



Reform of College English Teaching from the Perspective of Ideological and Political Education

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Abstract: The fundamental task of education is to foster morality. Strengthening ideological and political education is an important means to cultivate people with moral integrity. To integrate ideological and political education into teaching, it is necessary to shift from “giving ideological and political courses” to “giving ideological and political education in all courses”. Teachers in colleges and universities should actively promote the ideological and political reform of college English courses through innovating teaching modes, expanding educational channels, digging deeply into the teaching resources for ideological and political elements, optimizing teaching designs, and realizing the deep integration of moral education with college English teaching, to give full play to the role of college English in ideological and political education.

Keywords: College English; Ideological and Political Education; Innovation of Teaching Modes

In March 2019, Wu Yan, Director of the Department of Higher Education of the Ministry of Education, proposed that colleges and universities should build “new liberal arts, large foreign languages, and cultivate international versatile talents.” “Large foreign languages” means that foreign language teaching should aim at cultivating socialist builders with Chinese characteristics in the new era, builders who both keep their motherland in mind and have an international vision, so as to serve the development of their country, rather than merely focusing on language and cultural teaching. Therefore, how to digger deeply into teaching recourses for ideological and political elements and put them into teaching practice, to organically integrate ideological and political education with college English teaching, and to give full play to the advantages of college English in moral education? These are some questions English teachers should face up to and think about seriously. Based on the analysis of the disadvantages of current college English teaching in promoting ideological and political education, this article actively explores the specific measures of ideological and political reform to achieve the effective integration of ideological and political elements in college English teaching.

1. Analysis of the unfavorable factors of college English teaching in promoting ideological and political education

1.1 Excessive emphasis on passing rates of College English Band 4 and Band 6

CET-4 and CET-6 are two tests that college students attach great importance to, and the pass rate of the two tests is also an important indicator of the effectiveness of English teaching. Therefore, the current college English teaching mainly focuses on delivering English knowledge and improving basic English skills, while relatively neglecting its leading role in improving students’ humanistic quality and values shaping, which weakens the ideological and political

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education effect of the course.

1.2 Imbalance of input between Western culture and Chinese culture

Owing to the uniqueness of College English, the teaching resources of this course mostly involves Western culture, while Chinese culture is less involved. The proportions of Chinese and Western cultures are seriously unequal. If teachers cannot dig deep for ideological and political elements and put them in regular English teaching, it's most likely for them to overemphasize foreign cultures and neglect the input of Chinese culture, which is not conducive to guiding students to understand, promote and spread Chinese culture and establish cultural self-confidence.

1.3 Students' learning motivation is highly utilitarian

At present, the purpose of most college students in learning English is to “pass an exam”, to pass the final exam to get credits, to pass the CET-4 and CET-6 to find a job more easily. The motivation of English learning is highly utilitarian, which is not conducive to the establishment of a correct outlook on life and values.

2. Ways to reform college English teaching from the perspective of ideological and political education

2.1 Teachers take the lead to actively promote ideological and political education in college English teaching

As the lecturers of English courses, teachers play a leading role in the design and implementation of teaching objectives, teaching content, and teaching arrangements. Therefore, English teachers should shoulder their responsibility in promoting the ideological and political reform in college English courses. Firstly, teachers should realize the significance of reforming college English teaching from a perspective of ideological and political education, firmly establish ideological and political concepts, practice and promote the reform in college English teaching. Secondly, teachers should improve their own ideological and political literacy and give full play to their role in ideological guidance and behavioral demonstration to achieve the goal of moral education by silently and smartly change students' ideology.

2.2 Fully excavate the ideological and political elements from the teaching materials and integrate them into English teaching

College English textbooks are rich in content, involving natural sciences, humanities, economics, politics, culture, social life, etc. While carrying English knowledge, they also provide a lot of fresh materials for ideological infiltration and moral education (Yujiao Shi, 2019). Fully excavating the elements of ideological and political education from the textbook and other resources and maximizing the integration of these elements with teaching content to achieve a high degree of combination of knowledge transfer and value guidance are some key steps to implement ideological and political education reform in English courses.

For Example, the New Progressive College English (Integrated Course) (Book 1) highly values the balance of cross-cultural elements and Chinese elements. At least one of the three articles in each unit contains elements of Chinese culture or Chinese characteristics. Teachers can achieve the excavation and integration of the ideological and political elements with English teaching in multiple dimensions such as in the text theme, text structure and text understanding, language point teaching, exercises in and after the class.

When exploring the theme of the text, teachers can try excavating elements of ideological and political education related to the subject of the text. For example, since the theme of Unit 1 is “The Pursuit of Dreams”, teachers can set the moral education subject as “Dare to pursue your dream” and “Forging ahead with determination and help realizing the Chinese dream”. The theme of Unit 2 is “Freshman Year”, fully considering the main idea of the text, teachers can design the ideological and political elements as “Ideal character shaping: Build consciousness and cultivate independence”, etc.

In terms of language point teaching, when explaining key vocabulary and phrases, teachers can filter supporting sentences and pictures that contain ideological and political elements to help students achieve a better understanding. Some of these key words might be found shown in the English version of the party and government documents. Teachers can extract certain sentences from these documents to support students' vocabulary building and fulfill the objectives of ideological and political education.

In terms of text structure analysis and text understanding, teachers need to find an entry point of corresponding Chinese cultural elements when explaining the Western culture, customs and concepts contained in the English text, and guide

students to make a speculative interpretation through cross-cultural comparison. Through comparative interpretation, students can understand the differences and similarities between Chinese and Western cultures. The speculation process can help students carry forward the essence, discard the dross, and establish morally sound values and outlook on the world and life. Meanwhile, introduction of Chinese elements in English classes is of great help in facilitating students' understanding of their own culture and core socialist values, building their national and cultural confidence, and getting well-prepared to uphold their own cultural concepts, better tell Chinese stories and spread their culture on the international stage.

2.3 Innovate teaching mode to promote ideological and political education in college English teaching

The reform and innovation of teaching modes in colleges and universities are the most direct factor that affects the teaching quality. It also provides more opportunities and platforms for implementing moral education. With the advent of "Internet+" and "MOOC", online and offline blended teaching has become the new favorite of the education system. Implementing blended teaching in college English courses can extend the ideological and political education to extra-curricular activities, thus provide more education platforms and channels. In class, teachers mainly use textbooks, supplemented by high-quality language teaching materials that contain ideological and political elements, such as "Xi Jinping: The Governance of China"(in Chinese and English), English translations of Chinese cultural classics, and Chinese and Western English media reports and reviews, etc., to realize the seamless integration between ideological and political education and English teaching. Before and after class, teachers can design pre-class self-study materials and after-class assignment in such a way to include elements of proper ideological and political education, to help students get well-prepared in background knowledge and moral education awareness before class and consolidate what they've learned from the in-class English teaching and moral education.

2.4 Expand the forms of the second classroom teaching and carry out practices in ideological and political education

Second classroom teaching is an extension of in-class teaching. By organizing various second-classroom activities like college English practices and campus cultural activities, it can not only create a strong atmosphere for English learning but also form a dynamic complement to classroom teaching. English is a language subject. Students can share Chinese stories and spread the beauty of Chinese culture through language practices. For example, students can adopt English performances or individual speeches to convey China's excellent culture and core values. By incorporating ideological and political elements in the second classroom activities, we can stimulate students' interest in English learning, consolidate the knowledge they have learned and strengthen the effect of moral education.

3. Conclusion

Carrying out ideological and political education in all curriculum is of great significance to the development of ideological and political education course and specialized courses in universities, and is an important measure to promote the reform of ideological and political education in universities. Therefore, it is needed to actively promote the ideological and political education in college English courses, fully tap the ideological and political elements in the content of the curriculum, integrate teaching and optimizing teaching modes, and expand the channels of ideological and political education in college English courses. Promoting this reform is conducive to the realization of the fundamental task of colleges and universities—to cultivate people with moral integrity, and greatly helpful in reserving builders and successors of socialism with Chinese characteristics in the new era—patriotic builders and successors having an international version.

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