

Research on the Integration of Ideological and Political Education into College English Teaching based on Babansky's Theory

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Abstract: With China's increasing international influence, strengthening ideological and political education for young people is becoming increasingly important. Socialism with Chinese characteristics embodies the essence and spirit of the Chinese nation. In the learning process of the new era, young people should actively inherit the red gene. The effectiveness of English classroom teaching for contemporary Chinese college students needs to be improved, and how to strengthen ideological and political education on the basis of improving classroom efficiency is a thought-provoking issue. This article is mainly based on Babansky's "Optimization Theory of Teaching Process" to study the ways of integrating ideological and political education into college English teaching. Teachers actively explore the integration of ideological and political elements into new English teaching models by studying contemporary college English textbooks, formulating course designs in advance, adopting motivational methods, and innovating teaching methods. They continuously explore and stimulate students' interest in learning, in order to achieve higher learning efficiency, gradually form a new English teaching path with the characteristics of the school, and better adhere to the fundamental task of cultivating morality and talent. In order to cultivate high-quality and applied composite talents that meet the requirements of the times, and lay the foundation for innovative practical activities in English teaching.

Keywords: Ideological and Political Education, College English Teaching, Optimization of Teaching Process Theory.

1. Theoretical Background

Born in 1927, Babansky is a Soviet educator who was elected as a corresponding member of the USSR Academy of Education in 1971 and as an Official academician in 1974. He has applied modern cybernetics and system theory to the study of pedagogy and proposed the theory of optimization of the teaching process. His main works include "Optimization of the teaching process (general pedagogical view)" and "Optimization of the teaching and education process (methodological principles)"[1].

"Optimization of the teaching process" refers to the organization of the control of the teaching process on the basis of the comprehensive examination of the laws and principles of teaching, modern forms and methods of teaching, as well as the characteristics of the system and its internal and external conditions, in order to ensure that the process (within the scope of optimization) plays the most effective role in a certain standard of field. Optimization of the teaching process can also be understood as a purposeful selection of the best solution for the establishment of the teaching process by the teacher.

The teacher purposefully chooses the best solution for establishing a teaching process that will ensure that the task of teaching and educating students is solved within a specified time and with the greatest possible effect. "Optimization" consists of five factors: 1) Following the laws of teaching. The teaching is carried out in accordance with the principles, methods, forms and means of teaching justified by the laws of teaching. 2) Include both the external conditions of teaching and the actual situation of teachers and students. 3) Selecting a solution. Compare various feasible programs and choose the best one according to the actual situation. 4) Regulate and control activities. Control and adjust the process of teaching activities of teachers and students at any time. 5)

Obtain results [2]. Get the maximum possible effect within the specified time. One of the above five aspects is indispensable, but the key is to choose the best solution, the essence of which is to obtain the optimal effect.

2. Current Situation of "IP" Education

2.1. Difference between "IP" Courses and Curriculum with "IP" thoughts

Curriculum with "IP" thoughts refers to the integration of political elements, such as patriotism and collectivism, into the courses offered by universities, and the implicit teaching of Civic culture to students in the teaching process. Especially when talking about the contrast between Chinese and Western cultures, teachers should actively emphasize the firm position of "Cultural Self-confidence", not to flatter foreigners. Only when a country feels confident in its own culture, the whole country will have strength [3].

"IP" courses refer to the compulsory courses offered by universities: Mao Zedong Thought and Introduction, Basic Principles of Marxism, Outline of Modern History, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era.

2.2. Introduction to the Current Situation of English Teaching

Today's English teaching is divided into classrooms for English majors and classrooms for non-English majors.

The teaching classrooms for non-English majors are mainly based on teachers' transmission and large classes. Teachers mostly use "indoctrination" education, mainly teaching only the content of the textbook, but less with the current affairs of the day.[8] Due to the limited class time and the enthusiasm of the students, these English classes cannot effectively implement interesting classroom activities, thus

lacking good teacher-student interaction, which further leads to the lack of interest in learning English in large classes.

Based on this foundation, non-English majors' speaking, listening, and thinking skills are lacking, and it is difficult for them to be effectively improved in English classes.

2.3. Advantages of Integrating Ideological and Political Education into English Teaching

Nowadays, English, as a compulsory course from elementary school to university, runs through every student's learning career. Based on this, foreign culture has already quietly penetrated students' minds under the subtle effect of English learning. Then, at the university level, students, as mature and independent individuals, have the ability to think dialectically, to distinguish right from wrong, and to establish a correct world view, outlook on life, and values [4].

Therefore, the integration of "IP" Education in the process of teaching English in college can help students who are confused in their adolescence to show the correct ideological path, so that they will not deviate and not get lost.[10]

3. Research on the Approaches of Integrating Ideological and Political Education into English Teaching based on Babansky's Theory of "Optimization of Teaching Process"

If we want to integrate the education of "IP" thought into English teaching, first of all, we need to choose suitable English teaching materials, only by using suitable teaching materials can teachers fully explore the elements of thinking and politics in them and then teach the content of thinking and "IP" thought to students.

3.1. Design of Teaching Plans

In the textbook of "Selected English Literature" (4th edition), Unit4:17th-Century British Poets as an example, the poem No man is an island written by John Donne (1572-1631) is introduced in the 17th century English poets, which I think is a very good topic for "IP" Education. Combined with the current global warming problem and the epidemic, it can lead to "No man is an island in this world; all people are connected to other things in one way or another. The whole world is in a community of destiny."

3.1.1. Design Principles

Lesson plans should be designed in accordance with the principles of implementing core socialist values, reflecting patriotic sentiments and expanding international perspectives [5].

The core values of socialism include wealth and strength, democracy, civilization, harmony, freedom, equality, justice, and rule of law, and patriotism, respect for work, honesty, and friendliness.

The cultivation of patriotism is a long-term process that cannot be achieved overnight. It requires teachers to teach about patriotic culture consistently and implicitly over the course of a teaching cycle. Topics can be cited from current topical news that is happening right now. Extract major events that happened in the country during the week, put them into the classroom and share them with students, and ask them to investigate the cultural background of the event and the cause of the matter before class. After learning about the causes, have students share in class about their thinking.

After a series of discussions, the teacher will summarize the elements of thinking and politics involved in this incident.

In terms of expanding international horizons, I think the IUCN website is a great source of environmental news from around the world.

The news on the site ranges from Antarctica to the Americas, from animals to plants, from land to sea, and from the untouched deep sea and desert to the lively tropical forests. Reading this kind of news helps us understand the environmental changes around the world, so that we can deal with our own environmental problems and those around us, inspire our hearts to love and protect the environment, take the initiative to pick up the garbage on the ground, develop a sense of social responsibility, and strive to be the new youth of the new era.

3.1.2. The Procedure of Design

Take the text of Unit4 in the textbook of "Selected English Literature" Fourth Edition as an example.

I. Textbook Analysis

This unit takes the 17th century English poets as the starting point, teachers should first excavate the ideological and political elements of the textbooks and then to teach students to understand what does the content want to express. In the process of learning, students will be asked to compare the changes of world's situation, understand what is happening in today's society. As a teenager, what can we do to accelerate the development of ourselves and our country, how to endure different cultural custom while maintain confident in our culture.

II. Teaching Objectives

Emotional attitude: Through the study of this unit, cultivate students to establish a correct concept of love, form a good sense of social responsibility.

Through the study of this unit, students will develop a correct concept of love, a good sense of social responsibility and international sentiment, a sense of community of destiny, and a good character of perseverance.

Teaching focus: Cultivating students' sense of community of destiny;

III. Teaching process and operation

Step 1. Free talk

Have some students to talk something about environmental degeneration and global warming.

[Design intention: Discuss about the current situation of environmental problem in order to introduce the theme of "Community of Human Destiny"]

Step 2. Classroom task.

Teachers tell the students the concealed meaning of the poem.

The content and the interpret of No man is an island are as follow:

No man is an island entire of itself; every man is a piece of the continent, a part of the main;

It means that we can't only protect myself but to not care about the whole community. All of us are living in a union which having closed relationship, everyone composes of the whole world. One can not live without the world, and the world can not live without everyone of us.

if a clod be washed away by the sea, Europe is the less, as well as if a promontory were,

It means that if one of us was diminished, it stood for a loss of the whole community. Here we come to reach a Ideological and Political element—a community with a shared future of mankind.]

Step 3. Write

Tell them to use the facts, for example the COVID-19 epidemic, the whole world has got involved in this crisis, no single country can escape from it by itself. Under such circumstance, we should show our care to each other, not to be cold to others' needs. Then write down the things you can do within your capabilities.

[Design intention: To cultivate students' union spirit, to learn to care about others' abilities.]

Step 4. Show time

Get some students to read and perform the warm-hearted behaviors that they have done in their daily life in the class.

[Design intention: Try to deliver a warm-hearted spirit and form a positive atmosphere in the whole society.]

Blackboard design

Every man diminished is a lost of the whole world

A community with a shared future of mankind

3.2. Methods for Activating Motivation

In the classroom, teachers should assign more practical lessons in a sequence of increasing difficulty levels. According to "Easy or Simple Tasks" (high motivation level and behavioral effects), moderately difficult (medium motivation level and behavioral effects), and difficult or complex (low motivation level and behavioral effects) [6].

Because students now are asked to finish adequate credit scores from Labor Education course, Art Appreciation course, Natural Science course. Through assigning more practical lessons, such as, conducting Laboratory teaching, organizing Social practice activities, Cleaning the campus, Visiting the Art/Music Museum, they can help to raise operating ability of students, stimulate their creative ability.

Everyone can achieve the standards that college requires, but the quality of their accomplishment is varied from each other. So, setting up a tiered task is more helpful for students to cultivate good values. By assigning simple tasks to students, it helps to stimulate students' interest in independent learning of the subject with a high level of motivation. And, as a result, it reflects the students' attitude toward learning the subject; It is the first step to form their fundamental awareness of being an independent person who can manage something within one's ability, showing cares to the environment we are living in, adopting an international vision while facing different cultural elements [7].

Tasks of moderate difficulty can be completed with effort for most students, and the level of motivation and behavioral effects of such tasks are moderate. By assigning moderately difficult tasks to students, it helps to stimulate their positive desire to learn and promote their enthusiasm for active learning. It is the second step to further their ideological and political thought in mind.

When the teacher assigns difficult or complex tasks, students tend to become intimidated and then resist such learning themselves. Based on such situations, students' motivation levels and behavioral effects are the lowest. Under this situation, the manifestation of a person's sense of social responsibility is obvious.

3.3. Innovative Teaching Methods

3.3.1. Innovation in Teaching Methods

In my eyes, the current lecture method mainly focuses on the teacher, who is responsible for imparting knowledge and the students are responsible for receiving it. It is like one is a signal transmitter and one is a signal receiver. The signal

transmitter is a stable output, but there is a "filter" between them, such as the students are distracted, deserted, not interested in the content taught, then the receiver will appear to "fail to receive or receive abnormal" situation.

Therefore, the lecture method needs to be innovated, in which 2/3 of the class time is spent on the teacher's lecture and 1/3 of the class time is spent on the students, so that they can become the "masters" of the classroom, cultivating their sense of "ownership" of the classroom, and enhance their sense of achievement and satisfaction.

During the class, teachers can use ideological and political context as the teaching content. For example, when doing a Sight Translation, we can use the sentences of Xi Jinping Socialism with Chinese characteristics as the teaching content. Ask students to do the translation with the help of Chinese history and the knowledge of Communist Party of China [8].

Or, prepare a ideological and political topic to a group of students, ask them to make a presentation, using courseware, speaking English, carrying on this activities in turn. Everyone of the class will be assigned a topic.

After presentation, adding the possible consequences of climate warming, the importance of environmental protection, and the measures we can take to protect the environment to the classroom for discussion.

4. The results of Integrating Ideological and Political Education into College English Teaching

4.1. Teaching Efficiency

In order to obtain the maximum possible teaching effect within the specified time, ALL of the five factors included in the "optimization theory" are indispensable.

However, due to the limitations of realistic conditions and other variables, the "optimal teaching effect" we discuss here is only a relative situation and cannot be applied to all teaching processes [9].

Therefore, the desired effect of this study is to use the classroom time efficiently by cutting each lesson into precise segments, e.g., if a lesson is 45 minutes long, we cut the lesson into three segments: 1 to 20 minutes for the teacher to teach and the students to listen. Students need to absorb the content efficiently during this time, as 20 minutes is only 1/102 of the day. 20~25 minutes: appropriate time for students to relax and unwind. Such as, listening to music, watching a short video or conducting a free talk. Because students actually have limited time to concentrate on the lecture, they can effectively improve their concentration and learning efficiency by having a short break during this time. 25~45 minutes: Take students as the main body and let them become the "master" of the class. Too often, we deliver lessons to students from the teacher's perspective, thinking that the path is smooth and that it is easy to achieve results. But when we switch gears and teach from the students' perspective, we find that the path is actually blocked. So, we need to get students on the podium.

4.2. Teaching Quality

4.2.1. Establish the Concept of Education Quality

By integrating Ideological and Political elements into the English teaching, we can not only accelerate the speed of penetrating the "Red thought" into students' mind, help the implementation of "IP" Courses continue more smoothly, but also improve their English learning and speaking ability, cultivate a conscious sense of caring national affairs.

At the same time, through establishing the concept of education quality, students' parents and school teachers will be able to see the effects that the "IP" thought caused [10]. With the improvement educational quality, students' learning scores will also achieve a greater development, it means butter both sides of one bread. Gradually, more and more schools are doing a better job of integrating "IP" elements into their own curriculum, forming more fantastic and wonderful educational system for the whole Educational Circles.

4.2.2. Innovative Teaching Quality Evaluation System

The multiple aspects of each class's performance, including average score, pass rate, number of eugenics, eugenics rate, consolidation rate, and other comprehensive evaluation systems, constitute a relatively comprehensive evaluation plan, enhancing teachers' sense of urgency and enhancing their thinking.

Because now we focus more on Quality Education, attaching more importance in students' personality forming and good habit cultivating. While still examining students' scores, we do not take it as the only yardstick to judge whether he/she is a good student or not. We should examine their level from the aspects of moral education, intellectual education, physical education, aesthetic education and labor education. Cultivate the "Five Good" Youth of the New Era [11].

4.2.3. Teaching Routine Management and Process Quality.

Teaching procedures are specific normative requirements for various aspects of teaching work, including teaching management procedures, teacher teaching procedures, and student learning procedures. In order to determine the teaching sequence of well standards and ensure the quality of the process, the focus is on the following tasks:

Firstly, Teachers should clarify the requirements for teaching management. At the beginning of the academic year, a work seminar on teaching management was organized to summarize the teaching work status of the previous academic year (including analysis of teaching quality), discuss and develop the work philosophy of teaching this academic year. Improve the teaching quality evaluation plan and teacher system, adopt conventional teaching management methods, and ensure that leaders and teachers have a clear understanding and work with clear and accurate Ideological and political ideas.

Secondly, serious review of teaching procedures.

Seriously implementing the curriculum plan with "IP" thought is the minimum requirement for students' comprehensive development.

Manage the evaluation of teaching courses. Every two weeks, the Ministry of Education conducts course preparation, homework organization and correction, tutoring, and exam evaluation for teachers, to examine that whether they have implemented the integration of "IP" thought into classroom teaching. Congratulating those who have performed well and assisting and guiding those who have performed poorly. In the practice of teaching course management, we realize that improving teaching quality must be practical and feasible, in order to "work before the classroom, focus on the classroom, and compensate outside the classroom" [12].

Thirdly, strengthening school-based training and improving the overall quality of teachers.

The key to achieve schools' goal is teachers, and the key to develop teachers' level is to improve their quality. Therefore, school-based training is another focus of teaching management work. At the beginning of each school year, a

school based training plan is formulated (including training objectives, training materials, training methods, training time, assessment methods, and the division of labor for the training leadership group). The training mode is "training, practice, assessment".

Training: Invite educational experts or excellent teachers to give theoretical lectures (demonstration in class). Excellent teachers in this city or school will give special lectures or exchange experience about how they implement Curriculum with "IP" Thoughts. Send teachers to participate in teacher training organized by various levels and organizations.

Practice: The teaching research group focuses on classroom teaching and textbook teaching methods. Through observation, lecture presentation, evaluation, teaching reflection and communication, case analysis, problem consultation, and thematic discussions, teachers can reach new consensus through the collision and exchange of ideas, and find ways to solve problems while facing the integrating difficulties [13-14].

Assessment: Assessment and evaluation is an important part of the school-based training process, and the standards and methods of assessment vary depending on the training requirements and materials. By implementing a training model of "training, practice, and assessment", teachers are guided to consciously learn Ideological and political, educational theories and practice them, and their quality of teaching and educating people is improved.

4.3. Analysis of Teaching Management

After the implementation of injecting "IP" thought into English curriculum, the management of students' activities have seen obviously improved [15-16].

Since their morality has entered into another high level, the words they say, the attitude they treat other schoolmates, the behaviors they conduct, the work they finish will also follow into a higher level. Students will use more polite expression instead of rude phrases. They are going to be friendly and nice when get along with other people instead of showing coldness. Besides, students are going to conduct more warm-hearted behaviors when finding someone in trouble. Moreover, they will take every work that they need to finish as a serious task.

The above all reflect the content of socialist core values. In this means, teachers' burden of managing students can be lightened.

5. Conclusion

Through this research, we discuss the factors that influence the improvement of teaching efficiency. And uphold Cultural confidence firmly in the way of growing, never get lost in the contrast between Chinese culture and Western one.

Firstly, there are some regular relationships between teaching process with students' learning process: Students with superior family education have more active behavior, more disciplined morality and higher initiative. Under the management of collective system, they are docile and sensible. Moreover, since the parents serve as the first teachers of children, their intrinsic ideological and political thought will engender great influence on them. Under the active influence and guidance of parents and teachers, students' behaviors are also subtly imitating their parents' and teachers' actions. So, that is to say, a student with higher breeding cultivation, the teaching process he/she undergoes will be easier and more fluent.

Secondly, there are some regular relationships between

teaching process and their actual learning degree: In modern teaching classroom, it exists a kind of atmosphere-“Pretend to study hard”. Indeed, they do take notes carefully in the class. However, due to their weak basis of knowledge reserve and lack of going over lessons after class, their scores have never improved, stay in where they are. Under this circumstance, the teaching process seems smooth and fluent, actually, it is “Ineffective communication”. If students themselves can overcome this phenomenon automatically, the teaching effect will be greater.

All in all, wish that the integrated classroom can achieve greater development, reflect more ideological and political elements in the textbooks, continuously enrich students' ideological and political literacy, and improve their ideological and political awareness.

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