

The Teaching Exploration of Integrating “Ideological and Political” Elements into Foreign Language Courses of Higher Vocational Colleges-a Case Study of Comprehensive English Course

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Abstract: The concept of “curriculum ideological and political education” has caused a great sensation in colleges and universities all over the country. Colleges and universities take “Shanghai experience” as the pioneer to carry out the transformation from “ideological and political courses” to “curriculum ideological and political education”. Taking Comprehensive English as an example, this paper analyzes the particularity of this course to implement the “ideological and political education” and explores the teaching mode on how to implement “ curriculum ideological and political education”, aiming to better integrate the ideological and political element into the specialized courses, improve the learning atmosphere and the quality of teaching and to combine moral cultivation with teaching, exerting a lifelong silent transforming influence on students’ character.

1. Introduction

The concept of “curriculum ideological and political education” first appeared in Shanghai. In recent years, Shanghai has achieved remarkable results in the reform of “curriculum ideological and political education”, which provides a set of valuable and generalizable experience for colleges and universities to carry out the reform. In December 2016, general secretary Xi Jinping emphasized at the national university ideological and political conference that ideological and political work in colleges and universities is fundamentally about how to be a man; and that the key work is to build morality and cultivate people; and the core is to improve the ability to train talents. It is emphasized that ideological and political theory courses should be strengthened in the process of improvement, and all other courses should take their own responsibilities in ideological politics education; so that all the other kinds of courses and ideological and political theory courses can go together and form a synergistic effect. However, at present, curriculum ideological and political education in universities is in the situation of “marginalization”. Students do not pay attention to it. Ideological and political teachers fight alone, and professional teachers only pay attention to the teaching of professional knowledge and ignore the guidance of students’ values. This situation obviously contradicts the educational concept of “all-round, all courses and all teachers for cultivating talents”. Therefore, it is imperative to explore the teaching mode of integrating ideological and political elements into specialized courses. The curriculum ideological and political education should be changed from political teachers to all courses’ teachers. Relying on specialized courses, comprehensive ideological and political education should be carried out to realize the goal of “building morality and cultivating people”. Taking *Comprehensive English* as an example, this paper discusses the teaching mode of foreign language courses in higher vocational colleges incorporating ideological and political elements.

2. The Connotation of Curriculum Ideological and Political Education

Curriculum ideological and political education, in short, is “curriculum” + “ideological and

political”, which refers to incorporate ideological and political elements into the specialized courses. However, it cannot be simply understood as mechanically copying some ideological and political elements in specialized courses. Different from traditional ideological and political courses, curriculum ideological and political education is not an independent or specific course. While it does not change the nature of specialized courses, it is a kind of teaching philosophy. Traditional ideological and political education is an explicit ideological and moral education for college students, while curriculum ideological and political education is an invisible one. Curriculum ideological political education has the following three characteristics: 1. Integration; 2. chronicity; 3. Silent moistening. Integration emphasizes the integration of ideological and political elements into the teaching of specialized courses. In the process of teaching, teachers should not only explore the ideological and political elements in professional courses, but also carry out careful design of courses to skillfully integrate ideological and political knowledge into professional knowledge, so as to achieve the effect of moistening things silently. This kind of integration should be maintained for a long time, from the students’ admission to the college until graduation, and run through all the courses in order to achieve the goal of educating students from all staffs, the whole process and all-round aspects.

3. The Necessity of the Implementation Curriculum Ideological and Political Education in Comprehensive English

3.1 Particularity of Comprehensive English Course

Comprehensive English is designed for freshmen and sophomores majoring in English. It is offered in the first semester to the fourth semester. The first and second semesters have 4 classes per week, and the third and fourth semesters have 2 classes per week, all of which are exam courses. This course is the core basic course of Business English major and Applied English major. It is the main stem course and a course to cultivate students’ comprehensive skills of listening, speaking, reading, writing and translating. The teaching materials of comprehensive English are mainly about politics, economy, religion, culture, family and society. As a basic language course, this course contains rich knowledge of foreign culture, embodies the values of foreign culture, and has a strong value of humanistic education. The input of a large number of English corpus can enhance students’ cultural awareness, broaden their cultural horizon, improve their humanistic quality and cultivate their intercultural communication ability. Compared with other courses, *Comprehensive English* has more advantages in carrying out curriculum ideological and political education. In teaching, teachers should fully explore the essence of Chinese and western culture, discard dross, guide students’ values correctly, and help students establish correct values, outlook on life and moral.

3.2 Particularity of Teaching Objects of Comprehensive English Course

At present, the teaching object of Comprehensive English course is the post-00 generation, who have radical ideas, individuality and characteristics. In addition to being exposed to a lot of English materials in class, they like watching English movies, TV series, listening to English songs, reading “Facebook” and “twitter” after class, blindly promoting and imitating some wrong western values. But they pay little attention to domestic politics, rarely watch news programs and have a strong interest in celebrity gossip. Most of the students have a weak theoretical foundation, lack of internal learning motivation, lack of social morality awareness, and are often late and absent from class. The fundamental problem lies in the absence of students’ values. Therefore, it is imperative to carry out curriculum ideological and political education.

4. The Exploration of Curriculum Ideological and Political Education in Comprehensive English Course

4.1 Reorientation of Teaching Objectives

The teaching objective of *Comprehensive English* course includes three dimensions: knowledge

objective, ability objective and quality objective. However, in daily teaching, teachers tend to focus most of their energy on the teaching of language knowledge, focusing on explaining vocabulary, grammar and other knowledge, while ignoring ideological and political education. Thus, achieving the goal of quality is relatively low. Therefore, during the implementation of curriculum ideological and political education, teachers should reposition the teaching objectives. By integrating ideological, political and moral elements into the quality objective, teachers can help students establish a correct value, right outlook on moral and life. In teaching, teachers should attach importance to the realization of quality objectives, adhere to the combination of knowledge imparting and value guidance.

4.2 Choose Teaching Content Reasonably

The choice of teaching content is directly related to the effect of curriculum ideological and political education. *Comprehensive English* is a two-year course with four books. Each book has 10 units with 10 topics. Teachers choose 4-8 units to carry out teaching activities according to the teaching week and total teaching hours. The theme of each book involves politics, economy, culture, society, science and technology and other aspects. The implementation of curriculum ideological and political education requires teachers to select appropriate themes according to the characteristics of students, find the combination of teaching themes and ideological education. Teachers should determine what kind of ideological and political elements should be integrated into the course according to the characteristics of students. All articles in the *Comprehensive English* are written by native English speakers. However, in order to adapt students' learning, some articles have been deleted and revised, rather than copied. Those articles are rich in content and contain rich humanistic value. For example, the unit 3 of book 1, The Present, expresses the values of "blood is thicker than water" and "caring for the elderly". The unit 6 of book 2, The Making of a Surgeon, shows the importance of self-confidence. In the process of teaching, teachers can carry out many ideological and political education activities by selecting the theme suitable for students' characteristics, and imperceptibly influence students' values while imparting knowledge.

4.3 Innovate Teaching Mode

At present, *Comprehensive English* courses for English majors in my college are mainly focused on vocabulary, grammar and translation skills training in class. The teaching process includes introduction, vocabulary explanation, text analysis, exercises and after-class expansion. Teachers mainly train students' listening, speaking, reading, writing and translation skills. The implementation of curriculum ideological political education will challenge the existing teaching mode and change the existing teaching methods. We can learn from the "class-in-class" teaching mode provided by "Shanghai experience" -- integrating ideological and political elements into the specialized courses. When implementing the "class-in-class" model, teachers should pay attention that the explanation of ideological and political elements should not be copied mechanically, nor should the didactic teaching style affect the normal teaching. And there is no need to insert the ideological elements into every period of specialized courses. The introduction and after-class expansion are the most suitable parts for inserting the ideological and political elements. Teachers can find some relevant current events for students during the teaching process. When implementing curriculum ideological and political education, teachers can adopt emotional experience teaching method, role playing method, etc., and pay attention to cultivating students' humanistic quality and cultivating students' sentiment, so as to achieve the purpose of ideological and political education. Taking the introduction part of Unit 6, book 2 of *Comprehensive Course*--- The Making of a Surgeon as an example, this paper will explain how to integrate ideological and political elements into specialized course:

Before class:

Teachers assign preview tasks. Students are required to discuss in groups, search relevant materials and answer the following questions:

- a. What do you think of a doctor's life?
- b. What makes a successful surgeon?

c. Are you a self-confident person? If yes, what has made you confident of yourself? If no, what has made you lacking in self-confidence?

d. In your opinion, how can a person lacking in self-confidence become self-confident?

Through pre-class tasks, students can cultivate their teamwork ability, know about the work and life of doctors, which will help students correctly understand themselves and find ways to enhance their confidence.

During class:

Students are supposed to answer the questions assigned by teachers voluntarily. While practicing oral English, students can consolidate their knowledge of vocabulary, syntax and other grammar knowledge. Students who voluntarily stand up and answer questions can exercise their courage and help them improve their confidence.

The answers to the question are not the only one. For example, what do you think about the life of a doctor? The teacher asked the students to describe the doctor's life with the adjectives they had learned. The students were very active in saying the adjectives related to the profession of doctors, and the teachers gave positive comments after the students' answers, which enhanced their confidence. Through questions c and d, students can get a lot of suggestions to enhance their self-confidence through their peers' answers. Even if students do not stand up to answer questions, they will be subtly influenced in the class and gain the power to enhance their self-confidence.

After the students answer the questions, the teacher gives an evaluation and summarizes the methods to enhance self-confidence. At the same time, teachers can timely introduce the political topic of "four confidence in socialism with Chinese characteristics" and ask students to discuss what is "four confidence" and translate it into English. In this way, students can naturally learn about the "four confidence" theory and acquire some translation methods.

After reviewing the homework, the teacher elicits the background knowledge of this unit, introduces the professional development of American doctors and the differences between different types of doctors. Through the introduction of background knowledge, students can compare the differences between Chinese and western doctors and cultivate their intercultural communication skills.

After class:

Students are required to search the Internet for videos or articles on ways to enhance self-confidence and share them in groups or classes. Encourage students to speak actively in other courses to enhance self-confidence; Arrange students with strong confidence to share their experience in the presentation part.

5. Conclusion

To integrate ideological and political elements into foreign language specialized courses, implement curriculum ideological and political education, and realize all-round, all courses and all teacher for cultivating talents have put forward higher requirements for the qualities of professional teachers. Teachers should not only improve their professional quality, but also change their teaching philosophy, strengthen their moral quality, set good examples for students. As a comprehensive language course, Comprehensive English should not only cultivate students' listening, speaking, reading, writing and translating abilities, but also guide students to build up cultural confidence, enhance students' patriotic consciousness and promote the excellent traditional Chinese culture through the comparison and collision of Chinese and western cultures. The effective implementation of "curriculum ideological political education" will greatly improve the learning and teaching atmosphere and improve the quality of teaching. Therefore, in order to ensure the effectiveness of "curriculum ideological and political education", the top level of the college should also have the corresponding system and policy support, optimize or modify the talents cultivation plans and the curriculum standards.

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