development. Research on non-general languages such as German is particularly scarce, with teaching resources being inadequate and teaching practices in urgent need of further exploration.

## **3 The Current Teaching Status of Curriculum-Based Ideological and Political Education in the Multilingual Textbook "Understanding Contemporary China"**

### **3.1 The Coverage of Curriculum-Based Ideological and Political Education Is Not Comprehensive, and the Shaping of Values is Superficial**

Currently, there are issues in the practical teaching application of the series of multilingual textbooks "Understanding Contemporary China," including inconsistent implementation, incomplete coverage, and difficulties in quality assurance. The combination of the textbooks with the talent cultivation system, including the professional talent cultivation plan, curriculum system, and course syllabus, remains inadequate. Moreover, there is insufficient exploration of the educational elements of ideological and political themes embedded in the "Understanding Contemporary China" textbooks. An innovative educational pathway that encompasses the three different dimensions of knowledge objectives, ability objectives, and educational objectives has not been

established. Thus, a comprehensive integration of value guidance, knowledge transmission, and ability enhancement has not been truly achieved in the teaching process.

### **3.2 The Effectiveness of Curriculum-Based Ideological and Political Education is Not Good and the Problem of Separation Between Learning and Application is Prominent**

The core task of teaching the "Understanding Contemporary China" textbook is to help students deeply understand "Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era," while developing language application ability, establishing correct cultural awareness, and enhancing intercultural communicative competence, critical thinking skills, and the ability to tell China's stories and convey China's voice in a foreign language. This ultimately achieves the precise educational objectives. Traditional foreign language teaching still focuses on skills training. Although students have mastered basic language knowledge, they find it difficult to effectively explain Chinese theories and tell Chinese stories in German. Their practical language application ability and intercultural communicative competence are weak, resulting in a predicament of "separation of learning and application."

### **3.3 Curriculum-based Ideological and Political Education Evaluation Methods are Overly Single**

In the current evaluation, there is an emphasis on the assessment of language knowledge and basic ability. [3] There is a lack of scientific methods for evaluating the role of ideological and political education in nurturing students. The curriculum is unable to comprehensively and scientifically collect, integrate, analyze and apply the information of ideological and political education and teaching in the course and construct diversified evaluation methods such as mutual evaluation between teachers and students, self-evaluation by students and mutual evaluation, thereby preventing the organic unity of internal and external combined evaluation and explicit and implicit evaluation.

### **3.4 Curriculum-based Ideological and Political Education Evaluation Methods are Overly Single**

Overall, the teaching resources for the multilingual course "Understanding Contemporary China" are still not abundant enough.<sup>[4]</sup> There is a lack of effective online teaching resources as an effective supplement to the course teaching, especially question banks, online teaching videos, corpora, and highly interactive teaching platforms. The quality improvement of curriculum-based ideological and political teaching through digital empowerment is insufficient.

## **4 Implementation Pathways of Curriculum-Based Ideological and Political Teaching Reform in the Series of Multilingual Textbooks Of "Understanding Contemporary China"**

### **4.1 Reconstruct the "Full Coverage" Talent Cultivation System for the Textbook "Understanding Contemporary China"**

Based on the "Understanding Contemporary China" series of textbooks, reconstruct the professional talent cultivation plan and curriculum system and effectively integrate the textbooks into the professional course setting and teaching. Revise the course syllabus from three different dimensions: knowledge objectives, skill objectives, and educational objectives, to achieve full coverage of professional courses in the "Understanding Contemporary China" series of teaching materials.<sup>[5]</sup>

### **4.2 Build a teaching Practice Plan That Integrates Learning and Application**

Following the main thread of value shaping-knowledge imparting-ability cultivation established in the textbook "Understanding Contemporary China," and in line with the general themes in the textbook, clarify the key points and difficulties of teaching, and design output tasks with a student-centered approach based on the output-oriented method, with the development of students' independent learning ability and critical thinking ability as the center. Taking unit three of the German reading and writing textbook "Understanding Contemporary China" as an example, the theme of this unit is "China - Area of Independent Innovation." Based on this theme, the teaching objectives of knowledge, ability and education are determined in three dimensions, and a teaching design framework of "integration of learning and application" is constructed. The knowledge objectives mainly include two aspects: content and language. That is, through learning students should master the relevant German expressions of "Chinese innovation culture" and understand the development and achievements of our country and be able to have a grasp of relevant grammar knowledge and textual information.<sup>[6]</sup> The ability objectives include learning to describe the story of China's independent innovation, expounding on China's innovation culture, and cultivating language expression and critical thinking skills in the process. Be able to understand and express meaning in social situations with the help of the German language and effectively communicate through oral and written language. The educational objectives focus on cultivating students' intercultural communication competence and independent learning ability, recognizing China's culture of independent innovation, and deepening understanding of the nation's unwavering determination and courage in pursuing an independent innovation path, enhancing cultural confidence, nurturing a sense of ownership, clarifying the mission and responsibility of young people in this era of innovation and progressively developing their competence to effectively tell China's stories well and promote its innovative achievements through foreign languages. In

response to the above teaching objectives, based on the output-oriented approach, a "4E" teaching model is designed. The specific steps are as follows:

1. Discovery: Discover and list specific examples of China's independent innovation practices.

2. Elaboration: Elaborate on the connotation and characteristics of a certain innovative practice.

3. Understanding: Analyze and summarize the positive significance and contribution of innovative achievements.

4. Evaluation: Cultivate students' ability to proficiently apply the learned sentence patterns to introduce innovative practices of Chinese culture.

5. Knowledge imparting is completed in accordance with teaching steps such as identifying problems, explaining problems, having students analyze problems, and evaluating outputs. In the process of understanding the practice of China's innovative culture, students increase their relevant knowledge base. Under the problem framework established by teachers, they produce viewpoints of certain quality, and both their critical thinking ability and depth are improved to a certain extent. In practice teachers have observed that due to multiple factors such as the lack of language foundation and critical thinking ability, students' language output ability still remains at the most basic level. Teachers need to further improve the teaching design, especially to rationally design the driving components. On the basis of assisting a large amount of related content input, they should achieve precise facilitation and improve the teaching quality.

### **4.3 Build a Three-Dimensional and Diversifying Teaching Evaluation System**

Establish a four-in-one line of evaluation mechanism of "mutual evaluation between teachers and students—mutual evaluation among students—peer evaluation—self-evaluation by teachers," emphasizing the combination of process evaluation and comprehensive evaluation. Incorporate value-driven content into assessment frameworks to achieve unity between knowledge evaluation and value evaluation and between inner growth and external performance and enhance the systematic and scientific nature of evaluation.

### **4.4 Build a Three-in-one Support System of "Resources-Platform-Courses"**

Relying on the textbook "Understanding Contemporary China", a corresponding digital course resource library should be built, including teaching courseware, video resources, test question banks, etc. Establish an online learning platform to support students' independent learning, collaborative exploration, and achievement display, thereby forming an integrated educational framework linking classroom, platform, and practice. Meanwhile, it promotes the renewal of teachers' teaching ideas and the improvement of their information literacy and drives teachers to transform from the role of "transmitters" to that of "guides".

## 5 Conclusion

The teaching reform of curriculum-based ideological and political education of the German language textbook "Understanding Contemporary China" within the context of the "Three Entry Initiative" represents a systematic, innovative, and practical educational exploration. Through multidimensional reform practices such as the reconstruction of the teaching system, the innovation of the teaching model, and the construction of the evaluation mechanism, this research has initially formed a set of operational and applicable teaching plans. Practice has proved that this plan is conducive to enhancing students' political identification, cultural confidence, and cross-cultural storytelling ability, providing a useful reference for the ideological and political construction of foreign language major courses. In the future, teaching reform will be further deepened, and the development of curriculum-based ideological and political education will be advanced to greater depth and practicality, contributing to cultivating high-quality foreign language talents with a sense of national identity and international perspective.

## Acknowledgments

This study was funded by Research and Practice Project on English Teaching Reform in Higher Education Institutions of Hebei Province in 2024 (grant number 2024YYJG037) and Key Bidding Project of Education and Teaching Reform Research and Practice of Hebei University of Architecture in 2024 (grant number 2024JY004).

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