Construction and Practice of Multi-dimensional Ideological and Political Education Ecosystem in College English Curriculum under the "Three Whole Education" Pattern

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Abstract: The construction of the multi-dimensional ideological and political education ecological system in college English curriculum under the three-whole education pattern expands the scope of the ideological and political education system in college English curriculum, makes the teaching and teaching auxiliary units and related functional units form close interactive relations, and constructs the multi-dimensional ideological and political education cooperative body. It breaks the single system of ideological and political education of college English based on classroom teaching, integrates ideological and political education into the whole process of education, and promotes the construction of a benign ecological system of ideological and political education.

1. Introduction

In 2017, the Ministry of Education issued *the Outline for the Implementation of the Quality Improvement Project of Ideological and Political Work in Colleges and Universities*, which pointed out the new requirement of building an integrated education pattern of "whole staff, whole process and all aspects". From the school level, the system of "Ten Major Education Systems" led by curriculum education was proposed, which laid the theoretical and practical foundation for the implementation of ideological and political education. [1]

The Guide to Teaching English in Universities (2020 Edition) clearly states in the section of "Orientation and Nature of the Curriculum" that the teaching of English in universities should be actively integrated into the system of the university's curricula for ideology and politics, so that it can play an important role in the implementation of the fundamental task of establishing moral education in higher education. In the section of "Curriculum Setting", it is proposed that the curriculum should be set up with the fundamental task of establishing moral education, taking the improvement of curriculum quality as the grasp hand, reflecting the requirements of first-class curriculum construction, reflecting the high-level innovation and challenge, and organically integrating the concept and content of ideology and politics education into the curriculum. The "Three Whole Education" reflects the intrinsic requirement of higher education to establish moral

and educate people, conforms to the development trend of talent cultivation, and meets the development law of ideological and political work in colleges and universities.[2]

As a compulsory general education course, College English is the longest course for most undergraduate students during their college years, therefore, it is important to do a good job in constructing a multi-dimensional ideological and political education ecosystem in College English curriculum.

2. The Main Problems of Ideological and Political Education in College English

First of all, most university English teachers in their ordinary life and work are not strongly aware of the content of the construction of the ideological and political system pointed out in *the Outline*, and the consciousness of accumulating learning is not high[3]; secondly, the ideological and political content of teaching is relatively single, basically designed around the main textbook, without taking into account the real needs of students throughout their actual university life, failing to truly realize the "Three Whole Education". In addition, the main body of College English's ideological and political education system is basically the teachers, and other units or institutions of the university seldom involve, which has not yet formed the synergy of multiple education. Finally, the system of educating people in English courses is not yet complete, the system of collaborative units is not yet established, the long-term improvement mechanism is not yet established, the resources and forces for educating people are not coordinated, and the "Three Whole Education" is not really realized.

3. The Construction of a Multidimensional Ideological and Political Education Ecosystem in College English Curriculum

The work of "Three Whole Education" in colleges and universities should be creative, and constantly promote the innovative drive of systematic implementation mechanism of moral education.[4] The ecological system has enabled us to understand more deeply the dynamic changes and real needs of undergraduates, so that we can adjust and innovate the thinking and education mode of English education in a more targeted way and maximize the effect of education.

3.1. Diversify and Expand the New Space

To build a collaborative body of ideological education with full-time teachers of college English as the main body and relevant functional units of the school to fully converge the power of educating people.

3.2. Construct a Multi-dimensional Ecological System

In the context of the development of university students' education in the new era, College English should not only teach explicit knowledge such as English language skills, but also convey implicit knowledge including personal life, career choices and value leadership. In concrete practice, this is reflected in the joint efforts of the College English team and the school's relevant functional departments to achieve the goal of students' knowledge, ability, and quality.

The basic layer of ideological and political education ecosystem in College English curriculum is the "Knowledge and Academic", which focuses on enhancing ideological guidance and value leadership in College English courses. It is an organic combination of language form and ideology to enhance the attractiveness and influence of foreign language education and teaching, and at the same time to silently integrate the essence of socialist core values into classroom teaching, so as to

achieve the educational objectives in a fascinating and subtle way and realize the connotative development of foreign language education.

The middle layer is the "Practical Application and Social Service", which focuses on social practice and service, employment orientation and career development value guidance. Through the teaching of College English, students are encouraged to go out of the classroom, gain insight into society, and participate in social practice and volunteer activities. Through these activities, students can gain experience in solving practical problems, gain a better understanding of the world and China's development trends, clarify their career planning and development path, place their personal development goals in the coordinate system of the motherland's needs, and make correct value judgments and value choices.[5]

The highest layer of the multi-dimensional ecosystem in College English curriculum is the "Cultural Inheritance and Innovation". General Secretary stressed in the 13th collective study of the Political Bureau of the CPC Central Committee that "the profound Chinese excellent traditional culture is the foundation for us to stand firm in the world's cultural turmoil." The important principle of "creative transformation and innovative development" has become the basic policy for treating the excellent Chinese traditional culture, which requires combining the essence of the excellent Chinese traditional culture with the new ideas of Marxism to evolve into our socialist culture. On this basis, we will continue to explore the infusion of Chinese culture with contemporary spirit. In practice, the ideological education and cultural propaganda needs of branding departments and libraries will be incorporated into College English teaching, creative tasks are designed, and cultural propaganda videos produced by students in English are released to various information platforms with wide influence to enhance communication impact. At the same time, the relevant units should set up a mechanism to motivate innovative talents and mobilize academic forces to use new media to disseminate traditional culture to achieve the goal of "Three Whole Education".

4. Specific ways to Implementing the Multi-dimensional Ecosystem of College English

In order to improve the effect of education in College English and truly achieve the long-term goal of "Three Whole Education", it is necessary to strengthen the multi-dimensional integration and collaborative education with multiple forces.

The first key to solving the problem is to coordinate and optimize nurturing resources and nurturing forces, strengthen the interaction of all units of the ideological and political education synergy, form a long-term mechanism for feedback and improvement, and promote the construction of a benign ecological system.

Specifically, through regular visits and questionnaire surveys, we can incorporate the needs of the university's related functional units in the setting of the teaching objectives and teaching contents of College English, convene seminars when necessary, conduct further discussions with related units, design diversified real teaching interaction scenarios using their real cases or resources in practice, and implement teaching based on the OBE education teaching concept and PBL. At last, the qualitative and quantitative data will be fed back to each unit to urge them to innovate work carriers, optimize content supply, improve work methods, etc., and implement precise policies, so as to ensure the improvement of College English knowledge and ability goals, and enhance the effectiveness of "Three Whole Education".

The second key is to build a multi-dimensional ecological system of ideological and political education through the multidimensional coherence of teaching objectives, teaching contents, teaching staff, teaching implementation, teaching evaluation, system and mechanism establishment, etc.

The online and offline hybrid teaching method based on PBL (Project-based learning) is conducive to the organic combination of real cases in the whole process of undergraduate training and English teaching, such as entrance training, study and research, reading and sharing, exchange abroad, club practice, volunteer service, employment choice, etc. (provided by relevant units).

After 1 year of practice, the results are sorted out and an annual chronology of events is formed, which provides a basis and reference for subsequent construction. At the same time, it summarizes the problems in the construction, actively communicates with each unit in collaboration, conducts argumentation and analysis on the effectiveness of the results, and improves and perfects the collaborative education program and mechanism.

5. Conclusions

The construction of multi-dimensional ideological and political education ecosystem of College English curriculum under the "Three Whole Education" pattern can form a transformable and replicable system and model for the education of college students, build a three-dimensional working pattern and improve the effectiveness of "Three Whole Education".

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