

The Teaching Design and Exploration of "Great Ideology and Politics" in College English Class

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Abstract: The world culture is becoming more and more diverse, so the ideology of contemporary college students has become increasingly active. English teaching, as one of the important components of higher education in China, has become a key link in the current college education system under the background of "great ideology and politics". College English teachers should rely on the knowledge content in English textbooks to actively infiltrate the content of ideological and political education in the classroom, so as to lay a good foundation for the further optimization and innovation of China's higher education. This paper first analyzes the challenges faced by the "great ideological and political Course" in college English class, and then puts forward some measures for the implementation of the course.

1. Introduction

The fundamental task of education is to cultivate moral character. Therefore, colleges and universities should promote the synergy of professional courses, general education courses and ideological and political theory courses. The construction of "ideological and political course" in English is a very important exploration and reform in college English education under the background of "great ideology and politics", and it is also one of the important means and ways to actively and effectively implement the goal of cultivating moral and human beings. Based on this, when college English teachers introduce and impart relevant national culture and English knowledge in class, they should actively complete their own important task of ideological and political education, and guide students to establish correct values imperceptibly.

2. An analysis of the challenges faced by the "great ideological and political course" in college English classroom

College English courses involve a wide range of contents and are one of the effective ways for many college students to acquire humanistic knowledge. Therefore, it can have a greater hidden impact on students' thinking concepts. The text content in college English textbooks is generally based on Western culture, which makes students have frequent contact with foreign culture in the process of language learning. Based on this, the culture, values, ideology and so on contained in English will inevitably have a certain impact on young college students. There are some differences and

discrepancies between the content of western culture and the content of socialist core values.[1] In addition, the long-term weakening and lack of the ideological and political function of college English and the existence of utilitarianism in the teaching process make English teaching overemphasize the input of foreign culture. These conditions will restrict the students' experience of "family and country feelings" and "world vision" in all aspects and levels, thus making it difficult for them to have a profound understanding. College students are in the period of world outlook establishment. When they are impacted by various thoughts, if they lack correct guidance, they are vulnerable to interference and temptation, and then lose their direction, and weaken their own cultural awareness and national pride to a certain extent, thus causing a very small number of college students with incorrect "three outlooks" and unstable positions to have serious political belief deviation. Therefore, in college English teaching, English teachers can achieve the organic integration of knowledge and value only by trying to integrate values into the process of knowledge teaching and ability training, and then promote the collaborative education work.

3. An analysis of the implementation strategy of "great ideological and political course" in college English class

3.1. Carrying out the construction of teachers with high ideological and political education level

To some extent, college English teachers' ideological and political awareness and ability can directly affect the ideological and political effects of college English courses. Based on this, colleges and universities should first let English teachers understand and recognize the connotation of ideological and political education in the curriculum, and then clarify the necessity and urgency of Ideological and political education in the curriculum, so as to further implement it in their own classroom actions. College English teaching can be said to be the intersection and collision of two languages and cultures, so both teachers and students are vulnerable to the influence of western ideology and culture.[2] In today's internationalized world, college English teachers should always keep a clear head, keep up with the pace and call of the times, and introduce and integrate ideological and political education ideas in a timely and appropriate manner while teaching students traditional English, so as to achieve the training of English talents with national identity and correct values. In addition, colleges and universities should improve the ideological and political teaching ability of college English teachers as soon as possible. If teachers want to carry out ideological and political education for students, they should first have a complete grasp of the ideological and political education system. Based on this, colleges and universities should help college English teachers master the relevant knowledge of Ideological and political education through various ways, and understand the important concepts and logical systems. In addition, college English teachers should study teaching materials and master the relevant characteristics and development laws of students, such as knowledge level, language ability level, emotional needs and value orientation, so as to achieve a targeted goal in the teaching of Ideological and political courses in English classes.

3.2. Integrating ideological and political elements into teaching contents

Long class hours and wide audience are the characteristics of college English curriculum. Therefore, college English teachers should make effective use of classroom teaching links to achieve continuous innovation of teaching content and integrate ideological and political education elements into teaching. In terms of the selection and design of teaching content, college English teachers should try their best to select English teaching materials with rich ideological and political elements, and control the current popular social problems and the ideological and political topics that students are more interested in for teaching and further discussion. Teachers can focus on teaching and explaining

the cross-cultural related content in the textbooks, integrate the excellent traditional culture of China in the western culture, and promote the efficiency of ideological and political education. For example, teachers can take out the relevant contents of the teaching materials about the cultural differences between the East and the West for targeted key teaching, and guide students to think about themselves and share their ideas. Teachers should transfer correct values in the process of teaching, so that students can understand more cultural knowledge in the subtle language learning, and be influenced by advanced culture.[3]

3.3. Constructing the evaluation system of "ideological and political course"

When evaluating English teaching, English teachers should first follow a comprehensive evaluation and focus on moral education, and examine the students' qualities such as loving the motherland, respecting teachers, observing discipline, thinking hard and changing, and making progress actively. For the examination of learning ability, we should focus on whether students have achieved the goal of preview and review in independent learning; In addition, whether it can apply a variety of learning methods in classroom teaching, actively participate in classroom activities and group activities, and complete relevant learning tasks within the specified time is examined.[4] At the same time, we should pay attention to whether students' language ability, cultural awareness, speculative ability, comprehensive application ability and ideological accomplishment have been effectively improved. In addition, teachers can also adopt integral evaluation, which takes the process as the main content. For online teaching, whether it is live or recorded learning, the viewing time should be set, and the deadline and evaluation quality should be specified for the submission of homework after class. The evaluation grade should be evaluated according to the actual learning results of students, and the corresponding points should be given and accumulated. For offline classroom teaching, teachers should strictly regulate the attendance discipline. According to the students' pre class preview, classroom learning, homework and practical operation, they should reasonably evaluate the points to achieve the differentiated evaluation between students. The method of integral evaluation according to the process can motivate and urge students to learn better, and it is convenient for teachers to check the learning effect.

3.4. Developing the second classroom to enhance the effectiveness of ideological and Political education

The second classroom is one of the key carriers for the implementation of "ideological and political course" in college English. Therefore, colleges and universities should involve and carry out more activities in the second classroom, so as to enrich and broaden students' horizons and knowledge.

For example, colleges and universities can organize and carry out more activities in the second class, and guide students to participate in English reading, speaking and writing activities and competitions. Teachers should encourage students to integrate and embody China's excellent traditional cultural knowledge and current events in their speeches and compositions when participating in the competitions, which can not only enrich the materials and materials for writing and speeches, but also promote their cultural literacy. In addition, colleges and universities can also organize second classroom activities around ideological and political education, and adhere to the integration of ideological and political education objectives in the activities, such as holding an English speech contest around the theme of "socialist core values". In this way, in the process of participating in the second class activities with rich forms and distinctive themes, students can improve their language ability on the one hand, and imperceptibly accept the education and edification of Ideological and political ideas on the other.[5]

3.5. Development is conducive to the creation of a teaching environment for ideological and political education

For the study of language, the first thing to solve is the setting of the hardware environment, so as to create a good learning environment for students, and then so that students can learn English knowledge to achieve a good effect of getting twice the result with half the effort. At present, the voice room is more modern, and its functions are gradually powerful. Based on this, the school can strengthen the construction of the voice room, so as to provide a place and platform for students to hear and speak English practice. Through the use of computers and the Internet, students can obtain more abundant audio-visual resources, so that they can have an immersive feeling, and learn the relevant knowledge in the interesting learning process. In the process of learning, the demonstration function of students and teachers can be used in English to realize the interaction between students and students, students and teachers, while the personal demonstration and grouping function can promote the enhancement of personal demonstration and group cooperation. In addition, the school can expand the number of foreign language books. In the process of learning foreign languages, foreign language reading is one of the very important and effective paths. Therefore, learning can collect and subscribe to books and materials from British and American countries and other countries, so as to provide more convenient conditions for information access and project research exchange. In addition, students in the process of reading, can understand the world events, current affairs and politics, but also in the British and American history, cultural customs. In addition to the satisfaction of hardware conditions, in the era of big data, the convenience of electronic Internet and electronic products should be utilized, and the online teaching platform should be built and used, so as to realize the construction of online and offline hybrid teaching mode, so that the channels of ideological and political teaching can be further enriched. After completing the construction of the platform, English teachers can set up classes based on the platform, and then release the learning tasks and test tasks, and set the deadline for the task completion. The system can automatically display the students' academic performance after completing the tasks. The foreign language platform is rich in resources, and covers the recording of listening, speaking and writing courses, news listening, listening skills, dubbing and reading content. Therefore, it is the first choice for students to conduct English listening exercises.

3.6. Fully excavate the ideological and political elements in the textbook

As one of the most important materials of English teaching in colleges and universities, the teaching resources it contains are the most worthy of exploring and mining. Therefore, college English teachers should effectively excavate the ideological and political elements in the teaching materials, so that students can further improve their ideological and moral quality in the teachers' subtle teaching. At the present stage, the version and theme of the college English textbook used by various universities are relatively wide, involving many aspects of the theme and content. However, in the content setting links of most textbooks, in order to enable students to learn and understand the authentic English expression and the English language and national culture, the articles in the textbooks are often selected from the relevant magazines of the mainstream media, so they are not involved in Chinese culture or national conditions. China and the West are interlinked in some concepts, such as the pursuit of a peaceful life. Therefore, college English teachers can make parallel comparisons of such values, and then strengthen students' values. In addition, there are also differences in values between China and the West in some aspects. Therefore, English teachers should further supplement such articles, and carry out comparative analysis to promote the formation of students' correct guidance

4. Conclusion

In general, compared with the traditional English teaching in the past, the ideological and political construction of college English courses attaches more importance to the supplement of Ideological and political elements such as teaching content, methods and evaluation methods. In addition, the evaluation criteria for English teachers are not limited to whether they have solid professional knowledge of English or good or bad teaching ability, but also put forward requirements for the level of their ideological and political education, and transfer the mainstream ideology and socialist core values to students in the timely link. There is still much room for development in the construction of college English "ideological and political course", so it is necessary for all sectors of society and colleges to form a joint force, and go hand in hand.

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