

Research on the Status Quo and Countermeasures in Curriculum Ideology and Politics Teaching of English Courses Under the Background of New Liberal Arts Construction

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Abstract: New Liberal Arts, as an innovative development in the field of traditional liberal arts education, is a new form of discipline that takes inheritance and innovation, crossover and integration, synergy and sharing as the main way, and promotes the crossover and in-depth integration of multiple disciplines in a demand-oriented way. Curriculum ideology and politics is an important direction for the construction of English curriculum in colleges and universities at this stage, which can effectively improve the teaching effect of English curriculum, help colleges and universities and English teachers to build a perfect English curriculum system, and effectively play the nurturing value of English curriculum, realizing the synergistic nurturing of English professional knowledge and ideology and politics theory. Based on this, this paper analyzes the significance of English curriculum ideology and politics, discusses the problems of English curriculum ideology and politics at this stage, and then puts forward relevant suggestions in the hope of improving the construction effect of English curriculum ideology and politics, and effectively integrating the elements of ideology and politics into the teaching activities of English curriculum in colleges and universities.

Keywords: New Liberal Arts Construction; Curriculum Ideology and Politics; Countermeasures Research.

1. Introduction

In 2017, Hiram College proposed the educational concept of “New Liberal Arts”. The proposal of New Liberal Arts Construction has given new meanings to majors, curricula, knowledge, and teaching systems. (Dingding, Yang Yifeng, Meng Meng, & Li Shaoyun, 2023). China proposed to comprehensively promote the construction of New Liberal Arts in the “Six Excellence and One Outstanding” program in 2018, and issued the Declaration on New Liberal Arts Construction in 2020. New Liberal Arts, as an innovative development of traditional liberal arts education, is a new form of discipline that promotes the intersection and in-depth fusion of multiple disciplines through inheritance and innovation, crossover and fusion, synergy and sharing, and in a demand-oriented manner. The emergence of New Liberal Arts Construction as a major national strategic initiative is not only a requirement of the development of the new era, but also a requirement of the use of new technology and the change of talent demand. (Zou Yumei, 2023) In the new historical period, the world is facing the opportunity to reshape the structure of the international discourse system, and China is in a brand new international context and national development environment. In this context, China must take root in the excellent traditional Chinese culture, and New Liberal Arts Construction can solve the theoretical and practical problems related to people’s thoughts, spirit, concepts and values at a deeper level, and help China better cope with the intricate world environment and international situation. With the further development of the times, information technology, while providing many conveniences for people’s lives, also brings many challenges for people’s future development. As a key task of New Liberal Arts Construction, the intersection

of humanities and social sciences disciplines with digital technology can effectively realize the deep integration of modern science and technology with the field of liberal arts, and contribute to China’s development in response to the times.

Curriculum ideology and politics refers to the educational practice in which teachers excavate the elements of ideology and politics in non-ideology and politics courses and introduce the elements of ideology and politics outside the courses, thus giving full play to the nurturing value of the elements of ideology and politics, realizing the in-depth integration of curriculum teaching and ideology and politics education, and promoting the synergistic nurturing of human beings between the two. (Hu Xuekun, 2023). Curriculum ideology and politics can highlight the ideology and politics of non-ideology and politics courses, and promote the integration of ideology and politics education into curriculum teaching and college education and teaching practice. At this stage, with the continuous development of higher education, the importance of ideology and politics education in the higher education system is more and more prominent, and how to promote the comprehensive development of ideology and politics education has become the focus of attention of colleges and universities and all parties on campus (Zhang xiuxiu, 2023). In this context, the construction of curriculum ideology and politics in colleges and universities has been put on the agenda, and the teaching of English curriculum ideology and politics is an important part of the construction of curriculum ideology and politics in colleges and universities.

2. Importance of English Curriculum Ideology and Politics in Higher Education

2.1. Promoting the Orderly Implementation of the Work of Promoting Moral Education

The development of higher education in the new era needs to promote the orderly implementation of the fundamental task of establishing moral character and politics, and the construction of curriculum ideology and politics is an important means to implement the fundamental task of establishing moral character and politics (Li qin, 2023). Therefore, the construction of English curriculum ideology and politics can promote the implementation of the work of promoting moral education in English curriculum and realize the integration of ideology and politics education into English teaching activities. At the same time, the construction of English curriculum ideology and politics can provide certain experience for the construction of other non-ideology and politics courses, and then promote the construction of all the courses of ideology and politics, promote the comprehensive infiltration of ideology and politics education into the curriculum system of colleges and universities, improve the structure of college and university curricula, and then promote the implementation of the fundamental task of establishing morality and respecting people's moral character in the practice of education and teaching in colleges and universities.

2.2. Promoting the Professional Development of English Language Teachers

The construction of English curriculum ideology and politics in colleges and universities has put forward higher requirements for the teaching ability of English teachers, who not only have to adjust the teaching objectives of the curriculum, but also have to take the initiative to optimize the teaching mode of the English classroom, integrate the English teaching resources, and improve the evaluation of the teaching of the English curriculum, which can, to a certain extent, promote the teachers' initiative to carry out self-refinement to continuously improve their own teaching level and achieve professional development.

2.3. Promoting the Comprehensive Development of Students

The construction of English curriculum ideology and politics in colleges and universities can realize the synergistic development of English knowledge and ideology and politics, help students to solidly master English knowledge, improve the level of English theory, and make students continuously improve their own level of ideology and politics in the process of learning, and realize the synergistic development of English knowledge and ideology and politics theory (Han limin, Zhang shuwang, & Xu qingmei, 2023). At the same time, the element of ideology and politics has a positive role in promoting the development of students' moral quality and value orientation, so promoting the construction of English curriculum ideology and politics can help students to form a noble moral quality, so that they can set up the correct value orientation, can do in their daily lives to treat people equally and respect others, and in the process of learning to study seriously, and seek to learn and make progress. Therefore, the construction of English curriculum ideology and politics in

colleges and universities can promote students to realize the growth and development in various aspects.

3. Analysis of the Current Situation of the Teaching of English Curriculum Ideology and Politics in Colleges and Universities

3.1. Lack of Depth in Teaching English Curriculum Ideology and Politics

Combined with the English curriculum teaching situation in some colleges and universities, teachers simply explain the English knowledge during classroom teaching, and then mix the ideology and politics knowledge with the English knowledge rigidly, which leads to the lack of depth of the English curriculum ideology and politics teaching (Chen jingjing, 2023). In addition, the knowledge of ideology and politics has a certain degree of abstraction, and students will encounter more difficulties in the process of learning, which increases the difficulty of students' learning. At the same time, English curriculum objectives, curriculum model and curriculum evaluation occupy an important position during the teaching of English curriculum, but teachers only explain the knowledge of ideology and politics in the classroom lectures, and do not integrate the elements of ideology and politics into the curriculum objectives and evaluation of the curriculum, which leads to the less than satisfactory effect of the teaching of ideology and politics in the English curriculum. In addition, teachers and students spent more time and efforts, but did not achieve the expected results, which also caused some teachers and students to lose confidence in English curriculum ideology and politics and did not have high expectations.

3.2. Inadequate English Teacher Workforce Building Inadequate English Teacher Workforce Building

Teaching mode has a direct impact on the effect of teaching English curriculum ideology and politics. At this stage, some English teachers still take the traditional teaching mode of lecturing, that is, directly explaining the knowledge of English, ideology and politics, or through the teaching courseware to show the content of knowledge, and then let the students learn, in the process, students are in the state of passive knowledge learning, seldom to think and communicate (Wan Linyan & Yao Yinzhu, 2018). At the same time, in view of the abstract nature of the knowledge of ideology and politics, the lack of students to think about the activities is to cause students to fall into the "know what is true but not know why" state, the students can remember the knowledge of ideology and politics, but do not understand the principles behind the knowledge of ideology and politics, and cannot play a practical knowledge of ideology and politics elements of the value of human education. In addition, the single classroom teaching mode leads to insufficient interaction between teachers and students. Teachers are unable to understand the students' English foundation, ideology and politics level and learning development, and students are unable to master the knowledge of ideology and politics with the help of teachers. Therefore, the single teaching mode is an important factor affecting the effect of teaching English curriculum ideology and politics.

3.3. The Model of English Classroom Teaching to be Optimized

In the process of teaching English curriculum ideology and politics in colleges and universities, the teaching organization ability and teaching resources integration ability of English teachers are directly related to the effect of teaching English curriculum ideology and politics. However, from the situation at this stage, most college English teachers have accumulated rich experience in English teaching because they have been engaged in front-line teaching activities for a long time, and they have mastered skillful teaching techniques, which can help students to answer questions and solve puzzles, but the level of ideology and politics is relatively insufficient, and they can't organically combine the knowledge of English and the knowledge of ideology and politics. At the same time, the teachers' insufficient level of ideology and politics leads to the teaching of English curriculum ideology and politics in an inefficient state, and the teachers spend more time in the process of exploring the teaching of English curriculum ideology and politics, which may, on the contrary, delay the normal teaching activities.

3.4. Inadequate Evaluation of Teaching and Learning in English Programs

Teaching evaluation is an important part of teaching activities(Wu Xing & Gu jianmin, 2019). Combined with the reality of teaching English curriculum ideology and politics in colleges and universities, a perfect curriculum teaching evaluation can diagnose the students' learning achievements and the development of their ideology and politics level. However, during the current English course teaching, the teaching evaluation given by teachers is not comprehensive and reasonable enough, for example, teachers' pay too much attention to whether the students master English knowledge and neglect the students' ideology and politics development, and do not include the students' learning performance in the teaching evaluation. Some students, although they put in more time and energy and actively participate in learning activities, do not achieve the expected results due to their weak English foundation, and the teaching evaluation given by the teachers is low, which leads to the frustration of students' learning motivation. At the same time, the lack of interactivity in teaching evaluation is mostly a unilateral evaluation of the teacher to the students, while the students are unable to comment on the teacher's teaching results, the effect of the construction of curriculum ideology and politics, resulting in the teacher's inability to find out the problems that existed during the teaching of English curriculum ideology and politics, and unable to take corresponding measures to optimize it.

4. Research on the Optimization Countermeasures of Teaching English Curriculum Ideology and Politics

4.1. Promoting the Deep Penetration of Curriculum Ideology and Politics in English Teaching and Learning

As mentioned earlier, some English teachers in colleges and universities have the problem of insufficient depth during the teaching of English curriculum ideology and politics. In

this regard, teachers need to realize the necessity of curriculum ideology and politics, and then promote the integration of the elements of ideology and politics into all parts of the curriculum objectives, the curriculum model and the curriculum evaluation(Wang Xin & Chen fan, 2021). Taking the course objectives as an example, teachers can set the following three-dimensional objectives: first, knowledge objectives, focusing on guiding students to master English knowledge, Civic and politics knowledge, building a firm theoretical foundation in English, and initially understanding Civic and politics theories; second, ideology and politics objectives, mainly guiding students to form the corresponding quality of thinking and learning abilities in the process of learning, such as linguistic thinking, dialectical thinking, and linkage thinking, etc., and also cultivate good learning habits and form outstanding learning skills. good learning habits and form outstanding independent learning ability; Third, the goal of emotional attitude and value orientation dimension, which mainly guides students to form a correct cultural awareness in the process of learning English knowledge, to be able to recognize the diversity of world cultures, to respect the cultural differences between different countries and nationalities, to strengthen the students' sense of cultural identity, and to help students establish cultural self-confidence. It is not difficult to find that the optimized teaching objectives fully reflect the characteristics of ideology and politics, especially the elements of linkage thinking, dialectical thinking and cultural self-confidence are to highlight the ideology and politics of the teaching objectives of the English course, to promote the in-depth integration of the elements of ideology and politics and English teaching, and to play an important role in guiding the comprehensive development of students. In addition, teachers and students should form a correct understanding of the construction of English curriculum ideology and politics and the development of teaching activities, realizing that curriculum ideology and politics is a long-term and systematic work, and they should look at the construction of curriculum ideology and politics with a long-term vision, and have full confidence in the teaching of English curriculum ideology and politics, so as to avoid the tendency of short-sightedness and formalism.

4.2. Promoting the Building of the English Language Teaching Force

English teachers play a key role in the teaching of English curriculum ideology and politics, and in order to enhance the effectiveness of the teaching of English curriculum ideology and politics, schools need to promote the construction of English teachers. On the one hand, the school should organize English teachers in the school to participate in regular study and training to learn the knowledge of ideology and politics theory, so that the teachers can study how to combine the theory of ideology and politics with the knowledge of English in the form of a collective, so as to improve the level of the teachers' ideology and politics education, so as to make them firm in their idealistic beliefs, and to be able to play the role of demonstration during the teaching of the English curriculum ideology and politics. On the other hand, the school organizes the Civics and Politics teachers and English teachers to build a helping group, using the passing-on mechanism to improve the effect of English teachers' team building, to improve the teaching ability and ideology and politics of English teachers, and to cultivate compound

English teachers. At the same time, under the role of the passing-on-and-helping mechanism, English teachers and ideology and politics teachers collaborate to prepare lessons, do good teaching and research work, study how to interpret English knowledge through the perspective of ideology and politics, and enhance the explanatory power and persuasive power of the theory of ideology and politics. In addition, English teachers need to take the initiative to participate in the training organized by the school, exchange and learn from other teachers, learn from other teachers' advanced experience in curriculum ideology and politics, and then combine it with their own teaching practice, so as to improve their own teaching level and promote the integration of the elements of ideology and politics into the English classroom teaching.

4.3. Innovations to the English Classroom Teaching Model

At the present stage, some English teachers still adopt a single lecture teaching, the advantage of this teaching mode is that it can maintain a uniform progress and reduce the cost of teaching, but it is easy to cause students to be in a passive learning state, resulting in insufficient classroom interaction. In view of this, English teachers should take the initiative to innovate the classroom teaching mode according to the needs of English curriculum ideology and politics teaching, and promote the application of advanced teaching modes such as theme teaching, scenario simulation and microteaching. For example, in the classroom, the teacher explains the Chinese and foreign dress culture, but the students do not know enough about the foreign dress, the teacher can set the theme of inquiry, release the theme of the task, and then let the students in the guidance of the theme of independent collection of information, to understand the foreign dress culture, and with China's dress culture for comparison. Compared with lecture teaching, the theme of inquiry learning can highlight the main position of students, give full play to the subjective initiative of students, and allow students to deepen their understanding and memory of knowledge in the state of independent learning, and realize the development of learning ability. At the same time, after students understand the cultural differences between Chinese and foreign costumes, they can gradually form the correct cultural concepts, correctly view the cultural differences between the various ethnic groups, and realize the development of ideology and politics. For example, teachers can divide students into different groups according to their English foundation, language thinking and learning ability. And then let the students to group as a unit to explore the learning, give full play to the excellent students' driving role, but also can make the students realize the importance of the collective in the process of learning, cultivate students' team spirit and collective sense of honor, which is an important means to promote the development of students' ideology and politics, but also can effectively enhance the ideology and politics of the teaching of the English course. It should be noted that the innovative English classroom teaching mode puts higher requirements on the teaching organization ability and classroom management ability of English teachers, and it requires teachers to take the initiative to understand the English foundation and learning situation of students. Therefore, teachers should increase classroom interaction in daily teaching activities, which can not only enliven the atmosphere of the English classroom, but also understand the

situation of students, bring teachers and students closer, so that students can realize the development of ideology and politics under the guidance of teachers.

4.4. Improving the Evaluation of Teaching and Learning in English Courses

Combined with the needs of English curriculum ideology and politics teaching, teachers should promote the integration of ideology and politics elements into curriculum evaluation, which should play the diagnostic function of curriculum evaluation as well as the guiding and feedback role of curriculum evaluation. Specifically, teachers need to give a comprehensive teaching evaluation, for example, a student in the classroom learning period to take the initiative to interact with classmates, follow the teacher's teaching rhythm to develop thinking, which is an important manifestation of the development of students' ideology and politics, but due to the poor foundation of English, so failed to comprehensively grasp the knowledge of English, to address this situation, the teacher can appropriately improve the teaching evaluation scores, so as to affirm the student's positive attitude towards learning. In this case, teachers can raise the teaching evaluation score appropriately to recognize students' positive learning attitude and help them build up confidence. At the same time, teachers should give developmental teaching evaluation, point out the problems that exist in the process of learning English knowledge and ideology and politics knowledge, analyze the causes of the problems and put forward corresponding guidance suggestions for the next stage of students' learning practice, so as to help the students to master the theoretical knowledge of ideology and politics more efficiently and accurately, and to improve their ideology and politics cultivation. In addition, teachers need to carry out interactive evaluation, especially for students to comment on teachers' curriculum ideology and politics teaching results, such as whether the content of ideology and politics is closely integrated with English knowledge, whether the teaching mode is flexible and diversified, whether the teaching activities are rich and interesting, etc., to help teachers do a good job of teaching reflection, so as to make it possible to promote the further penetration of the elements of ideology and politics in the future teaching activities.

5. Conclusion

New Liberal Arts Construction is the need of national strategic development, and focusing on value leadership is one of the tasks of New Liberal Arts Construction. The requirements and ideology and politics of New Liberal Arts Construction point out the direction for the implementation of curriculum ideology and politics, while the construction of curriculum ideology and politics provides a guarantee for the improvement of the nurturing quality of New Liberal Arts. The construction of curriculum ideology and politics is not only a reform in the field of education, but also the requirement of the era of New Liberal Arts Construction, the need of social development and national construction. Under the background of New Liberal Arts Construction, foreign language courses are not mere language skills courses, and foreign language educators in colleges and universities should realize the mission and responsibility of foreign language education, not neglecting the education of students' ideals and patriotic sentiments, and assume the responsibility of cultivating socialist builders and successors who can take up

the important task of the rejuvenation of China.

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