

Design and Practice of Ideological and Political Teaching in College English—Taking Practical English in Interaction as an Example

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College English courses are both instrumental and humanistic, and undertake the important mission of teaching and educating people. Curriculum ideology and politics refers to the organic integration of ideological and political education content into the curriculum to help students establish a correct outlook on life and feelings of family and country. It is an important measure for college education, which not only responds to the call of the country, but also promotes the shaping of students' personality and all-round development. This paper takes the Practical English in Interaction course of the University of Shanghai for Science and Technology as an example to explore the application of curriculum ideology and politics, so as to better exert the educational value of College English courses.

Keywords: College English, Practical English in Interaction, ideological and political teaching, course design

Introduction

The Practical English in Interaction course of the University of Shanghai for Science and Technology is an interactive comprehensive English course. Guided by foreign language teaching theories, it adopts a combination of online and offline teaching form, integrates various teaching modes and methods, aims to expand English language knowledge and improve students' English practical skills, and emphasizes the practicability of the language and the interactivity in the teaching process. It aims to cultivate students' comprehensive English application ability, especially their interactive ability in reading, writing, listening, and critical thinking, so that they can effectively communicate written and oral information in English in their future study, work, and social interaction.

According to the guideline issued by the Ministry of Education of China in June 2020, which requires all colleges and universities in China to fully implement ideological and political education and improve the quality of talent training, this course has a unique innate advantage of ideological and political education because it covers all students learning College English courses. After the concept of ideology and politics was proposed, English teachers, as the guide and organizer of the class, combining with China's national conditions, integrated ideological and political elements into the online and offline resources in teaching. With all these teaching methods, they broaden students' scope of knowledge, guide them to further understand Chinese and Western

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cultures, improve their comprehensive cultural literacy, and cultivate their outlook on life and the world, thus meeting the needs of economic development and international exchanges, and contributing to the implementation of the fundamental task of establishing virtues and educating people.

Overall Design Principles for the Practical English in Interaction Course With Curriculum Ideology and Politics

Cultivating Morality and Educating People

“Curriculum ideology and politics” refers to a comprehensive educational concept that combines various courses with ideological and political theory in the form of constructing a whole-course education pattern, generating a synergistic effect, and taking “cultivating morality and educating people” as the fundamental task of education. Therefore, “moral cultivation” is the first principle we should follow in the design of ideological and political teaching. The purpose and significance of ideological and political education of College English courses is to cultivate students’ comprehensive English application ability, improve their own political accomplishment, help them understand themselves correctly, so as to meet the needs of social development and international exchanges, and become international talents with high moral character and clear political stance.

Natural Integration

The nature of humanities and teachers’ sense of mission of “preaching, teaching and solving doubts” have made College English teachers integrate ideological and political elements and feelings of family and country into their classes before the concept of ideological and political curriculum came into being. After the concept was proposed, teachers more consciously integrated elements such as national policies and education directions into the supporting textbooks in the process of teaching. In the training process of listening, speaking, reading, writing, and translating, they imperceptibly shaped students’ personality and cultivated their views and values, achieving a natural integration and all teaching effects.

Classroom Practice

This course, with *New Century College English (Second Edition) Zooming in: An Integrated English Course 3* as the teaching material, is based on the form of classroom discussion, independent learning and practice after class. The content of the textbook covers such topics as interpersonal relationship, love, friendship, sports, health, happiness, education, and cross-cultural communication, which can play a positive role in guiding college students to shape their outlook on life and world. In the process of teaching, teachers supplement materials with Chinese characteristics and ideological and political elements, which will help students understand the current world with a broader vision in combination with domestic and foreign conditions. For example, in the third unit “What Is Friendship?”, by integrating ideological and political elements into several sections, such as background information introduction, text analysis, and translation practice, teachers help students understand ancient Chinese culture, establish a correct concept of making friends, have a general understanding of China’s “Belt and Road” initiative, and cultivate national pride as well as an overall perspective toward the world.

Background Information Introduction

This section focuses on two famous friendships, namely between Yu Boya and Zhong Ziqi in the Spring and Autumn Period in ancient China and Marx and Engels in modern Germany. Yu Boya was a musician and

good at playing the Chinese Guqin (a Chinese musical instrument). Zhong Ziqi was a woodcutter wearing a bamboo hat, with an axe on his back. Ziqi once heard Boya playing the Guqin in a mountain, and could even understand his music and feelings. With the teacher's explanation of the friendship between Boya and Ziqi, students acquire deeper knowledge of the origin of ancient Chinese idioms, such as “伯牙鼓琴而六马仰秣 (Boya played the Guqin so amazingly that the horses even listened attentively and ignored the feed)”, “知音 (bosom friend)”, “高山流水 (high mountain and flowing water)”, and “伯牙绝弦 (Boya broke the strings)”, and feel the traditional Chinese culture, thus recognizing that true friendship transcends the classes, bridges the social gap, and reaches the fit of two hearts. With the knowledge of the friendship between Marx and Engels, students realize that a true friend is one who stands with his friend all the way and will selflessly help his friend no matter what his situation is. So that students can come to the conclusion that the true friendship is the tacit communication of two souls regardless of fortune or social ranks.

After learning about these two sincere friendships, the teacher raises the question: “While friendship is necessary between people, is it the same between countries?” The answer, of course, is yes. The peace and prosperity of the world requires the participation of every country, and China's Belt and Road Initiative is put forward in this context. Through the teacher's introduction and illustration of the “Belt and Road” initiative, students expand their vocabulary, know the concepts of “Silk Road Economic Belt” and “21st Century Maritime Silk Road”, and understand the background of the initiative and the need to build friendship with countries along the Belt and Road and the economic benefits that come along with it.

Text Analysis

In the section of text analysis, students have read through the full text online before class, completed the preview questions assigned by the teacher, and had a certain understanding of the content of the article. The teacher puts forward the questions, “What is friendship?”, “What functions and influences should friends have on each other?” After group discussion and exploration of the questions, in light of the viewpoints of Aristotle and Cicero in the text and the background knowledge, the conclusion is drawn that friendship should transcend material interests and pleasure, and come from people's sincere emotions generated by their inner desire for beautiful things and contributions to the common good, thus establishing a correct view of making friends in students. To guide students to further deepen their understanding of friendship, the teacher continues with the questions “What do you and your friends often do together?”, “If your friend did something wrong, would you help him hide it?” Students organize discussions and believe that real friends together are far more than simple playmates, but should help and supervise each other, grow and make progress together, and contribute their wisdom and strength to the correct and public cause, so as to forge true friendship. Students can reflect on some of their own and their friends' behaviors and set higher life goals.

Exercise After Reading

In the exercise part after the text analysis, the teacher explains in detail the translation skills of Chinese sentences without a subject. By comparing the differences in thinking mode between Chinese and English, the difficulty in the translation of subjects is found. On the whole, Chinese emphasizes integrity and intuitiveness, and is a paratactic language with simple and flexible language structure, so sentences are loose and open, with a structure not so obvious. There are often some non-subject sentences. However, English emphasizes

individuality and analysis. English is a hypothetic language with diverse and rigorous language combinations. Generally speaking, English sentences must have subjects. For instance, when the Chinese sentence “起风了，下雨了” is translated into English, the subject should be added: It is blowing and raining. By comparing the structure of the sentence in Chinese and English, students become interested in exploring the differences between the two languages. Another example is the Chinese proverb “留得青山在，不怕没柴烧 (Where there is life, there is hope)”. Adding the structure “there be” fills students with enthusiasm to explore the English version for Chinese idioms and proverbs. In addition to the translation of commonly used expressions in daily life, teachers also include current affairs and government work reports in the exercises, such as “积极推行政府法律顾问制度，深入推进政务公开 (We will actively promote the system of government legal advisers and make government affairs more open)”. While training translation skills, students can compare Chinese and English grammatical structures, understand the two cultures, get familiar with national policies, and cultivate national emotions.

In the teaching of other units, teachers have included the comparison of Chinese and English languages, as well as the introduction and explanation of Chinese and Western cultures and national conditions in each teaching plate. For example, in the eighth unit of intercultural communication, the teacher starts with the introduction of Chinese and Western social etiquette and ways of thinking, and gradually guides the students to think about the root causes of culture shock and how to deal with it. Students realize that culture shock comes from a lack of understanding of the other's culture, instead of hostility to it, so as to maintain cultural confidence and cultural tolerance.

Conclusion

The goal of College English teaching is to cultivate students' English application ability, enhance their cross-cultural communication awareness, develop their self-learning ability, improve their comprehensive cultural accomplishment, and cultivate their humanistic spirit and critical thinking. In the new era, the fundamental question of education is “who to train, how to train people, and for whom to train people”. In the teaching process of Practical English in Interaction course, the thought of ideology and politics is integrated, and the combination of English language, culture, customs, and other factors makes this course not only a window for students to gain insight into foreign culture, but also an important position for carrying forward Chinese traditional culture, stimulating national pride, and cultivating students' feelings of home and country. By the joint efforts and presentation of teachers, teaching materials, and students, we can achieve the effect of collaborative education and cultivate new century talents who develop deep affection for the motherland and have an international vision.

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