Cultivate and practice the core values of socialism in college English classroom teaching

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Keywords: college English; classroom teaching; socialist core values.

Abstract: This paper introduces the background of college English classroom teaching and analyzes the existing problems and discusses the ways of combining socialist core values with college English classroom teaching.

1. The Background and Theoretical Basis of College English Classroom Teaching

The report of the 18th National Congress of the Communist Party of China proposes to advocate prosperity, democracy, civilization, harmony, freedom, equality, justice, the rule of law, patriotism, dedication, integrity, friendliness, and actively cultivate and practice the core values of socialism. The 19th National Congress of the Communist Party of China established Xi Jinping's new era of socialism with Chinese characteristics as the guiding ideology that the party must adhere to for a long time. President Xi Jinping pointed out that the university is a place where people are educated and cultivated, and young people learn knowledge, grow their talents, and let go of their dreams. Our education is to train socialist builders and successors who are fully developed in morality, intelligence, and work. College English teaching is an integral part of higher education. College English is a public compulsory course for non-English majors in ordinary universities. The fundamental criterion for testing all work in the school is the effectiveness of the Lide Tree. This has laid a solid theoretical foundation for the classroom teaching of college English and the combination of the cultivation and practice of socialist core values. Here is a comprehensive tutorial of the “New Edition of Advanced English” published by the above-mentioned Overseas Language Education Press. The preparation of this set of teaching materials refers to the “College English Teaching Guide” formulated by the Ministry of Education, in order to meet the basic goals and objectives of college English teaching, and to effectively meet the English learning needs of non-English majors in domestic universities. The most basic objectives of foreign language classroom teaching are: (1) to cultivate and maintain students' strong interest and motivation in learning. (2) Create and provide learning and communication resources (classroom and extracurricular). (3) Help students to acquire learning strategies. (4) Help students solve difficulties in learning. One of the important goals of college English classroom teaching is to cultivate students' subjective initiative and creativity. Education is the person who is required to cultivate social development, knowledge accumulation, cultural heritage, state survival, and system operation.

College English classroom as a carrier, socialist core values as a guide to enable students to experience cultural people and moral education in their learning, and constantly improve students' ideological level, political consciousness, moral quality, cultural accomplishment, and achieve the virtues and the morality Strict and private. In the four-semester English study, students can better understand the important role of socialist core values in the growth of a person. It has not only learned English knowledge, but also improved personal cultivation. Let patriotism, inspiration, truth, and practice accompany the students' entire English learning process.

In today's world, economic globalization and scientific and technological progress are closely linked to people from different countries and regions. As the most widely used language in the world,
English is an important tool for international exchanges, science and technology, and cultural exchanges. By learning and using English, you can directly understand the scientific and technological progress, management experience and ideas of foreign countries, learn and understand the world's outstanding culture and civilization, and also help to strengthen the national language strength, effectively spread Chinese culture, and promote the people of all countries. Extensive exchanges and enhance the country's soft power.

College English courses have practical significance and long-term impact on the future development of college students. Learning English helps students to establish a global vision, cultivate international awareness, improve humanities literacy, and provide a basic tool for knowledge innovation, potential development and comprehensive development. Prepare for the challenges and opportunities of the era of globalization.

College foreign language education is an important part of higher education in China, and it is of great significance to promote the coordinated development of college students' knowledge, ability and comprehensive quality. As the main content of foreign language education in college, college English is a compulsory public foundation course for non-English majors in undergraduate education. It plays an irreplaceable role in personnel training.

The new version of the University Advanced English textbook implements the principle of gradual progress in foreign language learning. It inherits the strong traditions of teaching materials in terms of teaching concepts, teaching content, teaching design and teaching quality, and takes the new talent training needs as a reference and new teaching. Requirements for guidance, cross-media teaching methods as a breakthrough, continuous innovation in content, form, and writing mode, providing teachers and students with a variety of teaching options.

The teaching material adopts the eclectic teaching concept, which not only draws on the teaching philosophy of the communicative method, the task-based teaching method, the output-driven teaching method, but also inherits and carries forward the fine traditions in foreign language teaching, effectively combining digitalization, networking, etc. The new media teaching method has practiced the “teaching theme from the input listening/reading” to the output (speaking/writing) comprehensive training in line with Chinese teacher teaching and student learning habits” (A theme-based and comprehensive from-Input-To-output training approach)

The teaching materials fully embody the principle of “teacher-led, students as the main body”, which helps students to learn language, self-learning, and individualized learning. It is also conducive to teachers' organization of teaching, which is conducive to teacher-student interaction and is beneficial to teachers. Students learn actively and creatively.

As a series of textbooks, the “Comprehensive Course” is a comprehensive tutorial.

The selection of materials reflects the current real life and major events in society at home and abroad. Pay attention to the embodiment of Chinese elements in the textbook. Integrate cross-cultural elements into unit content. Pay attention to the difficulty of cultivating basic language skills and meet the teaching needs of applied universities.

The author is willing to take this set of “Comprehensive Courses” as an example to make a rough discussion on how to cultivate and practice the core values of socialism in college English classroom teaching.

2. The problems and analysis in college English teaching

College English teaching should focus on the cultivation of students' comprehensive English skills. The actual situation of teaching is that the teacher teaches the textbook within the prescribed time for the teaching task, and often ignores the dominant principle of teaching and practicing, and turns the college English course into a knowledge transfer class. Reflected in the teaching method: teacher-centered, speaking-oriented, depending on the students as a blank container, instilling various cultural knowledge, grammatical points and writing techniques into the students, from beginning to end, step by step, “dismembered” “The text, not bothering to explain language knowledge and language points, neglects the students' initiative and the essence of language teaching.
There is little or no emphasis on the guidance and education of students' ideological values. Under this circumstance, the teachers are tired, the students are more tired, they are busy taking notes, answering questions, not having time to think, and they are not able to actively participate in the two-way activities of teaching and speech communication practice activities. As a result, the course progressed slowly, the classroom atmosphere was dull, the students were not very comfortable, and the class was not enthusiastic. They always complained that they had not learned anything. Even some students have the idea of admiring foreigners, and there are many inappropriate practices in their behavior. Although this situation is caused by many factors, the most important one is probably the teaching method. The key to this traditional teaching method is that it fundamentally violates the "student-centered" and "student-centered" contemporary teaching theories, and deviates from the teaching-led principle of "speaking and practicing more" in college English classes. Therefore, in college English teaching, according to the "College English Teaching Guide" and the basic characteristics of the course, cultivating and practicing socialist core values in college English classroom teaching should be an important principle of teaching at this stage.

3. The combination of socialist core values and college English classroom teaching

In view of the problems in the college English teaching mentioned above, the author believes that college English teachers should start from the following two aspects to improve the teaching quality of English classes and cultivate and practice socialist core values in the classroom.

3.1 Update the teaching concept

According to the college English syllabus of the School of Higher Education, “teachers should encourage students to actively participate in various language communication activities in the classroom to obtain basic communication skills.” Therefore, in college English teaching, communication should be the purpose of student-centered. Teachers should fully understand the connotation of communicative language teaching thoughts, that is, language teaching is actually an interactive process. Language should be used as a communicative tool to teach, learn, and use. Students should have “communicative competence”, including language. Competence, social language ability, discourse ability, etc. English is different from other basic subjects. It is a practical class. “The language skills need to be cultivated and improved through the individual practice of the students.” “The learning effect can only be based on the learning effect of the students, and the learning effect It depends on a large extent on the enthusiasm and participation of students.” (Krashen, SP, 1982) Cognitive theory believes that the process of English learning is the process of continuous integration of new and old language knowledge, and also the conversion of language ability from theoretical knowledge to automatic The process of application. This combination and transformation must be achieved through the student's practical activities. Therefore, classroom teaching must be student-centered. Teachers should establish a student-centered thinking, from the main body to the leading; the teaching task changes from “speaking a good lesson” to providing rich and targeted learning resources, organizing participation in communicative activities, and helping students solve difficult problems. In the teaching process, students are the main body of learning, and by constructing new knowledge systems by actively thinking and communicating with the classroom, students' comprehensive English skills are improved. Teachers should play an active role in promoting and assisting in organizing and supervising classroom teaching, guiding students to think, checking and evaluating teaching activities.

3.2 Improve teaching methods, adopt classroom teaching methods such as question - and-answer methods and group activities such as teacher-student and students.

To solve the problems in current college English teaching, the “student-centered” classroom teaching mutual activity teaching model is a good solution. The most common classroom interaction
model is the “IRF” form between the teacher and the student, namely, initiation → response → feedback. Teachers often initiate communication activities in the form of questions, and then students answer, teachers provide feedback (including assessment of corrections and suggestions, etc., three parts in turn, cyclical. Class interactions are not limited between teachers and students, between students, The same can be done between students and textbooks. The more common classroom interaction modes include group activities, two-person collaboration, student personal activities, self-learning, whole class discussion, teacher questions, etc. Changing classroom activities is a key to teacher success. Factors such as learning content, focus, learning environment and student characteristics, teachers can choose the appropriate classroom interaction method, both to make students become the center of the classroom, but also to enable them to actively carry out classroom activities and obtain the best teaching results.

Based on years of experience in college English teaching, the author believes that the classroom interaction model using question answering and group activities is conducive to cultivating and improving students' comprehensive English skills. The author will combine the new version of the University's advanced English textbooks, Li Yinhua as the chief editor of the “Comprehensive Course”, the first volume, specifically talk about how to use the question and answer group activities to organize teaching to cultivate and practice the socialist core values in the classroom. And develop and improve students' comprehensive English skills.

First, a brief introduction to the contents of the first volume of the “Comprehensive Course”: three articles per unit. The first article in the text is the main text of each unit, which requires careful study and full understanding of the content of the content, and absorbs the essence of its language. And to learn some reading skills, namely: 1, thinking about problems before reading, 2, find out the meaning of the center, 3, guess the meaning of the word and the use of the word meaning. Reading 1 and reading 2 have a certain connection with the subject matter. The aim is to expand the knowledge and expand the perception of language. Each unit is also equipped with listening, speaking (role and verbal communication) and instructional writing exercises (writing texts, writing paragraphs, writing, basic writing skills, writing letters, etc.). According to the content arrangement of each unit and the requirements of the “Outline”, combined with the class schedule, the text is mainly in the course of the actual teaching. Reading 1 Reading 2 Most students are self-study, and each time they take a new class, they will openly or closedly ask students questions. Let students make speculative thinking about one or two questions related to the subject matter of the text based on the text topic or its keywords before reading the new text. Take the first unit of the first volume, “The Pursuit of Dreams”, as an example, first ask students about a class activity that is closely related to the theme “pursuit of dreams”. Have students look at the pictures of the two characters and discuss them. Students are free to use their imaginations without giving specific answers to this question. This event is designed to stimulate interest in learning, get students into themes, and prepare for the text. In the text learning stage, students can be divided into a group of 2 to 4 people, giving 3 to 5 minutes for students to discuss, asking students to first find out the center of the idea, and then guess the meaning of some words in the text according to the context. The purpose of this is to let the students grasp the general idea of the text center to prevent the students from seeing the trees (vocabulary) and not seeing the forest (thematic ideas) to solve the article. At the same time, the problem of thinking before reading in the previous link was tested and compared: according to the topic, guess the center of the article. The classmates who have guessed the right will have a small sense of accomplishment and interest. The students who have not guessed will be impressed with the center of the article. Guessing the meaning of the words according to the context also makes the students understand that the words and context must be contacted in order to understand the meaning of the words. On the one hand, the teaching communication is used to enhance the students’ interest in learning; on the other hand, the students gradually master the reading skills and improve the reading comprehension ability. In the process of learning, the students gradually realized that the importance of the dream is even more heated. The love of the motherland is more professional and determined to work hard for the prosperity of the motherland.

In the second unit of the university freshmen, you can consciously let the students discuss with
their actual situation. College students leave their parents and enter a new university study. Students, teachers and students must learn to be equal, friendly and harmonious. New students feel that they are freer than high school. They need to learn integrity, justice and democracy in the big family. Really grow up.

In the third unit of Nazi Germany's true story learning, through group discussion to let students understand the true history and recognize the importance of patriotism, the rule of law, equality, and civilization.

The fourth unit involves celebrities and politicians. Students can be encouraged to use the group as a unit to find relevant information to pursue the growth trajectory of the great people. Each group selects a celebrity to summarize his or her success and plan their own life.

The fifth unit of water issues guides students to focus on today's hot issues - environmental protection. Students can speak freely and learn from the “Green Water Mountain is Jinshan Yinshan” advocated by President Xi Jinping. Learn to start from now. To contribute to building a strong, civilized and harmonious socialist motherland.

The sixth unit talks about the era in which we are today - the Internet age. Students can compare the advantages and disadvantages of the network in the form of group discussions. Teachers can guide students to correctly view the impact and role of the network in life and learn to use the network effectively.

Teachers should be flexible in handling the content of the text during class. For language teachers who are authentic, beautiful and visual, they should consciously guide students to pay attention to learning and understanding. Teachers should give students the opportunity to speak on the stage, enhance their self-awareness of learning, and use their imagination to allow students to freely express their own ideas and opinions. This kind of teaching activity is very popular among students, because the students not only have a deeper understanding of the text, but also cultivate and train the students' comprehensive English skills, and also provide a good lead and pre-employment training for some students to pursue the teacher profession in the future.

Practice has proved that students can understand the problem independently, discuss and negotiate with others, deepen their understanding of the text, broaden their thinking, and have a deeper impression on the content they have learned. Under the encouragement of teachers, many students also actively raised their own questions, and asked each other questions and answers. The classroom atmosphere was more active and the learning effect was more obvious.

References


