

The Implementation Methods of the Ideological and Political Theories Teaching in Foreign Majors: A Case Study of Comprehensive English Course

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Abstract: Ideological and political theories teaching is an education and teaching concept with Chinese characteristics, which is an introduction of ideological and political elements in all kinds of curriculum teaching. It is aimed at guiding students to establish correct outlook on the world, life and values. During the study of foreign language and culture, students are more susceptible to the impact of diverse cultures, values and ideologies. Therefore, colleges and universities should strengthen the cultivation of patriotism, national consciousness and core socialist values of foreign language students. As a college Foreign Majors course, Comprehensive English course has the advantage of playing the function of implicit ideological and political education. Integrate Chinese elements and patriotic education while teaching English language knowledge and skills. This paper analyzes the understanding of ideological and political theory teaching, teaching content, evaluation system, teaching process and other ways to integrate ideological and political education into the teaching of comprehensive English courses. It is conducive to cultivating students' patriotism and training high-quality foreign language specialists.

Keywords: Ideological and Political Theories Teaching; Foreign Majors; Chinese Characteristics; Comprehensive English Course.

1. Introduction

General Secretary Xi Jinping indicated that "We should adhere to the unity of explicit education and implicit education, tap the ideological and political education resources contained in other courses and teaching methods, and realize the all-round education of all students [11]." It required the moral education throughout the whole process of education, tacit knowledge and explicit knowledge to be combined, influence students imperceptibly. Ideological and political theories teaching helps students establish correct ideas. The ideological and political theories teaching in all courses is a creative conception to realize the core mission of Riter to cultivate people. The same intellectual and political resources from a valuable coalition of leaders in the process of knowledge transfer and skill development, helping students affirm their values and beliefs, and foster patriotism and personal education[3]. In this regard, the major universities have responded to the call, and the ideological and political education of college students has been promoted to a very important position.

Opening up has been a defining feature of modern China, and the communication between China and the world is getting closer, so foreign language professionals is in great demand. In order to meet the supply of foreign language professionals, major universities in China have added Foreign Majors to meet international demand. On the one hand, foreign language professionals play an important role in the connection between countries, not only does make it possible for China to scan widely to see the world, but also let the world hear China's voice; on the other hand, in the face of diverse cultures and values, foreign language professionals inevitably bear the impact of Western ideological and cultural trends. Therefore, the ideological and political theories teaching in Foreign Majors is imperative. To

comprehensively promote the construction of the ideological and political theories teaching in Foreign Majors, it is necessary to organically integrate professional knowledge and skills with ideological and political elements in professional courses. As the basic courses of Foreign Majors, Comprehensive English course is rich in ideological and political connotations. Ideological and political education in Comprehensive English course is conducive to enriching the spirit and connotation of foreign language courses, helping foreign language students to establish a correct outlook on the world, life and values, and cultivating high-quality foreign language professionals with patriot.

This paper takes the Comprehensive English course as an example to explore the application and improvement of the ideological and political theories teaching in Foreign Majors. The first part is the introduction, which briefly describes the background and significance of the paper. The second part analyzes the ideological and political value connotation of the Comprehensive English course, that is, the connotation and function of the ideological and political theories teaching in Foreign Majors. The third part is about the current situation of the ideological and political theories teaching in Foreign Majors. Based on the practice, this paper analyzes some problems encountered in the ideological and political theories teaching in Foreign Majors. The fourth part is the implementation method of the ideological and political teaching of Comprehensive English course from the aspects of teachers, textbooks, and assessment system. The fifth part is the conclusion, which summarizes the thesis. The sixth part is references.

2. Literature Review

As of August 15, 2023, the ranking of the number of majors in Chinese universities showed that English majors have the largest number of schools, reaching 954, and their enrollment

is as high as 110,000, ranking second in the country. In the face of such a large group of students, it is imperative to combine the ideological and political theories teaching with foreign language courses. Therefore, Chinese educators have carried out some research in this direction, but the overall material results are not optimistic.

In terms of policy, the *National Standards for the Teaching Quality of Foreign Languages and Literature* and the *Guide for the Teaching of Foreign Languages and Literature for Undergraduate Students in Colleges and Universities* put forward the requirements for the ideological and political theories teaching in Foreign Majors that students of Foreign Majors should have a correct outlook on the world, life and values, good moral quality, Chinese feelings and international vision, social responsibility, humanistic and scientific quality, and so on.

In terms of practice, many Chinese scholars followed the national guidance and made many attempts for the ideological and political theories teaching in Foreign Majors. Guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the Russian Department of Central South University of Forestry and Technology has assembled a teaching team to improve the teaching design of the ideological and political theories teaching in Foreign Majors around four sections: Chinese Dream, excellent traditional Chinese culture, international news, and local historical and cultural resources. In addition, the construction of foreign language "golden course" is also going on. The construction of foreign language "golden course" consists of two levels: aimed at the ideological and political theories teaching, the term reversed design of teaching program, and built foreign language "golden course" module or "golden course" group with Ideological and political characteristics; taking the ideological and political theories teaching as the content, deeply explored the ideological and political elements of traditional foreign language courses. Many organizations strengthen the ideological and political theories teaching in Foreign Majors through the way of "promoting learning by competition", such as a reading event themed around Marxism-Leninism original English works, an English speech competition with the theme of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, a teaching competition on the theme of the ideological and political theories teaching in Foreign Majors and so on.

In terms of theory, many educators have actively explored the ideological and political theories teaching in Foreign Majors, and published relevant research results based on their own teaching practice. The author searched all periodicals on CNKI with the title of "the ideological and political theories teaching in Foreign Majors (in Chinese)". By September 20, 2023, a total of 300 articles had been presented. Among them, the total number of articles in 2019 and before is only 18. During 2020, the number of published articles is 48, and the number of articles has increased year by year since then. From this analysis, more and more researchers are paying attention to the ideological and political theories teaching in Foreign Majors in 2020, which also indicates that further research is needed, including the extensive participation of more foreign language textbook writers and front-line foreign language educators.

To sum up, although there are some research and practical achievements in the ideological and political theories teaching in Foreign Majors, it is still at the preliminary stage and needs to be further studied. Compared with the new

requirements of the ideological and political theories teaching in Foreign Majors in the new era, the existing research on the key points, difficult points and prospective problems in the ideological and political theories teaching in Foreign Majors is insufficient, and the current researches and practices still lack a systematic and perfect top-level design.

3. The Connotation of the Ideological and Political Values in Comprehensive English Course

3.1. The Connotation and Functions of Ideological and Political Theories Teaching in Foreign Majors

3.1.1. The Connotation of Ideological and Political Theories Teaching

The two concepts of "course" and "ideological and political theories teaching" are not simple addition, but an organic whole. It is an important educational concept for college professionals training that using courses to demonstrate the ideological and political education, and integrating the elements of ideological and political education into the practical activities related to professional courses. The development of ideological and political theories teaching needs a series of courses to carry out and implement. The relevant courses are performed from not only simple knowledge in the textbooks, but also other relevant knowledge skills and experience. For example, in the process of teaching professional courses, teachers integrate the cultivation of world outlook, life outlook and values into the teaching content.

The construction of ideological and political theories teaching should have the characteristics of concealment, coordination and integration at the same time. Ideological and political elements should not be directly communicated to students in writing through books or teachers, but should cooperate with professional courses in an excellent teaching system, unconsciously influence students in the teaching process, and cultivate students' ideological and political awareness.

3.1.2. The Ideological and Political Theories Teaching in Foreign Majors is a New Curriculum View

The ideological and political theories teaching is not an independent course, but teaching philosophy that integrates ideological and political education into all aspects, stages and links of Foreign Majors courses, so that ideological and political elements and professional knowledge are organically combined, rather than simply added. If the ideological and political elements are simply inserted into courses as a material or an activity, or the ideological and political courses are simply offered, it will only create a sense of separation between the ideological and political theories teaching and foreign language knowledge, making students regard professional courses and ideological and political theories teaching as two completely different parts.

Therefore, ideological and political theories teaching is a new curriculum view, which requires ideological and political education and professional knowledge education to form a synergistic effect, so as to influence students imperceptibly, and cultivate students' ideological and political consciousness.

3.1.3. Ideological and Political Theories Teaching is A New Teaching Practice

The ideological and political theories teaching in all

courses is an important way of communicating the mainstream ideology of society and practicing the party's cultural leadership. In this context, the study of ideological impact of contemporary social trends on university students emphasize its important social and practical importance[1].

The course of foreign language is the way and means of ideological and political education, and the ideological and political theories teaching in Foreign Majors contributes to cultivate socialist builders and successors with international vision. By exploring the ideological and political elements in the courses of Foreign Majors and integrating them into all aspects of the courses, teachers can cultivate students' patriotic feelings and correct outlook on the world, life and values. Students can better exert their learning subjectivity and promote individual individuality and socialization in the practice activities rich in ideological and political elements.

The ideological and political theories teaching in Foreign Majors opens up a new path of ideological and political education and enriches its educational practice.

3.2. The Significance of Ideological and Political Values in Comprehensive English Courses

3.2.1. The Feasibility of Ideological and Political Education of Comprehensive English Course

As a basic and core course for Foreign Majors, Comprehensive English course "integrates language, literature, translation and cultural knowledge into a whole[8]", which helps Foreign Majors master basic English skills such as listening, speaking, reading, writing and translating. In addition, the Comprehensive English course textbooks are full of humanistic spirit, including topics such as human and nature, war and peace, culture and civilization, and guide students to think deeply about life and society. Therefore, compared with other courses, the Comprehensive English course is more feasible for the combination of the ideological and political theories teaching in Foreign Majors.

By exploring the ideological and political elements of Comprehensive English course, teachers can identify the entry point of students' ideological and political education, determine the themes of courses and forms of activities, and maximize the ideological and political teaching effect.

3.2.2. The Necessity of Ideological and Political Education of Comprehensive English Course

In the process of Comprehensive English teaching, students are exposed to articles from famous Western writers. In order to understand the articles, students need to supplement a lot of background knowledge with the help of classmates and teachers, and sometimes they are supposed to approach a problem from a Western perspective. With time passing by, students may feel confused in their cognitive way. At this time, ideological and political education needed to neutralize the differences between Chinese and Western cultures and thoughts. While students think for themselves, they would remain true to their original aspiration and form a correct outlook on the world, life and values.

3.2.3. The Urgency of Ideological and Political Education of Comprehensive English Course

At present, China's education is in a critical turning period, and there are some inefficient problems in many teaching links. Low efficiency is not only a common problem in college students' ideological education but also a normal phenomenon in the process of ideological construction[9].

In Foreign Majors, the traditional foreign language teaching mode only attached great importance to the formation of students' skills such as listening, speaking, reading, writing and translating, or unilaterally imports foreign culture in the learning process. Influenced by the learning environment, students will gradually lose their political quality and cultural self-confidence. Some students even blindly pursue Western culture and despise their own culture. Therefore, the construction of the ideological and political theories teaching in Foreign Majors is conducive to promoting students' patriotic sentiments and helping students to view the cultural differences between China and the West from a global perspective.

In addition, with the deepening of reform and opening-up, China exports not only commodities, but also excellent Chinese culture. To let the world hear "the voice of China", it is urgent to have a group of language workers with excellent foreign language ability and ideological and political awareness. In the basic course of Foreign Majors, Comprehensive English course, the construction of ideological and political theories teaching is helpful to train a group of foreign language workers with excellent political accomplishment, which is conducive to China's way to the world.

4. The Construction Status of Ideological and Political Values in Comprehensive English Course

4.1. Some Practical Activities in Ideological and Political Theories Teaching in Foreign Majors

Universities in Shanghai advanced the reform of ideological and political theories teaching in early 2017, fully exploring the ideological education resources and value connotations of courses. In this reform, educators proposed a "trinity" curriculum system (Yang, 2018) as shown in the figure below[12].

In addition, School of Foreign Language of Hebei Normal University developed the "China-Pakistan Economic Corridor Language Service VR Situational Teaching and Training Platform" in combination with authentic corpus of international conferences to dock the language professionals training strategy for "the China-Pakistan Economic Corridor" and to improve students' language service capabilities. The platform utilizes virtual reality 3D engine technology and panoramic technology to create immersive online VR teaching and post-training projects, with students' autonomous and interactive training as the main content. It is an effective attempt to integrate technology into translation abilities training and ideological and political education[5].

Even if offline activities were inconvenient due to the COVID-19 pandemic, many educators and educational researchers actively organized online competitions related to ideological and political theories teaching in Foreign Majors. For instance, students promoted Chinese excellent culture and presented a comprehensive China through English recitations, speeches, and talent shows in the "Telling Chinese Stories in English", which helped enhance national soft power and cultural confidence.

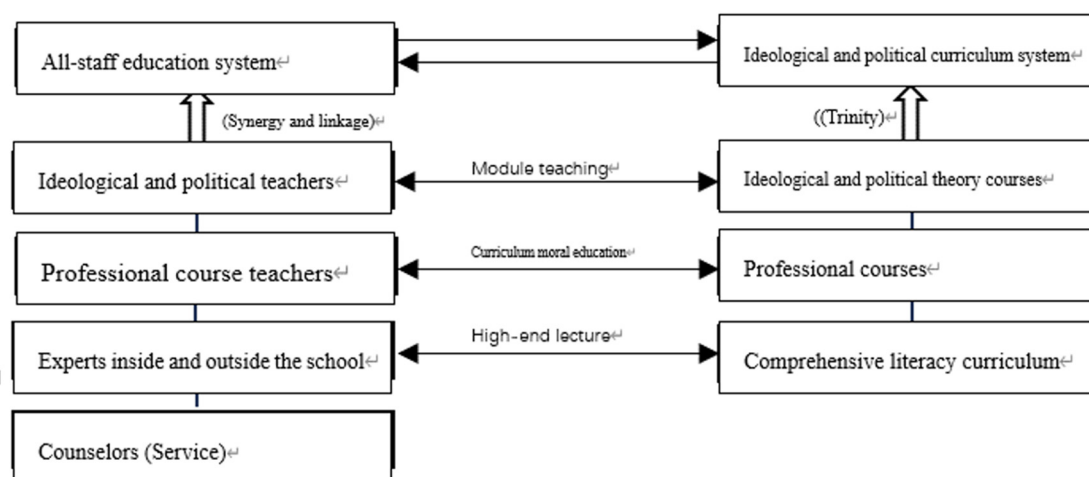


Fig 1. The Framework of Three-dimensional Education system of “ideological and political education theories teaching” in Colleges and Universities in Shanghai

Regardless of the form of practice for the ideological and political theories teaching in Foreign Majors, it demonstrated the attention and focus of educators and educational researchers on the ideological and political theories teaching in Foreign Majors. Although the research on the ideological and political theories teaching has been widely conducted in recent years, scholars continue to innovate and integrate in all aspects to promote the seamless integration of foreign language courses and ideological and political theories teaching.

4.2. Some Problems in Ideological and Political Values in Comprehensive English Course

4.2.1. In Terms of Teachers

General Secretary Xi Jinping pointed out that “those who spread knowledge should first have a clear understanding and belief in the knowledge being spread. University teachers should adhere to the principle of being educated before educating others, strive to become propagators of advanced ideology and culture, and steadfast supporters of the Party in governance. They should take on the responsibility of guiding and leading students’ healthy growth better[6].” However, the construction of ideological and political theories teaching in Foreign Majors is a great challenge for most teachers.

Firstly, some foreign language teachers cannot fully juggle “impart knowledge” with “educate people”, but instead prioritize “impart knowledge” over “educate people.” They believe that cultural courses are already demanding, and incorporating ideological and political education would hinder the learning of foreign language and cultural knowledge, pushing ideological and political work behind cultural knowledge teaching.

Secondly, some teachers have an inadequate awareness of ideological and political education and have a vague understanding of the integration of ideological and political theories teaching in foreign languages courses. Some foreign language teachers also lack training in the ideological and political theories teaching and find it difficult to use political language to carry out related teaching activities.

Lastly, the integration of ideological and political theories teaching in Foreign Majors requires a seamless combination of the two. Teachers should subtly influence students during the teaching process. This requirement necessitates foreign

language teachers to have a high level of teaching proficiency and political literacy. However, some foreign language teachers may find it challenging to meet this level, resulting in a rigid combination of foreign language expertise and ideological and political knowledge during the teaching process. In order to promote the ideological and political theories teaching, some teachers may resort to preaching or fail to ignite students’ interest in learning.

4.2.2. In Terms of Textbooks

Textbooks are the main carriers of knowledge, the main medium for teachers to teach, and the main channel for students to learn. Therefore, the renewal of the textbook of Comprehensive English course, *Contemporary College English*, is crucial for the promotion of ideological and political theories teaching in Foreign Majors.

On the one hand, *Contemporary College English* focuses on English cultural knowledge but lacks the reflection of ideological and political elements. In the teaching process of Comprehensive English Courses, emphasis is placed on improving students’ comprehensive language application skills, and the articles in the textbook mainly introduce the social, political, positive, and cultural elements of English-speaking countries. However, the textbook content lacks Chinese cultural elements and it is difficult to reflect Chinese excellent traditional culture in textual form. The content of the textbook mainly focuses on English knowledge and skills, lacking the design of ideological and political theories teaching. Therefore, it requires teachers to supplement and integrate, which increases the requirements and burdens on English teachers to some extent.

On the other hand, the updating speed of *Contemporary College English* is relatively slow, which has a certain time-lag and is difficult to keep up with the times. As it involves many human factors in English-speaking countries and the application of English knowledge, the content of *Contemporary College English* is mostly classic English texts from history, which makes it difficult to keep up with the pace of social and cultural development and has little connection with contemporary ideological and political elements, resulting in a lack of ideological and political cases and teaching resources.

4.2.3. In Terms of Assessment System

Weng Tiehui pointed out that “scientific evaluation is an

important guide for correct practice[10]. " In order to promote the reasonable construction of ideological and political theories teaching in Foreign Majors and ensure that the ideological and political theories teaching in Foreign Majors develops in a scientific direction, it is necessary to establish system of ideological and political course.

In the construction of ideological and political theories teaching in Foreign Majors, foreign language expertise and ideological and political education are equally important, and they should work together. However, in the final stage of assessment and evaluation, foreign language expertise and abilities have clear and specific means in the course assessment system, but the ideological and political theories teaching in Foreign Majors lacks a clear and visualized assessment system. The inability to evaluate ideological and political theories teaching in Foreign Majors may lead to the difficulty in reflecting the effectiveness of ideological and political education, lack of feedback for teachers in the teaching process, difficulty in adjusting teaching methods, and ultimately lower the quality of ideological and political education. On the other hand, it may cause some "grades-oriented" teachers and students to neglect the study of ideological and political education, invest most of their energy in professional knowledge learning, and make ideological and political theories teaching in Foreign Majors ineffective in achieving the goal of "educate people".

5. Reforms in Teaching Methods of Ideological and Political Values in Comprehensive English Course

5.1. To Strengthen the Construction of Faculty

In the process of constructing the ideological and political theories teaching in Foreign Majors, teachers need to "fulfill their responsibilities as mentors and guides for students' healthily development[7]." Foreign language teachers play an important role in the construction of ideological and political theories teaching in Foreign Majors, and they should strive to achieve a balance between "impart knowledge" and "educate people".

In terms of ideology, foreign language teachers need to enhance their awareness of ideological and political theories teaching. Continuously improving political literacy, focusing on the study of ideological and political theories teaching and national traditional culture, can help influence students' outlook on the world, life, and values. In terms of teaching, foreign language teachers should take an active collaboration, engage in collective discussions and research, and promote effective teaching methods such as contrast teaching method, cooperation teaching method and practical teaching method. It is important to have teaching methods but not adhere to fixed methods and the key is to find effective methods. In terms of teaching quality evaluation system, it takes students as the core, takes students' ability training and knowledge acquisition as the basis, and adopts all-round, multi-level dynamic and diversified evaluation standards to judge teaching quality[4]. Improving the teaching quality evaluation is conducive to teachers' timely adjustment of teaching strategies and improvement of teaching quality.

What's more, organizing activities can stimulate students' motivation to learn. For example, establishing a Model United Nations can enhance students' communication skills and foster their national image consciousness; inviting students to share daily foreign language news can cultivate students'

habits of paying attention to current affairs and critical thinking.

5.2. To Update Textbooks with Ideological and Political Elements

textbooks are the foundation for promoting ideological and political theories teaching in Foreign Majors, which requires the efforts of both foreign language experts and the collaboration of teachers of ideological and political courses and entrepreneurs. It is necessary to deeply explore the ideological and political elements of textbooks, strengthen its overall design, enrich teaching cases and course resources, and seamlessly integrate ideological and political elements into the foreign language courses.

The compilation of textbooks must reflect the ideological orientation that is in line with national interests and values through careful selection of discourse materials, demonstrating the role of ideological and political education and value guidance in the textbook. For instance, in terms of politics, include content related to the Thought on Socialism with Chinese Characteristics for a New Era and Core Socialist Values. In terms of economy, combine current affairs and keep up with the development of the times, such as introducing the Belt and Road Initiative and the spirit of craftsman. In terms of culture, introduce classical foreign works, traditional Chinese culture, human geography, and ancient classic works. In addition, with the continuous development of mobile reading platforms, content that is not reflected or timely updated in textbooks can be presented through complementary resources, such as publishing articles on the official account of the textbook publisher or providing foreign language news through a supplementary APP. In conclusion, the update of textbooks for foreign language majors should not only focus on the learning of relevant professional skills but also keep up with the development of the times, integrate ideological and political elements, cultivate students' initiative in learning, and guide them in independent thinking.

5.3. To Establish Scientific Curriculum of Evaluation System

The construction of ideological and political quality evaluation system is of great significance. It is the guarantee measure to promote the full implementation of ideological and political theories teaching in all courses, the measure standard to test the quality of ideological and political teaching, and the feedback mechanism to improve the effectiveness of ideological and political theories teaching in all courses[2].

The evaluation of foreign language courses generally adopts a combination of process scores and final scores, but this evaluation method can only objectively evaluate English-related skills (listening, speaking, reading, writing, and translation), and cannot accurately evaluate the integration of ideological and political education. The evaluation of ideological and political theories teaching in Foreign Majors should combine quantitative and qualitative evaluation methods, as well as process-oriented assessment and summative assessment, to establish a dynamic evaluation system. For instance, in Comprehensive English Course, the assessment of ideological and political elements can be reflected in the autonomous learning and research module in the process scores, and theme activities can be conducted by utilizing extracurricular resources and combining English

skills.

For instance, in the listening skill aspect, English materials including VOA, BBC, or China Daily can be played to help students understand international situations and enhance their humanistic literacy. In the speaking skill aspect, students can give presentations in the first five minutes of class to summarize the latest news and express their opinions and evaluations on the news. In the reading skill aspect, students can read speeches by national leaders or foreign language speeches in class, which not only improves their ability of intensive reading but also guides them to understand the cultural and political differences between China and the West.

In summary, the assessment and evaluation of ideological and political theories teaching in Foreign Majors should ensure the objectivity and rationality of teaching quality evaluation, and combine foreign language skills with ideological and political elements for comprehensive quantitative assessment.

6. Conclusion

In the process of China's gradual integration into the world, foreign language professionals have always been at the forefront of spreading China's voice. The cultivation of foreign language professionals should keep pace with the times, actively respond to the call of Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and strengthen the construction of ideological and political theories teaching in Foreign Majors. The integration of foreign language major and ideological and political theories teaching is helpful in cultivating foreign language professionals with both patriotic spirit and international perspectives, consolidating the guiding position of Marxism in the ideological field of universities, and constructing a comprehensive education pattern that focuses on all-student education, all-process education, and all-round education. The construction of ideological and political theories teaching in Foreign Majors is a difficult and long-term task, which requires the joint efforts of all sectors of society to promote the general mission of moral education and professional cultivation in universities.

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