

An Exploration of the Practical Paths for the Ideological and Political Construction of the College English Course from the Micro - perspective of "Three All - Round Education"

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Abstract: The Ideological and Political Construction of The Curriculum is the fundamental task of establishing moral character and promoting the connotative development of higher education, and foreign language teaching, as an important part of higher education, is closely connected with the construction of the curriculum, and is committed to constructing a foreign language education and educating system that involves all the staffs, runs through the whole process, and covers the whole range of people. Based on the micro-perspective of the Three All - Round Education , this study discusses the practical path of the construction of "English for University Purposes" through the whole process of course teaching, all aspects of course teaching and all members, the planning of the whole process of course ideology and politics teaching links, the integration of a full range of multi-dimensional course ideology and politics resources, and the systematic coordination of the "faculty, teachers and students" all-member ideology and politics co-power, so as to provide a better opportunity for the construction of the ideology and politics of foreign language teaching courses. The aim is to provide reference for the in-depth promotion of the construction of foreign language teaching program.

Keywords: Three All -Round Education; College English; The Ideological and Political Construction of The Curriculum; Practical Paths.

1. Introduction

In 2016, General Secretary Xi Jinping presided over a national conference on ideological and political work in colleges and universities, pointing out that "we should insist on making the establishment of morality and nurture people as the central link, running ideological and political work through the whole process of education and teaching, realizing the whole process of nurturing people, all-around nurturing people, and striving to create a new situation for the development of the cause of China's higher education [1] ." This laid the foundation for the concept of "Three All- Round Education" In 2017, the CPC Central Committee and the State Council issued the Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under New Circumstances, which formally put forward the requirement of "education by all personnel, throughout the whole process, and in all aspects". All - personnel education focuses on integrating the forces of Party and government departments, schools, families, and all sectors of society from the national and provincial levels of overall planning, forming an all - inclusive and collaborative education network to jointly promote students' growth. Whole - process education emphasizes running through the whole process of students' learning from pre-school education to higher education and even lifelong learning. The concept of education should be integrated in a coherent and systematic manner in each educational stage and every teaching link of schools. All-Round education integrates various educational resources at the national and provincial levels, creates a diverse educational environment for students around moral, intellectual, physical, aesthetic, and labor education through

multiple channels, and promotes their all - round development.

The construction of curriculum ideology and politics is a systematic project under the overall pattern of "Three All-Round Education", and by integrating the elements of ideological and political education into the teaching of all kinds of courses, the organic integration of ideological and political education and professional education can be realized, enriching the connotation and form of Three All -Round Education. Talent cultivation in higher education is a process of unifying people training and talent cultivation. As the basic course that accompanies students for the longest time in higher education, the ideological and political construction of college English courses is also very important. The ideological and political work system through which to grasp the course ideology and politics in foreign language teaching in colleges and universities is a powerful support for the construction of a high-level talent cultivation system.[3] .

This study takes the University English course as an example, focuses on the process of integrating the concept and method of Three All-Round Education" into the construction of curriculum ideology and politics under the micro perspective through practical teaching practice, aiming at providing practical references for the organic integration of foreign language teaching and the ideological and political construction of the curriculum education in colleges and universities.

2. The Inherent Logic of "College English" Realizing the Curriculum Ideology and Politics in the Micro Perspective of "Three All- Round Education"

College English course should be both instrumental and humanistic [4], and the course should uphold the concept and methodology of "Three All-Round Education", focusing on the integration of ideological and Political Education into foreign language teaching, so as to realize the enhancement of students' language proficiency and the enhancement of their sense of cultural identity and national consciousness. College English is a compulsory public basic course for non-English majors in higher education institutions, and it occupies a key position in the construction of knowledge system and the improvement of comprehensive quality of college students. In terms of course orientation and objectives, it takes the cultivation of students' comprehensive English application ability as the core goal, focusing on improving students' language skills in listening, speaking, reading, writing and translating, so as to enable students to skillfully utilize English to communicate effectively in different scenarios, such as daily communication, academic research, and workplace work. At the same time, we focus on cultivating students' cross-cultural communication awareness and competence, so that they can understand and respect different cultures, accurately disseminate Chinese culture in international exchanges, and enhance their cultural self-confidence. Through the study of English, we are also committed to enhancing students' independent learning and critical thinking skills, laying a solid foundation for lifelong learning and future development. The content of the program is rich and varied, covering a wide range of areas and topics. In terms of textbook selection, quality textbooks containing articles of different genres and topics are usually chosen, which cover hot topics in society, technological development, humanities and history, literature and art, such as discussions on the development of artificial intelligence and appreciation of classic literature. In the course of teaching, the basic knowledge of vocabulary, grammar and phonetics will be systematically explained, and students will be helped to gradually accumulate language knowledge and improve their ability to use the language through intensive reading, extensive reading, listening practice, speaking practice, writing guidance and other teaching sessions. In addition, a large amount of cultural knowledge will be integrated, comparing the differences between Chinese and Western cultures, so as to broaden students' international perspective. In terms of teaching methods, a diversified teaching mode is adopted, combining traditional classroom teaching with modern information technology. In the classroom, teachers guide students' learning through explanation, demonstration and interactive discussion, encourage students to actively participate in classroom activities, and cultivate students' teamwork ability and language expression ability. At the same time, with the help of network teaching platform and multimedia teaching resources, students are provided with rich learning materials, such as online courses, English learning software, English film and television materials, etc., to support students' independent learning and personalized learning and meet the learning needs of different students.

Three All-Round Education pointed out [2] that the micro-

level comprehensive reform should be centered on teachers and students, comprehensively integrating the nurturing resources and forces in all aspects of education and teaching and talent cultivation, and fully releasing the nurturing efficacy of the curriculum and other work. In reference to the all-round and multi-level foreign language course ideological education system constructed by Professor Wen Qiufang with the teacher as the guide [5], based on the requirements of the course teaching, closely combined with the course teaching requirements, through continuous practical exploration, improvement and optimization, focusing on the micro perspective of the "Three All-Round Education", will be the faculty group, teachers, Students are included in the scope of whole-person education, and all aspects of course teaching are included in the whole-process education system, so as to build an all-around education platform for the comprehensive development of students online and offline, inside and outside the classroom, and to fully and effectively excavate and deepen the contents of course ideology and politics. At the micro level, the ideological and political construction of the curriculum of courses practices the concept of Three All-Round Education in foreign language teaching; at the micro level, it helps colleges and universities to integrate resources, break the disciplinary barriers, and improve the quality of parenting; at the macro level, it meets the demand for cultivating internationalized talents for the country's strong communication, and it is a necessary way for the connotative development of foreign language education in colleges and universities.

3. The Practical Path of The Ideological and Political Construction of University English Course under the Micro Perspective of "Three All-Round Education"

3.1. The Whole Chain of Knowledge Construction, Three-Dimensional Teaching, "The Whole Process" into the Ideological and Political Construction of Course

First of all, analyze the teaching object: in the college English classroom, students come from different majors, and their knowledge reserves vary according to the differences in the basic courses of their majors. For example, due to the characteristics of their majors, students of science and engineering are more likely to resonate with the ethical and innovative elements of science and technology in English articles; students of arts and sciences, with the knowledge base of humanities and social sciences, have a deeper understanding of cultural heritage, social responsibility and other ideological and political contents, and the university English course can help them better spread their own cultures in cross-cultural exchanges; analyze the teaching content: College English textbooks cover a rich variety of topics. In texts involving environmental protection, not only should we explain environmental protection-related vocabulary and sentences, such as "sustainable development", "ecological balance", etc., but we should also deeply integrate ecological balance into the curriculum. " and so on, but also to deeply integrate ecological concepts and guide students to discuss in English how to practice environmental protection from their

own actions. Setting course teaching objectives: in college English teaching, students are guided to set up a correct attitude towards learning in the process of English learning, and to cultivate the spirit of perseverance and exploration; Planning course teaching activities: before class, using the online platforms such as Superstar Learning Channel, teachers release in advance the ideological and political pre-study materials related to the topics of the university English course; during classroom teaching, set up, for example, international business negotiation scenarios for students to negotiate in English, which incorporate elements of ideological and political values such as honesty, cooperation, etc.; and after the class, encourage students to write afterthought or book reports in English to analyze how the works show elements of Chinese culture and convey Chinese values. Improve the teaching evaluation system. Teaching evaluation is a key link to test the effectiveness of the course's political teaching. At the level of knowledge and ability, students' mastery of English knowledge and contents related to course ideology and Politics is examined through classroom questions, homework and examinations. For example, in the writing exam, students are required to write on the theme of "Scientific and Technological Development and Social Responsibility", which not only examines their English writing level, but also tests their understanding and ability to apply their knowledge of ideological and political studies. In terms of process performance, students' participation and contribution in classroom discussions and group projects are observed to assess their teamwork, communication skills, and attitude towards learning tasks. High scores are given to students who actively participate, put forward innovative ideas and are able to integrate the concept of ideology and politics into the discussion. In the dimension of practical application, the results of students' participation in English practical activities are evaluated. Through diversified teaching evaluation, the gains and growth of students in the ideological and political learning of the University English course are comprehensively and objectively reflected, providing a basis for subsequent teaching improvement and continuously promoting the in-depth development of the ideological and political construction of the course.

3.2. On-line and off-line, Inside and Outside the Classroom to Integrate Wisdom and Enlightenment, Multi-Media and "All-Round" Integration into The Ideological and Political Construction of Course

With the help of multimodal teaching means, break the space limitation, and integrate the course ideology and politics into college English teaching in an all-round way. In the dimension of teaching time, the convenience of the online learning platform is fully utilized before class, and teachers carefully design and release various forms of pre-study tasks in advance. For example, English news reports, short videos, academic lecture clips and other materials related to the course theme are pushed, and students are asked to watch or read them, then share the elements of the course ideology and politics that they have found in the discussion area of the platform and try to analyze them briefly in combination with the knowledge they have already learned. In this way, students are guided to independently explore the elements of curriculum ideology and politics, initially construct a knowledge framework, stimulate students to think about the

contents of ideology and politics, and cultivate students' independent learning ability. In the process of classroom teaching, multimedia resources are comprehensively utilized to create an immersive learning atmosphere. For example, when explaining the contents related to Western culture, play representative movie clips and music works, so that students can compare the differences between Chinese and Western cultures while enjoying them, and guide students to think about how to maintain cultural confidence in cross-cultural exchanges, and pass on and carry forward the excellent traditional Chinese culture. At the same time, with the help of interactive whiteboards, online voting systems and other tools, classroom discussions, group debates and other activities are organized to encourage students to actively participate and express their own views, to enhance students' sense of participation and experience, and to deepen their understanding of the contents of ideology and politics in the process of language learning. After class, students are encouraged to actively participate in various competitions. In addition to the "Telling China's Story in English" Speech Contest, English Writing Contest and English Drama Performance are also organized. In the English Writing Competition, topics such as "My Chinese Dream", "Scientific and Technological Development and Social Responsibility" are set, and students are asked to elaborate their views and ideas in English, so as to prompt students to think deeply about the topic of ideology and politics and to transform their theoretical knowledge into practical language expression. Theoretical knowledge is transformed into practical language expression ability. In the English drama performance activities, students choose scripts with significance for ideological and political Education, such as works showing historical stories and conveying patriotic spirit, and through rehearsals and performances, they deeply experience the values and emotional connotations in the works, deepen their understanding and application of the contents of ideological and political education, and strengthen their cognition of values in practice. In addition, social media platforms are utilized to expand the learning space of curriculum construction. Teachers create class English learning groups, regularly share current events, excellent English learning resources, and articles and videos containing elements of ideology and politics, and organize online discussions. Students can express their views and communicate and interact with their classmates and teachers at any time, breaking the limitations of time and space, so that the ideology and politics of the Curriculum is integrated into the daily life of the students, realizing all-round education.

3.3. All-driven Synergistic Development, and "All-Member" Integration into The Ideological and Political Construction of Course

Playing the leading role of colleges to help the advancement of the ideological and political construction of course. the ideological and political construction of course needs to be promoted by all parties related to the curriculum, and it is crucial for colleges and curriculum groups to play a leading role as the navigators in the ideological and political construction of course system. Colleges should formulate clear plans and goals for the ideological and political construction of course, incorporate the ideological and political construction of course into the overall development strategy of colleges and the teaching quality assessment

system, and provide policy support and institutional guarantee for the ideological and political construction of course. It organizes and carries out teaching seminars and training activities on the ideological and political construction of course, invites experts and scholars to give lectures and guidance, and improves teachers' awareness of the ideological and political construction of course and their teaching ability. At the same time, the college actively integrates internal and external resources, establishes cooperative relationships with enterprises and communities, etc., provides students with practice opportunities and platforms, broadens their horizons, enhances educational synergy, and creates synergistic effects. Strengthening the key effectiveness of teachers and implementing the concept of ideological and political education. Teachers with distinctive teaching styles are more attractive to students, and the effect of classroom teaching directly affects the nurturing effect of "Ideology and Politics in the Curriculum". Therefore, teachers should constantly improve their professionalism and teaching ability, and carefully design teaching content and teaching methods. In the process of lesson planning, they should deeply explore the elements of the ideological and political teaching materials, and skillfully integrate them into the teaching of language knowledge, so as to make them silent. For example, when explaining English vocabulary, the cultural connotation and historical background behind the vocabulary can be introduced to guide students to build up cultural confidence; when explaining English articles, students are guided to analyze the values and ideological concepts in the articles to cultivate students' critical thinking ability. In terms of teaching methods, diversified teaching means, such as case teaching, project-based learning and contextual teaching, are used to stimulate students' interest and initiative in learning. At the same time, teachers should pay attention to their own words and teach by example, infect students with noble teacher ethics and charisma, and become the guide on the path of student growth. Focus on the effectiveness of the main body of the students to test the results of political thinking and educating people. The effectiveness of the construction of the course of political thinking needs to be tested by the internalization of the content of the students' political thinking. In the course practice, the course teachers strive to assess and test the results of ideology and politics at the level of English language expression from three levels: knowledge ability, thinking value and moral behavior. In terms of knowledge ability, students' mastery of English language knowledge and their ability to use English to express their ideological and political views are examined through exams, assignments, and classroom performance. For example, in the writing exam, students are required to write around the topic of Ideological and Political Studies to examine their language organization ability and depth of understanding of Ideological and Political Studies content. In the area of thinking and values, students' thinking and value orientation are observed through classroom discussions, group projects and other activities to assess whether students are able to use dialectical thinking to analyze problems and whether they have established a correct worldview, outlook on life and values. In terms of moral behavior, attention is paid to students' performance in daily life and study, and it is examined whether students have transformed the knowledge of Ideology and Politics they have learned into practical actions, such as whether they have actively participated in voluntary service activities and whether they have a teamwork spirit. Through the multi-

dimensional assessment method, we can fully understand the learning effect of students, adjust the teaching strategy in time, and continuously optimize the ideological and political construction of course.

4. Conclusion

Under the micro perspective of "Three All-Round Education", this study summarizes a practice of "College English" course ideological construction with the whole-process curriculum design covering the overall planning of the course, the integration of all-around multi-platform resources online and offline, in and out of the classroom, and the systematic coordination of all-member synergies among the college's leadership and guarantee, the teacher's teaching and improvement, and the students' main body and effectiveness. It is found that the organic integration of the elements of ideology and politics can not only improve students' language skills, but also cultivate their national sentiment, international vision and cross-cultural communication ability, and help cultivate composite talents. Admittedly, the current exploration of this practical path still needs to be further tested in terms of application, and its adaptability and effectiveness in different teaching environments and student groups need to be more in-depth research and verification. It is expected that this path can provide a reference for the thinking and exploration of the construction of foreign language teaching program's ideology and politics, and jointly promote the education and teaching reform to the deep development.

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