

Research on the Effective Infiltration of Ecological Aesthetic Education in Business English Teaching From the Perspective of Curriculum-Based Political and Virtuous Awareness Education

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Ecological aesthetic education is a fusion of aesthetic education, environmental education, and ecological aesthetics research. The product of this combination is an ecological paradigm of Chinese aesthetic education research. Based on a holistic ecological view, ecological aesthetic education elevates it as an aesthetic principle to achieve the value position of ecological aesthetics in people's lives and finally realizes the poetic habitation of human beings on the earth through the eco-aesthetic practice. This paper firstly introduces the background of China's curriculum-based political and virtuous awareness (CPVA) education and its relevance to ecological aesthetic education in business English teaching which necessitate the infiltration of eco-aesthetic education in business English teaching. Then, with the teaching practice of *Integrated Business English* course, this paper explores the three aspects of how to effectively infiltrate ecological aesthetic education in business English teaching.

Keywords: curriculum-based political and virtuous awareness (CPVA) education, ecological aesthetic education, business English teaching, effective infiltration

Introduction

In recent years, ecological issues, which reflect people's attitudes towards nature and reflections on life concepts, have become a general concern of the international community. Ecological aesthetic education is the education based on ecological principles, elevating ecological principles to aesthetic principles, cultivating people's ecological aesthetic emotions, and improving ecological aesthetic appreciation and creativity through ecological aesthetic practice.

Since 2016, China has attached great importance to the task of curriculum-based political and virtuous awareness (CPVA) education construction which is a key way for colleges and universities to give full play to their own educational functions. CPVA education refers to the fundamental task of education, which is to build a pattern of educating students in an all-round way. This pattern encompasses the general compulsory courses, subject basic courses, major compulsory courses, major optional courses, concentrated practical sessions, and other courses which are organically and orderly integrated with ideological and political theory courses to form

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a synergy of comprehensive education concept. As an important component of CPVA education, ecological aesthetic education should continuously penetrate and integrate into all links and aspects of major curriculum teaching to jointly construct a full-course education pattern with the explicit political and virtuous awareness education.

The Necessity of Infiltrating Ecological Aesthetic Education in Business English Teaching

As a humanities and social discipline, business English, with profound Chinese and western humanistic connotations, aims to cultivate compound, professional, and international business application-oriented talents. Ecological aesthetics education is the product of the changing times and the reflection of human beings on their own existence. Especially in the context of the global fight against the COVID-19 pandemic, the infiltration of ecological aesthetic education in business English teaching of colleges and universities can not only fuel the reform of classroom teaching, but also cultivate college students to become “artists of life”, “ecological people”, and “poetic dwellers” which is of practical significance for promoting the construction of ecological civilization and caring for the common homeland of mankind. Therefore, it is increasingly necessary to infiltrate eco-aesthetic education in business English teaching for the sake of the orientation of national CPVA education as well as the importance of “ecological people” elements in the cultivation of business English majors.

Meeting the Basic Requirement of the National CPVA Education System for the Quality-Oriented Education of Business English Majors

CPVA education is a systematic project, of which major-course curriculum political and virtuous awareness (MCPVA) education is the core and critical part. MCPVA education can effectively enhance the teaching connotation of major courses, strengthen the guidance of ideological value in the process of knowledge imparting, and help the full integration of college ideological and political education with actual classroom teaching, and thus better play the role of virtue education.

According to the *Teaching Guide for University Undergraduate Business English Program*, the quality requirements for the training of business English talents include: correct world outlook, values, life views, noble virtue, humanistic and scientific literacy, national patriotism and global vision, social responsibility, professionalism and cooperation spirit, entrepreneurship, and healthy body and mind.

As an important element of ideological and political courses, ecological aesthetic education can continuously enrich the spiritual life of business English majors, and further stimulate students to transform and update in cognition, aesthetics, and emotion, and thus finally help them establish a correct world outlook, values, life views and improve their humanistic literacy and social responsibility.

Making up for the Lack of “Ecological People” Elements in the Cultivation of Business English Majors

Affected by pragmatic values and ideology, business English majors are prone to self-interest and value deviations, and become “economic people”. “Economic people” value success and material rewards in the worldly sense, while “ecological people” focus on the experience of life process. Rogers advocated that education should cultivate the “whole person”, that is, “the person whose body, mind, emotion, spirit and soul are integrated into one” (Wu & Ren, 2002, p. 118). *Integrated Business English* is the core course of business English majors, with its teaching content closely related to business activities and professional scenarios. Teachers should tap into the elements of ecological aesthetic education and infiltrate them into classroom and after-school teaching practice to realize the all-round development of business English talents.

Teaching Practice of the Infiltration of Ecological Aesthetic Education Elements in *Integrated Business English*

As the core course of the curriculum of business English majors, through the intensive reading of business-related texts, *Integrated Business English* aims to train junior students' language proficiency and literacy, expand business knowledge, and cultivate students' thinking ability, innovation ability, and cross-cultural communication ability, and thus synchronously nurture their business professional quality and humanistic quality. Since the course teaching objectives of *Integrated Business English* synergize with the principles of CPVA education that students' political and virtuous awareness should be nurtured in the details of regular curriculum, to infiltrate the eco-aesthetic education elements in the teaching practice is a viable option which can be carried out in the following three aspects.

Infiltrating the Concept of Green Ecological Life

The ecological life view believes that the development of human society should not only include economic indicators, but also consider human well-being, environmental protection, and spiritual growth. Ecological aesthetic education is ground on the concept of ecology-based existence with its purpose to improve people's living realm and realize people's "poetic dwelling".

In the teaching of Unit 1 Text I "The Day After Tomorrow" of *Integrated Business English*, teachers can guide students to enter the ecological protection context selected from *Environment on the Edge* by Sir Crispin Tickell with an interdisciplinary horizon, inspiring students to think about the huge impact of current human economic activities on the climate and environment, as well as the ecological crisis human beings themselves face. In terms of CPVA elements, students can be first acquainted with the ecological civilization concept of "green water and lush mountains are invaluable assets" and the contemporary value and practical significance of "green governance concept" proposed by Chinese President Xi Jinping, and then encouraged to carry out practical projects from a macro perspective, such as investigating the monetary cost of environmental damage in economic development, and exploring the ideal model for the coordinated development of economic systems and ecosystems based on ecological economics. At the micro level, teachers can organize after-class task of the "Double Carbon Goals and Small Actions" English short-video competition, assigning students to film short videos to record and publicize green and low-carbon lifestyle among college peers. These short videos should be sourced from and characterized by daily deeds, such as green travel, consumption control, waste sorting, reducing food delivery, saving energy, etc. With the integration of teaching activities inside and outside the classroom, teachers can continuously infiltrate and cultivate the green ecological concept of business English majors and promote their practice of low-carbon lifestyle.

Infiltrating Ecological Aesthetics Thoughts From Chinese Traditional Culture

Ancient China was an agricultural society where the concept of nature that all things are integrated has been formed for thousands of years. It is manifested in loving one's living environment, advocating harmonious coexistence between man and nature, revering the laws of nature, singing praises to nature, and taking nature as the spiritual home.

The Confucian proposition on the harmonious coexistence of man and nature is embodied in "unity of man and nature". Confucius advocated that "the benevolent man enjoys mountains, and the wise man enjoys water", which reflects that by feeling nature with body and mind, man can achieve the transition from comprehending nature to comprehending human nature, and finally reach the experience of life. Taoism believes that man and

nature have the same origin, which is an important idea of Taoism. Lao Tzu said: “Tao produced one; One produced two; Two produced three; Three produced all things”.

The law of the Tao is the mother of the world. Man takes his law from the Earth; the Earth takes its law from Heaven; Heaven takes its law from the Tao. The law of the Tao is its being what it is. (Chen, 2002, p. 28)

Taoist thoughts also embody the attitude of respecting the laws of nature, which is manifested in loving one’s living environment, advocating harmonious coexistence between man and nature.

The theme of Unit 2 Text I “The Moral Challenge of Modern Science” of *Integrated Business English (Book 3)* is to explore the relationship between scientific and technological progress and human morality. After presenting the status quo of the rapid development of world-changing high-tech in modern society especially the huge breakthroughs in gene-cloning and gene-editing technology which have brought infinite possibilities to the fields of agriculture, animal husbandry, food industry, and life medicine but on the other hand posed larger challenge for human ethics and morality, teachers can guide students to excavate ideological and virtuous elements from traditional Chinese Confucianism, Buddhism, and Taoism. For instance, in the face of seemingly omnipotent genetic technology, human beings probably can achieve the true omnipotence with the “doing nothing” wisdom of Taoism.

Infiltrating the Consciousness of an International Community With a Shared Future for Mankind

In March 2013, President Xi Jinping first proposed to the world a major initiative of “a community with a shared future for mankind” at the Moscow Institute of International Relations in Russia, calling on the establishment of an international community of “you have me inside of you as I have you inside of me” (Xu, 2020, p. 17). On September 22, 2020, President Xi Jinping delivered an important speech at the general debate of the 75th United Nations General Assembly, pointing out that it is necessary to accelerate the formation of green development methods and lifestyles, and build an ecological civilization and a beautiful earth. China has made commitments to do its own duty to make national contributions more autonomously by adopting more effective policies and measures, striving to peak carbon dioxide emissions by 2030 and achieve carbon neutrality by 2060. It has once again proved that China has always been a practitioner of ecological civilization, an activist in global climate governance, and has made important contributions to reaching the Paris Agreement.

In the teaching of Unit 8 Text I “The Struggle for Development” of *Integrated Business English (Book 4)*, in view of the speaker’s position as the former Secretary-General of United Nations, teachers should guide students to identify the responsibilities of developed and developing countries in responding to the urgent problems of global climate change and the COVID-19 pandemic from a global perspective and sustainable development of all mankind. Teaching organization forms can be innovative and diverse, such as conducting classroom model United Nations conferences, in which students are grouped with different topics, roles, and tasks to discuss and perform to achieve the resolution reports. At the same time, based on the description of the four human faces in the text, students are encouraged to relate the content and themes of Text I “On National Prejudices” of Unit 3 to this text, getting rid of ethnocentrism and national prejudice to show concerns about each individual under the scenario of macro-narrative. In this way can their empathy and humanism caring consciousness be stimulated and can they truly comprehend the essence of the community with a shared future for mankind.

Conclusion

Ecological aesthetic education “provides theoretical support and practical guidance for coordinating the tension between man and nature, man and society, and man and man”. Compared with conventional ideological and ecological education, infiltrating ecological aesthetic education in business English teaching from the perspective of MCPVA education is easier to be accepted by students and more likely to have a subtle influence on business English majors (Chen & Zhou, 2019, p. 156). *Integrated Business English* teaching should not only cultivate students’ language proficiency and business skills, but also cultivate their ecological aesthetic capability. Business English teachers should leverage the content of textbooks as the carrier to infiltrate ecological aesthetic education into daily classroom and after-school teaching to gradually foster students’ ecological awareness by abandoning the concept of anthropocentrism and appreciating the beauty of nature, and achieve harmonious coexistence between man and nature; meanwhile, students can be educated to break free from the barriers of material desires, maintain the balance between material life and spiritual life, thus obtain peace of mind, and finally move towards the realm of “poetic dwelling”.

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