

Exploration and Practice of Ideological and Political Implementation of College English Courses

Lu Fangrui

College of Humanities and Social Sciences, Liaoning Communication University, Shenyang, 110136, China

Keywords: Curriculum of ideology and politics, College English, Morality education, Textbook selection

Abstract: One of the new contents of the 2020 Edition of College English Teaching Guide is to put forward the task of ideological and political construction of college English courses, which has a guiding role in the development of ideological and political construction of college English courses. Due to the lack of correct understanding and orientation of ideological and political courses, some college English courses copied the content of ideological and political courses. We believe that college English is a course aimed at improving the English ability of college students, and college English teachers should carry out morality education through selecting the textbook. And college English teachers should also cultivate college students' sense of social responsibility, academic integrity and scientific ethics, and help them become upright, honest, brave in dedication, with "great love, great morality and great feelings".

1. Introduction and literature review

As a new concept, there is a process of putting forward the curriculum of Ideological and political education. In December 2016, General Secretary Xi Jinping pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that "the affinity and pertinence of ideological and political education should be improved so that all kinds of courses and ideological and political theory courses can be combined appropriately and form synergistic effects" (China Communist Youth League 2016). In April 2017, Shanghai Education commission has issued a notice called "On promoting ideological and political education teaching pilot reform in colleges and universities in Shanghai" (hereinafter referred to as the "Notice"), then the concept of "Curriculum of Ideological and political education" was formally put forward. In other words, Political and ideological work is not confined to the ideological and political course. It should be carried out into all kinds of courses of colleges and universities. So far, with "deepening the teaching reform of ideological and political theory in colleges and universities" as the core content, "curriculum ideological and political theory" has been publicized in colleges and universities across the country, and curriculum ideological and political construction has also been carried out in full swing in colleges and universities across the country. By the time of retrieval on CNKI, there were 6,355 articles with the keyword "the curriculum of ideological and political education", covering all disciplines in universities, such as literature, history and philosophy, science, technology, medicine and agriculture. With "Curriculum of ideological and political education plus foreign language teaching" as the keyword, 115 articles were retrieved, basically proposing the concept of carrying out ideological and political education in college English course from the following aspects: Introducing current events and political hot spots to publicize Xi Jinping's thoughts on governance (Yang Jing 2020); Spread Chinese culture and tell Chinese stories well (Yang Jincai 2020); There is also criticism on the insufficient construction of ideological and political education in College English courses. For example, "many teachers do not have the consciousness to cultivate students' ideological and political education" (Yue Manman 2020).

2. The current situation and problems of integrating ideological and political elements into College English Teaching

2.1 Attach too importance to the cultural input ability of college students

As language teaching is a special course, it not only needs to make output to students, but also needs to complete cultural input. In the teaching process of college English, some teachers attach importance to cultural output but ignore the cultural input ability of college students, resulting in a one-way cultural exchange. In the process of college English teaching, some teachers combine the themes of Chinese culture to carry out teaching work, such as the introduction of Spring Festival, Dragon Boat Festival and other festivals, but there is a lack of systematic teaching. In addition, there are few topics related to Chinese culture in terms of subject setting and question design in examinations, which leads to a single orientation of integrating Chinese culture into college English courses and is not conducive to the ideological and political education of college English courses.

2.2 Attach too importance to the CET-4 and CET-6 passing rate

At this stage, in the process of college English teaching, some schools have a rigid requirements on college students' passing rate of CET-4 and CET-6, so part of the college English teachers strengthen the teaching of the knowledge of CET-4 and CET-6 but ignore the ideological education of college students and the importance of comprehensive development. Therefore, it is difficult to cultivate the students' comprehensive qualities. But because the Ministry of Education proposed the rigid requirements for the college English teaching goals and contents, some college English teachers integrated Chinese culture with a inflexible way in the teaching process. Their starting point is still language points of the CET-4 and CET-6 test. Therefore, they ignored the essence and aims of integrating Chinese culture into college English courses. The lack of interpreting the essence of eastern and western cultural differences and the value differences resulted in the lack of the integration of ideological and political education in English courses.

2.3 Exaggerating the negative transfer effect of mother tongue

The so-called transfer effect is that college students learn the existing knowledge and make a reasonable application of it. Positive transfer has a promoting effect, and vice versa, it becomes negative transfer. In the current college English teaching process, some teachers have been influenced by mother tongue culture for a long time and guide students to avoid the influence of mother tongue culture in English teaching, so they adopt all-English interactive teaching in the classroom teaching process, putting the English teaching class and the input of Chinese culture in the opposite direction. With the changing of social environment and values at the present stage, a lot of college English teachers realize the deficiency of the current college English textbooks, and they think that the excessive input of western cultural value leads to the imbalance of cultural exchange. It is not conducive to the current college English teaching work, and the current talent training plan.

3. The ideological and political implementation of College English Courses

3.1 Implicit teaching and explicit teaching

Curriculum of ideology and politics is not an addition, but a method. That is to say, we should carry out implicit teaching rather than explicit teaching. Compared with other basic or specialized courses, college English have more advantages in carrying out ideological and political education. College English courses and ideological and political courses have something in common. For example, they are both compulsory basic courses for all college students. Their teaching content is a high degree of integration of Chinese and Western thoughts and cultures. Different from ideological and political courses, college English courses achieve morality education through language teaching in a hidden way.

Japanese schools have specialized moral education textbooks. Morality education can be implemented in every link of teaching. Students' sloppy homework can be "borrowed to play" to carry out the education of social responsibility. The sloppy homework can be related to the problem

whether the research and development of medical devices will affect the life of patients due to the quality problems. Whether a single data omission or miscalculation can cause an entire bridge or dam to collapse, etc. On teaching material development, moral education is more direct. Just like reading a good novel or watching a good movie and learning a good text is more effective than any overt propaganda and preaching, which can stimulate students' thoughts, emotions and moral awareness. Good texts can cultivate students' strong sense of social responsibility and dedication, integrity, honesty, courage, benevolence, diligence and other excellent qualities, and cultivate students to consciously abide by academic norms, scientific research integrity and scientific ethics. Since moral standards, morality standards and socialist core values are universal, we can fully explore relevant contents in the English world and implement morality education in two stages of college English language teaching according to these three points.

3.2 English Teaching for General Purpose

College English textbooks are full of many essays and stories with rich ideological beauty, moral excellence and patriotic spirit. These texts have educated college students generation by generation. *The Present*, for example, implicitly criticizes the so-called "responsibilities and obligations" in today's society by describing an old woman's mood change when she looks forward to her daughter's gifts on his 80th birthday. The daughter's husband was the mayor, and she herself had won medals for her dedication to the cause of the elderly. But on her mother's 80th birthday, she did not hurry to congratulate her. She did not even send a small gift, but a cheque standing for "duty and obligation." When the old woman was eagerly looking forward to the daughter to come back to see him, finally she received a cheque. In desperation, the old woman tore the cheque into pieces with trembling hands.

Virtue has real stories in both Chinese and Western history. For example, a 90-year-old French woman named Jeanne, whose husband had already passed away and had no children, chose to use her house in Arles to sign a "reverse loan" agreement with a 47-year-old lawyer named Fran in 1965. The lawyer agreed to pay Jenny's living expenses every month until she died. In return, after Jenny's death, the house went to Fran. But Jenny lived on until the lawyer died of illness at the age of 77. By the time Fran died in 1995, he had paid 920,000 francs to Jeanne when she was in the age of 120, which was several times more than the house itself was worth. But on his deathbed, Fran told his wife to keep paying the monthly fee. Such is the admirable professional ethics.

The Last Class, in the tone of a French child, recorded his sorrow of losing his country and being forced to suspend his classes, thus arousing the readers' strong patriotic spirit. At the end of the article, when the bell rings and the school is closed, his teacher takes a piece of chalk and writes, as hard as he can, on the blackboard: vive La France. The reader tears. These sentimental patriotic materials could have been chosen into the teaching material.

A Message to Garcia is an article written by American writer Elbert Hubbard in 1899. The story of "sending a letter" has symbolic significance and conveys a great spirit: loyalty, dedication, commitment and diligence. This is the most glorious aspect of human morality. One billion copies of the book have been sold in various languages since it was published as a pamphlet. For more than a century, countless governments, enterprises, armies and schools around the world have used this book as a training reader for civil servants, staff, soldiers and college students, which has influenced the responsibility and dedication generation by generation. Therefore, it can be used as a foreign language teaching material in medicine, engineering, business, law and journalism to combine professional education to carry forward responsibility and dedication, such as healing the wounded and rescuing the dying, not receiving red envelopes, completing delivery of goods on time, not making fake goods and so on.

3.3 English Teaching for Special Purpose

Morality education can also play a role in ESP teaching. There is much to explore in the education of responsibility, integrity and dedication. For example, *Silent Spring*, which is intended for environmental and chemistry majors in Japanese universities, is a good textbook. *Silent spring* is a popular science work written by Rachael Carson, an American biologist, published in 1962. This

book aroused worldwide awareness of environmental protection and aroused public concern on environmental issues, which prompted the United Nations to hold the "Conference on the Human Environment" in Stockholm in June 1972, and signed the "Declaration on the Human Environment". The author explains the destruction of natural environment and human life by chemical pesticides through professional and popular explanations and little-known cases from chapter to chapter. Therefore, this book can be used as a college English textbook at this stage to cultivate students' sense of social responsibility in their professional fields.

Many college students are future researchers. In addition to the sense of social responsibility, ESP teaching combined with students' majors can cultivate students' academic norms, moral integrity and research ethics. The universality of plagiarism and fraud should be rooted in morality education. For example, in the teaching of academic English writing, do we require students to give references for their opinions (phenomena and opinions, etc.) and paraphrased knowledge (such as definition and classification, etc.)? Are all opinions supported by survey data or references? Have we made it clear that they can't use "I think", "in my opinion" in the academic writing, etc.?

4. Conclusion

Under the guidance of "Perfecting morality education system and mechanism" proposed in the Plan, the newly issued College English Teaching Guide proposes that "College English teaching should actively integrate into the ideological and political teaching system of school curriculum", and "implementing the fundamental task of morality education " is the guidance of curriculum of ideological and political education. That's absolutely true. The core element of curriculum of ideology and politics is to cultivate morality and cultivate people, that is, to educate students to strive for building a society with "prosperous, democratic, civilized, harmonious, free, equal, just and rule of law" in their professional courses through implicit teaching. The curriculum of ideological and political education aims to cultivate students to be a "patriotic, dedicated, honest, friendly" person with "great love, great moral feelings of the people". Every college course has its own professional purpose. The main purpose of college English courses is to improve the English language ability of college students, but in the teaching process, we can choose the British and American short stories and essays which promoted true love and goodness. And we can combine our English teaching with the professional content of the students to cultivate students' social responsibility and scientific ethics in their professional fields.

References

- [1] Cai Jigang, "A new Understanding of Public English (College English): On the professionalization of Public English". Journal of Audio-visual Teaching of Foreign Languages, pp.3, 2018.
- [2] Cai Jigang, "Public English from the perspective of modern Education Paradigm: Transformation from 1.0 to 2.0". Journal of Chinese Journal of Literature, pp.138, 2019.
- [3] Jin Haotian, "Where does scientific research integrity stumble". Guangming Daily, 2018-08-06.
- [4] Xi Jinping, "Speech at UNESCO Headquarters". People's Daily, 2014-03-28.
- [5] Yang Jincai, "Thoughts on ideological and political construction of foreign language education curriculum in the new era". Journal of A Foreign language Teaching, pp. 41, 2020.
- [6] Yang Jing, "A Practical Study of Ideological and Political Education in College English Courses". Journal of Audio-visual teaching of foreign languages, pp. 27, 2020.
- [7] Yu Xiangdong, "Exploring ideological and political curriculum and curriculum ideological and political curriculum around the fundamental task of Moral education Organic combination". Guangming Daily, 2019-03-27.

[8] Yue Manman., “Research on ideological and Political Teaching Methods of College English in the New Era”.*Journal of Contemporary Educational Practice and Teaching Research*, pp. 213,2020.

[9] Zhang Bo, “A Comparative study of Moral Education Textbooks in Chinese and Japanese primary schools - Zhejiang Education Edition and Japan”. *Journal of Ningbo Institute of Education*,pp. 90,2018.