

Analysis on the Reform of English + Humanistic Ideological and Political Curriculum Integration from the Perspective of Core Literacy

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Abstract: This paper takes the core literacy cultivation as the entry point, and combines the background of the internationalization process to accelerate the necessity of the current English talents training and humanities ideology education, and puts forward the integration of English major teaching and humanities ideology education, and relevant strategic recommendations for reform, with a view to benefiting from the training of foreign-related talents in China.

1. The background of the core literacy cultivation

At present, China has actively demonstrated the role of a major power, firmly defended the world's economic free trade, and has become increasingly close to the world, and its international status has steadily improved. Not only that, but China has also provided China's solution to the problems in the world's political economy, the concept of the community of human destiny, and the practical and inclusive measures such as the "Belt and Road" and "Asian Infrastructure Investment Bank" to help the global economic recovery. And development. With the acceleration of China's participation in global governance, the demand for related foreign-related talents has gradually increased, especially in the demand for high-quality foreign language talents. Foreign language talents are the most direct participants in China's foreign-related activities. They shoulder the heavy responsibility of transmitting Chinese voice, Chinese philosophy and Chinese culture to the world. At the same time, they also represent China's international image. Therefore, the cultivation of high-quality foreign language talents is in the current era. It is particularly urgent. Whether or not we can build a steady stream of foreign language talents is the key to further deepening China's international influence [1].

The concept of human destiny community needs foreign-related talents to practice. China's diplomatic strategy also depends on the implementation of foreign-related talents. Contemporary demands for foreign-related talents are not limited to skilled language skills, but also require foreign language talents to make national strategic decisions and international situation. The change has a thorough and thorough grasp, and firmly adheres to the belief of safeguarding national interests and strictly abides by relevant regulations in foreign-related activities. The high requirements of foreign-related talents have raised the standard of foreign language talent training. The traditional education mode of language ability training as a single orientation no longer adapts to the requirements of the new era. It integrates the humanistic ideological and political curriculum into English teaching and cultivates the core literacy of students. The general trend of the cultivation of contemporary foreign language talents.

2. English majors' core literacy

The core literacy cultivation of English majors is in line with the "China Student Development Core Literacy". The core literacy concept was first proposed in 2014. It is also the specific implementation of the requirements of the "18th National Congress of the Communist Party of China" and the Third Plenary Session of the 18th Central Committee. It aims to train students to have the ability and relevant qualities to adapt to lifelong development and social development. The core literacy cultivation follows three basic principles: one is scientific, and strives to accurately grasp the development of students and the laws of teaching in the process of education practice, and

realize the scientific nature of teaching concepts and methods; the second is the era, education should meet the requirements of the times. It is necessary to closely integrate with the profoundly changing new era of socialism with Chinese characteristics; the third is nationality, and the cultivation of core literacy should be rooted in the fine traditional Chinese culture, embodying distinct national characteristics, and paying attention to the inheritance and innovation of national culture [2].

Table 1 The overall framework of Chinese students' core literacy development

Three aspects	Specific literacy
Cultural foundation	Humanistic heritage
	scientific ethics
Independent development	Learn to learn
	healthy lifestyle
Social participation	Responsibility
	Practice innovation

Table 1 shows the core literacy framework for Chinese students. The core literacy covers three major aspects: cultural foundation, independent development and social participation. At the cultural foundation level, it puts forward requirements for the cultivation of students' humanistic heritage and scientific spirit. The focus is on the application of knowledge in all aspects of the humanities; on the level of independent development, students are required to learn to learn and live a healthy life, and to form a good learning style in line with their own development. And self-management ability; at the level of social participation, students are required to have responsibility and practice innovation ability, and form a correct social value orientation, social relationship coordination method, and problem solving ability. The language ability literacy required by contemporary foreign language talents is only a small part of the core literacy system. The importance of humanistic literacy and speculative awareness in the core literacy of foreign language talents is increasing day by day [3].

The core literacy of foreign language talents focuses on the cultivation of "all-round development", rather than a simple "language tool person". As a bridge for friendly communication between China and foreign countries, foreign language talents should first have a firm national stance and always take national and national interests as their own actions. The standard of this is also the most basic requirement for foreign language talent. Furthermore, foreign language talents are, to a certain extent, national business cards. They should have a high international perspective when conducting foreign-related activities, and they can have a mature understanding of international norms, international legal norms, country differences, and extraterritorial cultural customs. In this way, we can effectively safeguard our national interests and improve the efficiency of foreign exchanges. Finally, foreign language talents must know the basics of China's national conditions. The self-confidence of foreign-related work is rooted in a thorough understanding and firm support for their national conditions, policies, and culture. This is also the ability of foreign-related workers to be unique in the complicated international situation and to safeguard the country. The root of the interest. In summary, the excellent work of foreign language talents depends on the cultivation of the core literacy of relevant talents. The humanistic ideological and political course is a platform for students to cultivate their discernment, and the necessity of integrating them into the training of English professionals can be seen.

3. Ideological and Political Courses Integrate and Reform in English Major Teaching

Different from the training of other professional students, the English major has highlighted the importance of humanistic and political education because of its foreign-related nature. Language learning often needs to create a long-term immersive environment. English majors have long been exposed to the national conditions, cultures and customs of English-speaking countries. They are now surrounded by various diversified views of foreign people and will not be consciously accepted.

The infiltration of Western values, ideas and even ideology, and the neglect of traditional Chinese teaching mode on the input of national culture, can easily cause the volatility of English majors' own value beliefs.

3.1 Deepening the knowledge of native language culture of foreign language talents

At present, China is integrating into the globalization with unprecedented advantages. The establishment of a free trade zone and a free trade port has elevated China's opening up to a new height. The deepening of the "One Belt, One Road" strategy has continued to expand China's foreign economic and trade cooperation. Breadth, it is foreseeable that the future of China's internationalization process will have broader prospects. In this context, if English talents cannot form a deep understanding of their native language culture, they will not be able to establish a firm cultural self-confidence, which will lead to the swaying and erosion of values and beliefs. At present, the liberalization of the economy has also brought about a proliferation of opinions and speeches. English talents are at the forefront of these views and speeches, and they need guidance on their own correct values and beliefs. The integration of humanistic ideological and political education into the practice of English majors is to prevent problems before they occur. Through systematic mother-tongue culture education, students can form a relatively complete knowledge of mother tongue culture and cultivate students' scientific thinking and judgment. Its future foreign-related work laid a solid foundation for faith [4].

3.2 Strengthening Foreign Language Talents' Understanding of Western Cultural Thinking

The English major courses of humanistic ideological and political courses are inseparable from each other. The humanities and ideological and political education provides the core of thinking for English professional education. The English professional education provides technical support for the humanities and politics curriculum. Simple language learning is not communication. If we want to improve the efficiency and quality of foreign communication, we should know ourselves and ourselves. Understanding the Western thinking and culture, the mutuality between Chinese and Western cultures will inevitably lead to differences and conflicts. This is also the basic development of things. Law, but how to resolve the negative impact of cultural conflicts and contradictions on foreign-related work is a test of the core literacy of foreign-related talents. Strengthening the humanities and ideological and political education in the teaching of English majors can deepen the understanding of English talents on Western thinking and enhance their inclusiveness and understanding of multiculturalism, thus helping them to better carry out relevant work in future foreign-related activities. In turn, it serves the implementation of the country's diplomatic strategy.

4. The practice of English + humanities and ideological and political curriculum integration reform

The integration of humanistic ideological and political courses with English majors is an inevitable requirement for cultivating high-quality foreign-related talents in the contemporary era. It is also an important measure to practice the cultivation of core literacy of Chinese students. Under the new era, it is in line with China's rising level of openness. The urgency of the talent demand and the reform of the curriculum integration has gradually emerged. The relevant strategies proposed in this paper based on the above analysis are as follows.

4.1 Promote curriculum integration in the form of scenario cases

The foreign-related nature of English talents determines that curriculum integration must not take a single form of pure theoretical teaching, but focus on the connection between theory and practice, which is also the essential requirement of core literacy cultivation. Specifically, in the form of language skill knowledge education, we should implement the humanistic and ideological and political content in the dynamic course teaching in the form of simulation scene reappearance and classic case analysis, and actively guide students to form independent thinking ability. For example, in the oral English course, a series of questions that may be faced in simulating foreign-related

work-maintenance of national interests, display of national image, resolution of cultural conflicts, and public media's public opinion against China, etc., bring students into the simulation. In the situation, we truly feel the specific content of foreign-related work, and in the continuous trial of students, we sum up the optimal solution to foreign-related problems, encourage students' divergent thinking and innovative consciousness, and deepen students' understanding of traditional culture. Finally, through the introduction of classic cases of related issues, and the students' programs to conduct comparative analysis, guide students to learn wisdom from the case and sublimate their own cognition.

4.2 Closely integrated with the dynamic international economic and economic situation

The training of English talents should be closely related to foreign affairs. The fundamental purpose of integrating humanities and politics into English majors is to serve foreign-related work. Therefore, the in-depth analysis of the international political and economic situation should be the key to curriculum integration. The setting of the humanistic ideological and political course should give full play to its proper meaning, and teach the international rules, international relations, and national differences to meet the humanistic requirements advocated by the core literacy cultivation. For example, in the business English course teaching, humanities Ideological and political education should be reflected in the introduction of the origin and development of business history in various countries, show the differences between business models in different countries, and compare and analyze with China's business model to guide students to carry out innovations in China's foreign business under the new situation. think deeply. In the long run, students will form a huge international knowledge reserve system, and then participate in a variety of foreign activities with a high degree of international vision.

4.3 Actively carry out the "Second Classroom"

The cultivation of core literacy of humanistic ideological and political affairs should not be limited to traditional classrooms. It opens up the second classroom for the cultivation of core talents of English talents, and expands the broader core platform for the cultivation of foreign language talents. It is also an important measure for the integration of humanities and politics and English curriculum reform. For example, vigorously promote the construction of various core literacy fostering associations, reading clubs, debate teams, forums, etc. are all practical ways. Only under the baptism of various kinds of "quasi-foreign activities", students can be in real foreign-related practice. Secondly, diplomas and foreign economic and trade talents with a large amount of foreign experience can be invited to go to the school to give experience and lectures, directly bringing students the most cutting-edge foreign work concepts, methods and experiences, and laying a direct foundation for the core literacy of English talents; The school should cooperate with government departments, institutions and enterprises with experience in foreign-related activities to provide students with a zero-distance "viewing experience". The qualified schools can also apply for the internship opportunities of the relevant departments for outstanding students. In the "quasi-foreign practice" to continuously improve their core literacy.

5. Conclusion

The cultivation of English talents is the key to whether China can continue to expand its international influence and form a stable international competitiveness. Under the new era, the relevant requirements for English talents are also increasing. This paper takes the core talent cultivation of English talents as an analytical perspective, focusing on analysis. The importance of the integration of the humanities and politics curriculum with the teaching of English majors, and the related measures such as the case case analysis to promote integration, the curriculum closely following the new international political and economic situation, and the active implementation of the "Second Classroom" to promote the reform and development of curriculum integration. It is expected to benefit the cultivation of high-quality English talents that meet the needs of the times.

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