

Investigation of the Current Status and Practical Path Analysis of Ideological and Political Education in College Minor Language Courses

ZHANG Yuling

China Foreign Affairs University, Beijing, China

In the context of the new era, foreign language learning is not only aimed at enhancing students' international competitiveness but also at fulfilling the mission of spreading Chinese culture to the world. With the continuous development of higher education in China, the importance of ideological and political education (IPE) in foreign language teaching has become increasingly prominent. However, there are still many problems and bottlenecks in the implementation of IPE in college minor language courses. Based on a survey of five universities, this paper analyzes the issues in advancing IPE in minor language courses and proposes improvement paths, aiming to provide theoretical foundations and practical experience for the ideological and political education in college minor language courses.

Keywords: college minor language courses, ideological and political education, current status survey, practical path

Introduction

With the continuous advancement of globalization, the importance of foreign language learning has become increasingly prominent. In addition to improving their language proficiency and expanding their international perspective, university students in the new era are also tasked with the mission of spreading Chinese culture to the world. Foreign languages are not only tools for communication with other countries but also bridges for cultural transmission. As an emerging educational concept and model, the integration of ideological and political education into the curriculum (referred to as "Curriculum Ideological and Political Education", or "Curriculum IP") has gradually been promoted and applied in Chinese universities, especially in foreign language programs. Curriculum IP aims to integrate socialist core values into various subject teaching processes, guiding students to establish correct political ideologies and, on this basis, fostering students' cultural identity and social responsibility. The introduction of Curriculum IP in foreign language teaching not only helps students form a more complete knowledge system and value system, but also inspires their sense of identity and pride in Chinese culture, enhancing their sense of responsibility and mission to contribute to national cultural dissemination. Promoting Curriculum IP in foreign language programs is both an innovative practice of human educational philosophy and a practical response to the current needs of China's construction and development (Luo, 2021).

In the context of the "Big Ideological and Political Education" in the new era, domestic scholars have recently conducted extensive research on the implementation of Curriculum IP in college English programs,

mainly focusing on four aspects: how to implement the fundamental task of fostering virtue and cultivating people in foreign language teaching, how to identify and incorporate elements of Curriculum IP, how to explore the paths for implementing Curriculum IP, and how to establish an effective evaluation system for foreign language programs with Curriculum IP (Wang & Huo, 2021). In order to better understand the recognition and acceptance of Curriculum IP among students in small language programs, the author conducted a survey of students in small language programs at five universities: the Diplomatic Academy, Beijing Foreign Studies University, China University of Political Science and Law, Central University of Finance and Economics, and University of International Business and Economics. The survey results show that, in general, students in the new era are receptive to the concept of Curriculum IP and believe that offering courses with Curriculum IP is important for establishing correct worldviews and values, helping them better understand the world and enhancing their confidence in their country and national culture. The survey also revealed some issues and difficulties, indicating that there are still challenges in the practical implementation of Curriculum IP.

Conduct of the Survey

The subjects of this survey were students from small language programs at five universities: the Diplomatic Academy, Beijing Foreign Studies University, China University of Political Science and Law, Central University of Finance and Economics, and University of International Business and Economics. Over 150 students participated in the survey.

The questionnaire consisted of 20 multiple-choice questions, primarily focusing on students' awareness, acceptance, and the impact of Curriculum Ideological and Political Education (Curriculum IP). The questions covered areas such as students' understanding of ideological and political education, the role of ideological and political education in the curriculum, and how teachers integrate ideological content with professional knowledge. The survey also explored students' attitudes toward the incorporation of ideological elements in the classroom, particularly regarding the ideological themes that they would like to see integrated into course designs, such as patriotism, Chinese culture, and professional ethics. Additionally, the questionnaire evaluated students' perceptions of the impact of ideological content on personal moral character, political literacy, and professional competency.

Feedback on the Survey

Student Acceptance of Ideological and Political Education in Courses

According to the survey results, the vast majority of students show a high level of acceptance towards ideological and political education (referred to as "Ideological and Political Education in Courses"). Specifically, 75.63% of students expressed interest in the content of ideological and political education, 61.35% of students believe that offering ideological and political education in courses is necessary, and 53.79% of students think that it is beneficial to them. The survey also revealed that 96.64% of students believe that teachers are able to integrate the course content with discussions about moral values and life principles, which has gained widespread recognition from students.

Regarding the understanding of the concept of ideological and political education, 55.47% of students indicated that they are able to understand or fully comprehend the concept, suggesting that most students have a clear understanding and positive attitude towards this type of education. This result shows that, as ideological and political education gradually permeates various disciplines, especially in foreign language courses, its role

and significance have been increasingly recognized and supported by students. In the context of the new era, the importance of ideological and political education in foreign language courses has been progressively strengthened, and students hold a generally positive attitude toward the integration of ideological and political education with subject teaching.

The survey results reflect a high degree of recognition among students for ideological and political education and highlight its significant role in foreign language courses. The positive feedback from students indicates that ideological and political education not only promotes their political awareness but also helps cultivate their cultural identity and social responsibility, fostering their overall development. This provides strong support for the further deepening of ideological and political education in foreign language education.

Teachers' Efforts in Exploring and Integrating Ideological and Political Education in Courses

Although students show a high level of acceptance towards ideological and political education, the implementation of this education in practice has not yet achieved the expected results. According to the survey, 36.9% of students believe that teachers have not deeply integrated ideological and political elements into the course content, and some students feel that the incorporation of ideological and political content is not natural, sometimes even appearing superficial, which significantly diminishes its educational effectiveness. Furthermore, 16.81% of students reported that the integration of ideological and political education often seems abrupt and fails to align organically with the pace of the professional course, causing some disruption to the learning process.

From the teachers' perspective, the nature and characteristics of the course content itself have become a major challenge in effectively integrating ideological and political education. Some teachers indicated that certain course content is difficult to merge with ideological and political elements, especially in less commonly taught languages, where the cultural background and linguistic features of the language make it more complex to incorporate ideological education. The focus of foreign language courses is often on language skills and cultural transmission, so the challenge is how to integrate ideological and political education without affecting the teaching effectiveness of the subject itself, while still achieving the goals of ideological and political education. This has become a difficult issue. At the same time, many teachers lack sufficient experience in teaching ideological and political education, making it difficult for them to seamlessly integrate these elements into their teaching.

Especially in less commonly taught language courses, the promotion of ideological and political education faces the dual challenges of cultural differences and linguistic characteristics. Therefore, finding better ways to explore the entry points for ideological and political education in these courses and promoting its natural integration has become an important bottleneck in the current higher education reform.

The Impact of Ideological and Political Education on Students

According to the survey results, teachers have incorporated elements of ideological and political education (such as patriotism, humanistic care, and professional ethics) into their courses. However, most students believe these elements have limited practical benefits. Specifically, 44.21% of students feel that the integration of patriotism has only a moderate impact on their awareness of patriotism, love for the Party, and socialism, indicating that ideological and political education has not fully achieved the expected depth in stimulating students' ideological recognition. Meanwhile, 36.13% of students believe that the education on humanistic care and professional ethics has only a moderate effect on improving their personal development, suggesting that the influence of ideological and political education on the formation of students' values and morals is still

insufficient.

54.62% of students stated that ideological and political education has only a moderate effect on improving their academic performance, indicating that while ideological education has some influence on students' moral character, it has not formed an effective connection with academic achievements and practical skills. This suggests that while progress has been made in emotional identification and ideological construction, the interaction between ideological education and students' academic results and practical abilities is still insufficient.

Overall, the impact of ideological and political education is evident in students' ideological concepts, but its actual effect on academic performance is not yet significant. To effectively promote students' comprehensive development, it is necessary to better integrate ideological and political elements with academic knowledge so that they can not only enhance students' moral character but also contribute to their academic achievements and professional abilities.

Challenges Faced by Teachers

The survey results indicate that the main challenges faced by teachers in implementing ideological and political education in their courses revolve around the difficulty of effectively integrating ideological elements into the course content, challenges in identifying appropriate entry points for teaching, and the lack of relevant teaching experience. Approximately 25% of teachers stated that the content of the courses is difficult to naturally incorporate ideological and political education elements, particularly in certain disciplines where finding a suitable entry point for ideological education is challenging. This makes it difficult for teachers to organically integrate ideological and political education into the classroom, affecting its practical effectiveness. At the same time, 20% of teachers pointed out that when implementing moral education, they struggle to precisely grasp its scientific nature and effectiveness, especially when applying ideological and political theory in specific contexts. Ensuring that the educational content aligns with the characteristics of the discipline while simultaneously improving students' moral and ideological levels has become a major challenge.

This phenomenon reflects the numerous challenges teachers encounter in practical teaching, even under the guidance of ideological and political education theory. Although the significance and goals of ideological education are well-established, how to effectively combine these elements with subject-specific teaching and integrate them into the classroom remains a significant problem for many teachers. Especially in more specialized courses, teachers not only need to ensure the transmission of subject knowledge but also need to incorporate ideological and political education, which places higher demands on their teaching abilities and experience.

The ability to seamlessly integrate ideological and political elements into professional courses without compromising the quality of subject teaching while achieving the goals of ideological education has become a pressing issue in current educational reforms. The improvement of teachers' experience in ideological teaching and professional competence is undoubtedly the key to addressing this challenge.

Problem Analysis

In small language courses, the integration of ideological and political education is particularly complex. It not only needs to consider the language-specific teaching goals but also must bridge cultural differences, effectively conveying China's cultural values, patriotism, and the core socialist values to students. The survey results show that, at present, there are still many challenges in incorporating ideological and political education

into small language courses, such as a lack of teaching resources, weak course design, and a single teaching approach, all of which severely impact the effectiveness of ideological and political education. Below is a summary of the main problems in the ideological and political education of small language courses in universities.

The Difficulty of Professionalizing Ideological Content

Advancing the integration of professional education and ideological education scientifically requires grasping the value direction of professional education. Different disciplines have varying course characteristics, ideological resources, and teaching practices, which need to be addressed and analyzed throughout the entire professional course teaching process (Ye, 2020). However, exploring the ideological elements in existing textbooks, expanding their breadth and depth, and increasing the ideological education function in foreign language courses is often easier said than done (Chen, 2020).

The teaching goal of small language courses is not only to develop language skills but also to focus on students' understanding of the target language's culture and the development of cross-cultural communication skills. In this process, effectively integrating Chinese values, historical culture, patriotism, and other ideological elements becomes a complex challenge. Since the languages and cultural backgrounds involved in small language courses differ significantly from those of China, introducing ideological education often requires overcoming the difficulties caused by cultural differences. For example, when teaching Japanese, teachers must not only impart basic language knowledge but also guide students in understanding Japan's cultural background, social structure, and other aspects. In this process, integrating Chinese traditional culture and patriotism into Japanese language teaching becomes a challenging task.

The difficulty faced in these practices is that teachers need to carefully design the content to avoid rigid political indoctrination and prevent students from developing a sense of resistance. The professional nature of small language courses requires teachers to possess strong language teaching abilities, as well as cultural sensitivity and cross-cultural communication skills. This enables them to find effective methods of ideological and political education in the collision of diverse cultures, thereby enhancing students' value identification.

Lack of Supporting Textbooks and Teaching Resources

There is a limited availability of ideological and political education textbooks and teaching resources for small language courses, requiring a significant investment of time and effort to develop. The lack of textbooks and resources directly affects teaching quality. Taking Japanese as an example, the revised edition of the main textbook for the major has incorporated ideological and political elements and goals. However, based on practical teaching experiences, the ideological and political elements and goals provided in the textbooks are limited to the introduction of concepts, without detailed discussions or supplementary reference materials.

Currently, the widely used "Integrated Japanese" series by Peking University Press, which is used in over a hundred universities for foundational Japanese teaching, lists Peking Opera, a traditional culture, as the ideological element in Lesson 10 of the first volume. The goal is to cultivate students' correct cultural values, build cultural confidence, and foster a sense of national pride. However, the textbook briefly mentions Peking Opera without delving deeper into the topic. Teachers are often unsure how to express the characteristics and specific forms of Peking Opera in a foreign language, and there are no reference materials or supplementary readings available for further study. At present, both teachers and students are in a superficial stage of ideological and political education, with no conditions to explore the topic in depth.

China has a large number of Japanese language teachers in universities, but their teaching standards, range

of explanations, and depth of instruction vary significantly. According to the survey results, nearly 40% of students in small language programs believe that the ideological content explained by their teachers is only moderately effective, failing to achieve good results. Furthermore, 3.36% of students feel that their teachers have not integrated any ideological and political elements into the course at all.

The Integration of Ideological and Political Elements in Current Small Language Major Course Design Is Still Weak and Lacks Synergy With Professional Content

In particular, ideological and political content such as the core socialist values, excellent traditional Chinese culture, Chinese stories, and Chinese cases are poorly integrated into small language courses. These ideological elements have not been deeply explored and organically combined with the talent cultivation objectives and course characteristics of small language majors. As a result, the integration between ideological education and professional knowledge is not close enough, and the unity of talent development and character cultivation has not been achieved. Survey feedback also pointed out that the lack of foreign language-specific ideological elements leads students to feel that the content they are learning is not directly related to foreign languages, making it difficult for them to understand the culture and traditions of foreign countries. This gap not only weakens students' interest in the language they are learning but also, to some extent, affects their learning outcomes.

In fact, professional courses should fully reflect the foreign language-specific ideological content. By incorporating the cultural background, historical stories, and examples of cultural exchanges between China and relevant countries, small language courses can help students better understand the cultural connotations behind the language, enhancing their learning motivation and cross-cultural communication skills. Therefore, organically integrating foreign language-specific ideological elements into professional courses can not only increase the relevance and effectiveness of ideological education but also promote the development of a more comprehensive worldview and value system among students in their language learning.

The Ideological and Political Teaching Content in Current Courses Is Too Monotonous and Fails to Fully Meet Students' Demand for Diversified Teaching Methods

According to the survey results, 77.55% of students indicated that the most popular ideological content is "ideological and political case studies", followed by "stories of famous people" and "classroom discussions". This suggests that contemporary university students have active thinking and strong information reception abilities, preferring diverse and interactive teaching methods. "Curriculum-based ideological and political education" is a combination of methods, means, and processes for implementing ideological education, which involves engaging all participants in the course to generate and develop the expected ideological qualities in students (He, 2019, p. 131). However, traditional ideological teaching still largely relies on lectures by teachers, lacking sufficient interaction and innovation, making it difficult to stimulate students' interest and enthusiasm for participation. This monotonous teaching method easily leads to a lack of resonance with ideological education and may even cause students to develop resistance, further affecting their motivation and enthusiasm for learning.

In the information age, students have access to a wider range of information sources and more flexible thinking patterns. They are eager to deeply understand the connection between ideological content and their own lives and professional development through classroom discussions, case analyses, and practical activities. If the teaching methods remain stuck in the traditional one-way dissemination model, they will fail to meet students' learning needs and weaken the effectiveness of ideological education. Therefore, curriculum-based ideological

and political education should focus more on innovative teaching methods, combining students' interests and needs, increasing interactivity and participation, and ensuring that ideological education better aligns with students' thoughts and practical lives, thus enhancing its teaching effectiveness and students' sense of recognition.

Some Teachers Lack Experience in Ideological and Political Education

Whether curriculum-based ideological and political education achieves the expected results largely depends on the teachers (Xiao & Huang, 2020). In the current educational environment, especially within the small language professional teaching community, there is a common lack of experience in ideological and political education. This lack of experience stems from multiple factors. Most foreign language teachers' educational background and professional training focus primarily on language skills and cultural knowledge, while ideological and political education is generally not a focal point of their training. During the teaching process, there are few opportunities to learn how to integrate ideological education organically into foreign language courses. Many teachers have not systematically received related training in ideological education and lack the corresponding teaching methods and strategies, which makes it difficult for them to guide students in deep ideological and political thinking during class.

Furthermore, the teaching content of foreign language courses often focuses on language skills and cultural background, with the primary teaching goal being to help students master the basic use of the language. As a result, there is relatively less emphasis on ideological education. In this context, teachers often separate course content from ideological education, neglecting the cultural connotations and values embedded in language learning. This results in the difficulty of integrating ideological education into actual teaching.

Chen (2020) argues that foreign language teachers must strengthen learning and training in three key areas to meet the requirements of curriculum-based ideological education in the new era: first, continually improving political theory literacy; second, enhancing Chinese historical and cultural literacy; and third, improving the ability to set topics that are closely aligned with social realities. Foreign language teachers face the dual pressure of time constraints and course content, as they must complete language teaching tasks within limited teaching time. As a result, they often do not have sufficient energy to consider how to effectively integrate ideological education with foreign language courses. This "task-driven" teaching model often leads teachers to overlook the in-depth development of students' ideological and political guidance, making the integration of ideological education challenging.

Practical Paths and Countermeasures Analysis

In small language courses, effectively integrating ideological and political education (IPE) not only enhances students' language abilities but also strengthens their cultural identity and sense of social responsibility. This is an important topic in current educational reform. The following will explore the implementation paths for deepening IPE in small language education from three aspects: professional integration of IPE, diversified teaching methods, and resource development. These paths aim to provide theoretical guidance and practical strategies for cultivating compound talents with international vision and social responsibility.

Deepening the Professional Integration of IPE in Small Language Courses

Huang (2020), through the analysis of textbook texts, suggests that classroom discourse should be studied, and recommends considering discourse from a linguistic perspective, as any discourse (including classroom discourse) has value orientation. Discourse analysis can be conducted from the perspective of IPE thinking, as it

is an effective method for identifying IPE elements in non-ideological discourse. In universities, when implementing IPE in small language courses, it is crucial to design IPE content that aligns with the characteristics of the language and culture being taught. For example, in French and German courses, content related to social responsibility and civic consciousness in Western cultures can be used to discuss China's culture and social development; in Japanese and Spanish courses, the historical backgrounds and the evolution of Sino-foreign relations can be explored to analyze how China has modernized. By closely integrating IPE content with professional courses, students' cultural identity and national recognition can be better enhanced.

Moreover, it is essential to invest in textbooks, teaching references, and auxiliary teaching resources that are aligned with IPE in small language courses, to improve the teaching quality of IPE. Establishing a set of core textbooks with a clear ideological stance, scientific content, a complete system, and distinct characteristics is necessary. These textbooks should fully align with China's national conditions and social development realities, reflect Chinese characteristics, and embody a distinctive Chinese style. While the number of foreign language learners in China, including small language learners, is vast, there is currently a severe lack of IPE-related teaching references and auxiliary books that accompany the main foreign language textbooks. In fact, these resources are nearly nonexistent, which is a serious concern. For teaching and research personnel, without corresponding reference materials, it is difficult to determine the scope of IPE content and ensure the accuracy and scientific nature of the explanation. Additionally, there is no established course evaluation system, making it hard to solidify and effectively promote IPE integration.

The research and development of auxiliary materials such as teaching references and guides, which complement the courses and main textbooks, is urgent. This is a large-scale system project that requires strong support from the state, encouraging researchers to participate in this work. Based on my research, similar guiding documents, such as the "University English Curriculum Ideological and Political Teaching Guidelines", have already been published for English majors. Similarly, such guiding documents are necessary for small language majors beyond English. Once such documents are developed, teaching and research personnel can follow these guidelines to extend and write IPE content specific to their areas of expertise, ensuring the accuracy and scientific rigor of IPE integration.

Exploring Diversified Teaching Methods for Ideological and Political Education

Survey results show that social and cultural topics are the most popular ideological and political education content among students. These topics cover areas such as ethics, law, art, traditional culture, religion, gender, race, and identity. These themes are universal and relevant to reality. Students are concerned with these issues, and exploring them can cultivate their ideological awareness, professional ethics, and sense of social responsibility.

He (2022) believes that foreign language teachers' ability to teach ideological and political education is reflected in two aspects: excavation and design. "Excavation" refers to identifying IPE elements in teaching materials and incorporating elements of Chinese traditional culture into the course to guide students to not only have cultural confidence but also to recognize the differences between Chinese and Western cultures, thus better dealing with cultural conflicts. "Design" refers to integrating IPE into the overall design of the course and unit planning. IPE elements should be organically incorporated into course teaching, adhering to the integration of knowledge, skills, and ideological education, with an emphasis on systematic design. Teachers can flexibly arrange teaching content and methods based on different themes, engaging students in the process to enhance the

relevance and effectiveness of ideological education.

For example, some students at the University of Foreign Affairs study traditional Chinese culture, such as Tai Chi, as part of their physical education curriculum. During their study abroad, Tai Chi was very popular at talent shows, but they were often unsure how to introduce Tai Chi's styles, forms, and general characteristics in a foreign language, which affected the overall impact of spreading Chinese culture. Therefore, teachers could set a weekly theme based on traditional Chinese culture, training students to promote excellent Chinese culture on the global stage. Of course, with the development of supplementary teaching resources as mentioned in the first point, this approach could be more effectively and steadily implemented.

Building a Resource Database and Innovation Platform for Ideological and Political Education in Foreign Language Courses at Universities

Establishing and improving a resource database for ideological and political education (IPE) in foreign language courses, including textbooks, teaching designs, case analyses, micro-videos, and other forms, is essential. It is important to focus on the updating and sustainability of these resources to ensure their timeliness and quality. Universities should create innovation platforms for IPE in foreign language courses to foster continuous innovation and optimization of IPE teaching. Teachers and students should be encouraged to actively engage in course innovation and teaching research, based on practical needs and issues, conducting comprehensive planning and implementation, and advancing the construction of innovation platforms through diverse methods.

Teachers should enhance their ability to utilize and build IPE teaching resources, leveraging modern information technologies and digital platforms to construct a resource database and case library for foreign language IPE. Surveys show that foreign language teachers have a strong demand for high-quality, shareable IPE resources. Building such resources is a key strategy for creating a community of IPE teaching in foreign language courses. Universities should develop policies, provide institutional mechanisms, resources, and platform support to integrate and share IPE resources, promoting inter-university and international collaboration.

The "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" clearly points out the need to comprehensively utilize both the first and second classrooms, organizing series of lectures such as the "China's Legal Practice Forum" and "Journalism Practice Forum", as well as social practice, volunteer services, and internships like "Youth Red Dream Journey" and "Million Teachers and Students' Practical Activities", to continually expand the methods and paths for IPE construction. Universities can strengthen cooperation with social and cultural institutions, as well as overseas universities, to broaden the scope and depth of ideological education. By organizing students to participate in international exchanges, academic lectures, and cultural activities, universities can enhance students' cross-cultural understanding and global perspectives. Additionally, utilizing online platforms and courses can facilitate diversified IPE, further improving teaching effectiveness.

Conclusion

The effective implementation of ideological and political education (IPE) in foreign language courses in universities is crucial for cultivating students' political and ideological qualities and promoting national culture. In the context of modern education, cultivating students' sense of national identity and cultural confidence through foreign language courses has become an important topic in foreign language education. By strengthening

the professional integration of course content, enhancing teachers' IPE teaching abilities, building a systematic IPE teaching framework, and integrating multiple resources, universities can effectively promote the implementation of IPE in foreign language courses, training foreign language professionals with international perspectives and a sense of national pride.

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