

Research on the Ideological and Political Education in College Foreign Language Courses From the Cross-Cultural Perspective

SHAO Yu^{[a],*}

^[a]Jingdezhen Ceramic University, Jingdezhen, China.

* Corresponding author.

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Abstract

As an important element of higher education, ideological and political education in college foreign language courses plays an important role in implementing the fundamental task of “cultivating people by moral education”. Foreign language courses involve the aspects of language, culture and ideology, integrating ideological and political elements into the classroom and the lives of young students in a hidden way, which can not only give the traditional ideological and political education with fresh vitality, but also enrich the connotation of the foreign language curriculum itself. From the perspective of cross-culture and foreign language teaching, this paper fully excavates the connotation of ideological and political education in foreign language courses. Meanwhile, taking New Horizon College English Book III as the case, the reform path of the ideological and political education in college foreign language courses is discussed from the following three aspects: teaching content, teaching methods, and the ideological and political ability of foreign language teachers.

Key words: Cross-culture; College foreign language courses; Ideological and political education; Reform path

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1. INTRODUCTION

Foreign language courses are an essential part of the curriculum system of universities. It plays an important role in the cultivation of college students' language ability and cross-cultural communication ability, and can help students better understand the cultural differences between China and the West, improve cultural humanistic quality, and enhance cultural confidence. Especially in today's environment of the convergence of cultures and thoughts of all ethnic groups in the world, different cultures and values collide fiercely. Therefore, how to grasp the mainstream culture in foreign language teaching so as to guide students' correct values and ideology has become the worthiest problem to contemplate in the reform of foreign language teaching in colleges and universities.

In June 2020, the notice issued by the Ministry of Education about *the Guidelines for the Ideological and Political Construction in Colleges and Universities (2020)* clearly pointed out that comprehensively promoting the ideological and political construction of the curriculum is a strategic measure to implement the fundamental task of cultivating people by moral education, which is an important task to improve the quality of talent cultivating. It is necessary to clarify the objectives and contents, scientifically design the teaching system, and promote the curriculum ideological and political construction in combination with major characteristics. It can be seen that the mission of ideological and political education is not only in the courses of ideological and political theory, but also includes general and fundamental courses, as well as professional courses.

In December of the same year, *the Guideline for College English Teaching (2020)* issued by the Ministry of Education also proposed that the college English

curriculum is a part of the humanities education, with the dual nature of instrumental (language teaching) and humanistic (cross-cultural education) qualities. College English teaching should take the initiative to integrate into the ideological and political teaching system of the school curriculum, fully explore its rich humanistic connotation, and play an important role in the implementation of the fundamental task of cultivating people by moral education. Ideological and political education of foreign language courses undertakes the ability to teach students to tell Chinese stories well in foreign languages, which can help students better understand the world's multi-culture and improve their cross-cultural communication ability.

From the perspective of cross-culture and foreign language teaching, taking New Horizon College English Book III as the case, this paper fully explores the ideological and political elements and connotation of foreign language curriculum. In addition, by analyzing the relevant research and current teaching status of foreign language teachers in recent years, some corresponding measures and teaching paths are put forward in order to solve the problems.

2. CONNOTATION AND SIGNIFICANCE OF IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES

As an important part of the humanities, college foreign language courses have the natural attributes of knowledge imparting, ability improvement and value guidance. The ideological and political concept is highly consistent with the concept of human culture and foreign language teaching. They are both committed to cultivating citizens with social responsibility. Foreign language courses involve the aspects of language, culture and ideology, which are easy to integrate ideological and political elements. They have the inherent advantages in carrying out ideological and political education, and are capable to realize the three goals of knowledge teaching, ability cultivation and value shaping. Specifically speaking, ideological and political education in foreign language courses refers to run through the main line of ideological value guidance in the non-ideological and political professional courses. Meanwhile, the ideological and political education will run through the whole process of curriculum teaching, evaluation and reform, so as to realize the fundamental task of teaching-"cultivating people by moral education and moistening things silently" (Xiao and Huang, 2020).

Research on the ideological and political education of foreign language courses helps foreign language teachers to keep their ideological positions and enhance

their ideological and political education consciousness. It is also helpful for cultivating a group of international professionals with excellent political quality, as well as a team of foreign language teachers who not only understand western culture, but also have firm socialist ideals and beliefs. What's more, ideological and political education of foreign language courses will help to improve students' ideological level, political consciousness and speculative ability, let them be clear about the situation in China and the world, avoid the bad ideological influence of the West, and make them become firm socialist builders and successors.

3. RELATED RESEARCH ON IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES AND ITS CURRENT TEACHING SITUATION

3.1 Review of Related Studies

In recent years, foreign language teachers have made a lot of exploration and research in exploring the value leading elements from the teaching content and practicing the ideological and political teaching methods. According to relevant literature investigation, the current research on this field mainly puts forward the curriculum ideological and political implementation path at the macro level, focusing on the exploration of the theoretical perspectives of textbook compilation, teaching evaluation, teaching system construction and teacher development.

In terms of textbook compilation, Sun Youzhong (2020) put forward the ideological and political integration path of foreign language teaching materials from the four perspectives: cross-cultural comparison, value speculation, foreign language expression of Chinese culture and experiential language learning. He believes that it can improve students' cultural confidence, moral quality, humanistic spirit and cross-cultural ability. At the same time, when there is no obvious ideological and political theory in the content of English textbooks, the ideological and political elements should be excavated, because the discourse can reflect certain values and ideological and political components (Huang, 2020). The content of the textbook not only contains knowledge and skills, but also implies the core values. Therefore, the textbook can maximize the potential of learners in many aspects, and has a leading role in realizing the ideological and political function of the course.

As for teaching evaluation and teaching system construction, some scholars have also put forward some different views. Zhang Jingyuan and Wang Na (2020) put forward that under the background of curriculum ideological and political education, testing its effect

should be regarded as the goal to innovate evaluation standards. Jiang Gang and He Lianzhen (2019) believe that classroom evaluation is usually oriented by teaching needs and teaching effect, and comprehensively applies formative evaluation and final evaluation. Liu Jianda (2020) pointed out that the ideological and political education in foreign language courses attaches great importance to the development of students' values in the learning process, so it pays more emphasis on the concept of formative evaluation. Since the idea of ideological and political education has put forward new goals and requirements for talent training in foreign language education, we should change the teaching concept, reconstruct the teaching content, and take the talent training effect as an important standard for the evaluation of ideological and political construction in foreign language courses.

At the same time, as the promoter of classroom teaching, teachers are the key elements of the implementation of ideological and political education. Foreign language teachers should improve their own political and theoretical literacy, Chinese historical and cultural literacy, as well as their sensitivity to social issues (Chen, 2020). Schools should also pay attention to the ideological and political theory training of foreign language teachers, helping them to improve their ideological and political teaching ability (Xiao, 2020).

It can be seen that the current research on the ideological and political education in foreign language courses mainly focuses on a relatively macro perspective, and few practical explorations have been made based on microscopic perspectives. Therefore, how to truly combine the foreign language teaching with the ideological and political education in order to strengthen the systematic, scientific and theoretical aspects of curriculum still needs further exploration and research.

3.2 Analysis of Current Teaching Situation

At present, foreign language teachers are usually lack of ideological and political cognition, unable to grasp the accuracy and scientific elements of the ideological and political education, thus the teaching effect is not ideal. Most of them only add some elements, such as the contrast between Chinese and Western culture or language, to their language course. It has a certain subjective arbitrariness, and lacks systematic and universal resources construction of the curriculum ideological and political education. In addition, foreign language teachers still pay more attention to the learning goals of language ability in the process of teaching design, while few set up that of ideological and political dimensions. In terms of teaching methods and means, foreign language teachers are still unable to seamlessly connect the teaching content with ideological and political topics, and they still need more guidance and practice in the respect of the means and methods of ideological and political teaching.

As far as students are concerned, most college students have had a certain understanding of the curriculum ideological and political concepts from different ways. They basically agree with the teaching method of combining ideological and political education with different professional education. However, there is still a lack of understanding of the implementation rules and relevant documents of the curriculum ideological and political construction. They cannot really distinguish between the traditional ideological and political theory courses and the new idea of curriculum ideological and political education. The introduction of ideological and political elements in foreign language courses is attractive and interest to them, but it also has a certain difficulty. For one thing, they may have the difficulty in mastering and applying their language ability; for another, it's perhaps hard for them to correctly understand and grasp the connotation of ideological and political elements in foreign language learning.

Therefore, how to effectively implement the idea of curriculum ideological and political education in foreign language courses, and organically combine the foreign language teaching with patriotism education, ideological and moral education, humanistic education and other aspects is really a problem that foreign language educators need to think deeply.

4. A CASE STUDY OF NEW HORIZONS COLLEGE ENGLISH BOOK III

Taking the teaching material as an example, four of its units are selected to discuss how to organically integrate the ideological and political elements into the foreign language teaching so as to achieve the goal of "moistening things silently".

In Unit 1-The way to success, the article tells the path of success of Western celebrities such as Prime Minister Churchill, Einstein and Edison, summarizing the secret to success: never give up. In the period of teaching exploration, the spirit of the Chinese women's volleyball team can be introduced, which presents the precious and tenacious spirit at the most difficult moment. The Chinese women's volleyball team lives up to our expectations, who always face difficulties in adversity and never give up. Teachers can take this as an extension to guide students to understand the significance of the "Chinese dream" to individuals and our nation, so as to encourage them to strive for it.

In Unit 3-Life stories, the author introduces the life experience of famous British actress Audrey Hepburn, focusing on her important role as a UNICEF goodwill ambassador, who is fearless of danger and disaster, and provides humanitarian aid to people in need. When helping students understand the text and grasp English knowledge, the COVID-19 epidemic happened in China

in this extraordinary year of 2020 can be interspersed. Countless people are fighting on the front line for the epidemic prevention, who sacrifice their own lives to defend the safety of the country and our people. These who rush towards danger are also ordinary flesh and blood, but they are angels to save others' lives. These heroes fully demonstrate the spirit of selflessness and dedication, as well as the responsibility of our Chinese people.

In Unit 4-Let's go, it tells about the significance and benefits of travel, which can help to broaden students' vision and view the world from a different perspective. When teaching this article, teachers can extend students the concept of beautiful China. On November 8, 2012, the idea of Beautiful China was proposed at the 18th National Congress of the Communist Party of China for the first time. It announced that ecological progress should be given top priority to, which should be integrated into all aspects of economic, political, cultural, and social development, striving to build a beautiful China and achieve sustainable development of the Chinese nation. At the same time, on October 18, 2017, Chairman Xi also pointed out in his report in the 19th National Congress of the CPC that we should accelerate the reform of the ecological progress system and build a beautiful China. This can help students understand that the excellent traditional Chinese culture contains rich humanistic feelings and ideological value, and realize the extensive, profound and long history of the Chinese excellent traditional culture, so as to gradually enhance the students' cultural confidence.

In Unit 5-When work is a pleasure, the author distinguishes the differences between workers and laborers, as well as that in satisfaction the two gain from work, warning us that work attitude determines everything and only a love of work can gain personal satisfaction from it. At the end of the article, a question is proposed: Do you want to be a laborer or a worker? When discussing this topic, teachers can introduce General Secretary Xi Jinping's important speech at the National Conference for Model and Advanced Workers to let students think about and discuss the connotation and meaning of the craftsman spirit. Take the model and advanced workers as the example to encourage them to become strivers in the new era.

This teaching material involves many aspects, such as social life, study, economy and politics, etc.. Although the content has a relatively distinct language background characteristics, its educational value is consistent with our traditional Chinese ideology. It has a positive guiding role for college students to improve their personality can further highlight the comprehensive educational value of college foreign language teaching. Therefore, it's really important for our foreign language teachers to dig into the ideological and political connotation behind the teaching

materials, and find out the common value behind different languages and cultures, so as to help students form an international vision.

5. REFORM PATH OF IDEOLOGICAL AND POLITICAL EDUCATION IN FOREIGN LANGUAGE COURSES

5.1 Improve Teaching System and Teaching Content

Based on the content of the textbook, the construction of the ideological and political education in foreign language courses should dig deeply into the elements of moral education, with the aim to enhance students 'cultural confidence and help students to broaden their horizons and improve their knowledge reserve through emotional training. At the same time, under the guidance of the leading group for curriculum reform, combined with the current situation of the ideological and political development, the system and content of the curriculum should be updated in time to solve the relevant problems encountered in reality. The leading group needs to regularly and actively train the staff who implement the curriculum ideological and political matters, which can lay a solid foundation for its better implementation.

In addition, colleges and universities should also improve their assessment and incentive mechanism for foreign language teachers, so as to better implement the curriculum ideological and political teaching. Meanwhile, it is necessary to establish a material resource database of ideological and political education in foreign language courses. We should widely absorb all kinds of ideological and political resources, and improve the construction of the college foreign language curriculum system.

5.2 Innovate Teaching Ideas and Methods

When implementing curriculum ideological and political teaching, foreign language teachers need to innovate teaching ideas and use a variety of different teaching methods to stimulate students' enthusiasm for ideological and political learning. For example, in the process of classroom teaching, the case analysis method can be used to collect cases or stories related to the theme. Combined with the actual teaching situation, young students are guided to learn western culture from a critical perspective, thus enhance their national confidence so as to implement the fundamental goal of cultivating people by moral education. In the implementation of task-driven teaching activities, teachers can take group teaching methods and divide students into several groups. Different groups focus on different education and teaching topics, and each student in the same group is responsible for different task sections, which can greatly improve students' learning efficiency and their awareness of cooperation.

In addition, in the teaching process, teachers can make full use of various online media to present micro-courses, such as online video and e-book learning resources. We can interact with students through QQ, WeChat, email and other means, using new media and new technologies to make teaching alive. While expanding students' knowledge reserve and reading volume, it will effectively make up for the shortcomings of freshness and era shortage of English teaching materials. While expanding students' knowledge reserve and reading volume, it will effectively make up for the shortcomings of freshness and era shortage of English teaching materials.

5.3 Improve the Awareness and Teaching Ability of College Foreign Language Teachers

Curriculum ideological and political education requires that foreign language teaching should be carried out in combination with social hot topics, national development, global current affairs and other new issues, which puts forward new requirements for college foreign language teachers, such as the update of knowledge system, the improvement of teaching ability, as well as the enhancement of language capability. In the process of teaching design, foreign language teachers should put the curriculum ideological and political education in a prominent position, scientifically analyze the teaching materials, fully explore the curriculum ideological and political content in the textbook in order to guide students to establish a correct outlook on life and values. It's necessary to help students build up cultural confidence when teaching foreign culture.

At the same time, foreign language teachers must consciously strengthen the study of political theory, highly agree with the content of ideological and political education. Schools or colleges can regularly organize relevant training to improve the ideological and political awareness of foreign language teachers, so as to better meet the practical requirements of the education.

CONCLUSION

From the perspective of cross-culture and foreign language teaching, this paper explores the connotation and significance of the ideological and political education in foreign language courses. In addition, taking New Horizon College English Book III as a case, the reform path and executing measures of the ideological and political education in college foreign language courses are discussed. It is hoped to provide some reference for the ideological and political education in college foreign language courses, in order to better practice the

educational concept of foreign language courses going in the same way with the ideological and political education.

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