



A Study on the Construction of the Ideological and Political Teaching Model of Business English Curriculum under the Context of the New Liberal Arts

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Abstract

Moral education is the fundamental task of higher education in the new era. Under this background, it is imperative to carry out ideological and political education reform in universities. Business English is an extension of college English and an academic English course based on general English learning. Business English teachers should take ideological and political education as the guidance, combine the specific characteristics of business English courses to explore ways of integrating ideological and political education into business English courses from the aspects of teaching objectives, teaching methods, teaching content and evaluation system, and construct a business English teaching model that integrates language knowledge, ability training and ideological and political education.

Key words: Moral cultivation; Ideological and political education; Business English; Teaching model

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1. THE NECESSITY OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO BUSINESS ENGLISH

In the speech at the National Conference on Ideological and Political Work in Colleges and Universities in December 2016, the General Secretary Xi pointed out that the ideological and political work in universities is related to the fundamental issue of what kind of people universities cultivate, how to cultivate them, and for whom universities cultivate them. We must adhere to the central link of cultivating morality and talents, and integrate ideological and political work throughout the entire process of education and teaching, achieving full and all-round education and striving to create a new situation for the development of higher education in China. *The Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability* issued by the Ministry of Education in 2018 put forward that the content of ideological and political education should be scientifically and reasonably designed according to the requirements of different professional talent training characteristics and professional ability and quality, and every teacher's consciousness of cultivating virtues and cultivating talents should be strengthened. *The guidelines for ideological and political construction of curriculum in institutions of higher learning* issued by the Ministry of Education in 2020 further pointed out that professional courses are the basic carrier of ideological and political construction of curriculum. It is necessary to thoroughly sort out the teaching content of professional courses, combine different course characteristics, thinking methods, and value concepts, deeply explore the ideological and political elements of the courses, and organically integrate them into course teaching, achieving the effect of educating people silently.

Business English is an elective academic English course offered by our school for students of the School of Management and Economics in their junior year. It is also one of the core courses in the college English extension course of our school. Its main purpose is to cultivate students' ability to use English for cross-cultural communication in different business environments, so as to meet the communication needs of various business activities. The course aims to develop students' intercultural awareness and international business communication skills through language skills, business knowledge and business cultures of different countries. Influenced by the nature of the course, this course has significant practical and instrumental characteristics, and its teaching content is not only the imparts of professional knowledge and skills, but also the cultivation of hidden humanistic knowledge, business integrity, business culture and professional ethics. This requires teachers of business English courses to combine the teaching of professional theoretical knowledge and skill training with the value guidance and life shaping of students through explicit and implicit ways, and also explore the establishment of a "trinity" business English teaching model that combines political quality, humanistic quality, and one skill.

As an important part of the national education strategy, the construction of the new liberal arts adheres to the integrity and innovation, and innovates the traditional culture through modern information technology means and excellent experience mode on the basis of inheriting the excellent tradition and humanistic spirit of the traditional liberal arts. Compared with the traditional liberal arts, the new liberal arts adhere to the problem-oriented approach, and continuously empower and add value to humanities education through interdisciplinary integration. The construction of the new humanities has introduced modern information technology into the teaching of college English courses, making it possible to explore ideological and political materials through multiple channels, integrate online and offline teaching, innovate second classroom activities, and cultivate students' innovative thinking abilities in all aspects. Due to the wide selection of materials for Business English courses, which involve various aspects such as advertising, human resources, services, negotiations, insurance, marketing, etc., it is necessary to fully explore the ideological and political elements in the textbooks, combine the advantages of information technology and innovate teaching concepts and objectives in the process of carrying out the "ideological and political reform of courses" in Business English. Teachers should design comprehensive and reasonable teaching content for specific teaching content, integrating ideological and political elements naturally into business English teaching practice, thus cultivating composite business English professionals with strong English language and

communication skills, as well as good humanistic literacy, national sentiment, and international perspective.

2. CONSTRUCTION OF IDEOLOGICAL AND POLITICAL TEACHING MODEL IN BUSINESS ENGLISH COURSES

Today, with the rapid development of information technology, the "new liberal arts" has restructured the traditional liberal arts and integrated modern information technology into the curriculum teaching of humanities. The curriculum goal is the target of the curriculum teaching, the teaching mode is the way and means to complete the teaching content and achieve the teaching goal, and the teaching assessment and evaluation are the detection and feedback of the teaching effects. As an important part of the college English curriculum system, business English courses should also use the advantages of information technology to explore the moral education elements in the teaching process and integrate them into the teaching practice of business English courses.

The teaching of business English courses that integrate ideological and political education into the curriculum should have a clear "education oriented" teaching goal, adopt a combination of online and offline methods to enrich the teaching mode, focus on the connotation of ideological and political education, explore ideological and political elements, and combine ideological and political elements with business English teaching in a targeted and innovative manner. The teaching content of business English courses should be continuously refined, and value guidance should be implicitly integrated into the entire process of business English course teaching. At the same time, it is also necessary to establish a more comprehensive evaluation system to highlight the dominant position of ideological and political education in business English teaching.

2.1 Clarifying the teaching objectives of ideological and political education

Teaching objectives are the starting point for teaching design and all teaching activities, and play a crucial role in the construction of teaching models. In the past, business English courses only focused on assessing the acquisition of language knowledge and the cultivation of professional abilities, neglecting the guidance of students' ideological concepts. Business English teaching guided by "educating people" needs to incorporate moral education into the teaching goal system, that is, to increase moral education goals such as cultural comparison, value shaping, national sentiment, and cultural confidence on the basis of knowledge transmission and ability cultivation. In addition, as a characteristic course in the business field, Business English should also combine professional characteristics, add distinctive goals such as

business ethics and ethical standards, and corporate social responsibility, professional ethics literacy, international perspective, and cross-cultural communication ability.

Specifically, the Business English course of our school is offered in the sixth semester. After two years of general English learning, students have already acquired a certain foundation of language ability. On this basis, students need to further master the language ability of intercultural communication such as company business introduction, writing, business communication, cooperation and negotiation in English, which requires students to acquire a large number of professional terms, commonly used sentence structures, as well as the norms and formats of business English communication. At the same time, business English courses should guide students to master basic business skills such as company introduction, product introduction, product inquiry, business ordering, establishment and maintenance of business relations, hotel booking, etc. At the same time, it should guide students to have a good teamwork spirit and strong professional ethics, and be conscientious, practical, diligent and honest in work. Business English students use the curriculum as a medium to gain a diverse understanding of the world from the perspectives of language, culture, and business. At the same time, they become the most susceptible group to external ideological influences. Therefore, business English course teachers need to help students eliminate the shortcomings and uncover the bright future, skillfully integrating excellent Chinese culture and the spirit of the times into professional education. Also, teachers should inspire and lead students to differentiate between Chinese and Western cultures and ideologies, so as to cultivate their steadfast ideals and spiritual qualities of patriotism, love for the people, courage to struggle, and willingness to contribute.

2.2 Refining the teaching content of ideological and political education

Compared with ideological and political courses, curriculum ideological and political education places more emphasis on integrating ideological and political elements into curriculum teaching, that is, using curriculum teaching content as a carrier to deeply explore the ideological and political elements contained within it, and subtly infiltrate educational value into the teaching content. Therefore, in the teaching reform of ideological and political education in business English courses, textbooks are not only the main source of teaching content, but also the foundation and basis for the development of ideological and political education. Therefore, the excavation and integration of ideological and political elements in business English courses need to be based on the content of the textbook.

Specifically, first of all, the team of business English teachers can carefully select teaching units by means of centralized lesson preparation, identify the theme of each unit, dig deep ideological and political elements related

to the theme of the unit, and identify the ideological and political theme of each unit. Secondly, team teachers can divide their work reasonably, widely collect information related to teaching content, increase ideological and political materials related to ideological and political themes, domestic and foreign exchanges, and cultural achievements, establish a course ideological and political case library, and maximize the enrichment of ideological and political resources through cooperation and resource sharing among team teachers, thus better serving the teaching of business English courses. Finally, considering the disciplinary nature of foreign language subjects and the characteristics of business English courses, teachers can use more example sentences containing ideological and political elements when explaining vocabulary and syntax, naturally integrating language knowledge teaching and ideological and political education, truly achieving the goal of “moistening things silently”.

2.3 Enriching the teaching models of ideological and political education

Under the background of new liberal arts, business English teaching can make use of the advantages of information technology, adopt the combination of online and offline teaching methods, and combine ideological and political education with business English teaching in a targeted and innovative way. Each chapter of business English courses has a relatively independent theme. Teachers need to explore the ideological and political elements related to the theme in each chapter, set the integration point of ideological and political materials, divide classroom teaching into three stages of preparation before class, teaching in class and reflection after class to carry out teaching design, so as to integrate ideological and political elements into the whole process of classroom teaching naturally.

In the pre-class preparation stage, teachers are required to select ideological and political materials related to the topic of the unit in the ideological and political resource library, and present learning resources and task situations to students with the help of online platforms such as Chaoxing Learning Channel, WeChat and Dingtalk, so as to drive students to carry out self-learning before class guided by language, text and input of ideological and political resources. In the mid-class stage, teachers promote the main content needed in the output through the teacher-student interaction in class, including vocabulary explanation, syntax analysis, discourse framework and content analysis, text reading and understanding, text theme expansion, etc. During this process, teachers can help students complete the output tasks by organizing group presentations, classroom debates, situational simulations, and other means. In the post class reflection stage, teachers can deepen students' understanding of ideological and political themes by assigning extended assignments, such as requiring students to shoot a video

related to undergraduate ideological and political themes and upload it to the teaching platform, or encouraging students to conduct relevant research on ideological and political themes and submit research reports. At the same time, teachers can also organize students to carry out ideological and political activities in the second classroom with the ideological and political theme as the core, enhance their language skills and elevate the ideological and political theme through expanding activities such as speech competitions and dubbing competitions. Therefore, with the advantages of information technology, teachers can implicitly integrate socialist core values, excellent national culture, personal ideals, and patriotism into the entire process of business English course teaching.

2.4 Optimizing the teaching evaluation of ideological and political education

The assessment of business English courses that integrate ideological and political education into the curriculum should also be guided by value, and “moral education” should be included in the evaluation criteria of course assessment. Specifically, it can be reflected by adjusting the assessment method and content.

In terms of assessment methods, traditional business English assessment includes two parts: formative assessment and summative assessment, and the summative assessment is the main basis. In other words, the final grade of a student’s business English course is determined by their final exam paper score. While the business English course that incorporate course ideology and politics not only assess students’ language and business skills, but also evaluate their performance in the process of ideological and political theme learning, such as the viewing time of students’ ideological and political resources before class, the completion of pre-class preview tasks, the completion of discussions and reports on ideological and political topics in class, the enthusiasm of participating in tasks in class, and the completion of after-class extension assignments. Therefore, business English courses that incorporate ideological and political courses need to increase the proportion of formative evaluation in the final grade, and try to use methods such as student mutual evaluation and student self-evaluation to enrich the assessment methods of the course.

In terms of assessment content, teachers need to integrate the propositions of ideological and political content in class into formative evaluation and summative evaluation so as to ensure the coherence and unity among teaching objectives, teaching process and evaluation methods. For example, in the summative evaluation section, teachers can choose reading comprehension or question and answer questions related to the learned ideological and political themes, and require students to express their opinions, analyze and comment on the

reading materials of the ideological and political themes. This can not only examine the language knowledge of students, but also take into account the teaching effect of “ideological and political education”.

3. CONCLUSION

Integrating ideological and political education into subject and professional teaching is a requirement of the times for Chinese universities to achieve the goal of “cultivating morality and cultivating talents”. It is of great significance for universities to cultivate talents with both moral and talent qualities and comprehensive development. The construction of the new liberal arts has promoted the intersection and integration of disciplines, and has also given new connotations to the business English curriculum in the new era. It is the responsibility and mission of business English teachers in the new era to explore the ideological and political elements in business English teaching with the assistance of information technology, innovate the teaching philosophy and objectives of business English courses, explore the path of integrating ideological and political elements into business English teaching practice, and construct a new teaching model that combines English language knowledge, subject professional skills, and core value guidance. Therefore, business English teachers, as the guides of students’ thoughts and knowledge, should take classroom teaching as the battlefield, integrate socialist core values into business English courses, cultivate students’ correct outlook on life and ethics, enhance students’ cultural self-confidence, and eventually become qualified socialist builders and successors.

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