

Curriculum-based Ideological and Political Education and College English Teaching-based on *Urban Development*

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The unique disciplinary characteristics and curriculum strengths of college English provide conditions for the integration of ideological and political elements into English language teaching. Under the vision of “fostering virtue through education,” universities across the country are actively advancing reforms in the ideological and political curriculum of college English. This paper connects the ideological and political education with students’ practical issues and development needs and explores effective teaching methods, based on *Urban Development*—Unit 1 of <*New Horizon College English 4*>.

Keywords: curriculum-based ideological and political education, college English teaching

I. Introduction

As one of the crucial elements of ideological and political education in colleges, the curriculum-based ideological and political education is to guide students to form the proper outlook of the world, life, and value, cultivate their awareness of morality, legislation and national security, and enhance their social responsibility and civic consciousness through various curricula. In college English teaching, this educational concept not only promotes efficient English teaching, but also implements effective moral education. College English course is characterized by language learning and cultural communication. With this advantage, teachers should ingeniously integrate some ideological elements into teaching, influencing students’ outlook unconsciously. This paper connects the ideological and political education with students’ practical issues and development needs and explores some teaching methods, based on *Urban Development*—Unit 1 of <*New Horizon College English 4*>.

II. The Objectives

At the National Conference on Ideological and Political Work in Colleges and Universities in 2016, President Xi Jinping emphasized, “We must adhere to moral education as the central link, integrate ideological and political work throughout the entire process of education and teaching, achieve all-round education, and strive to create a new situation for the development of China’s higher education” (Xi, 2016).

The origin of the term “curriculum-based Ideological and Political Education” can be traced back to the Book of Rites, which originally referred to the integration of knowledge and action. In the new era, the term refers

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to the integration of ideological and political theoretical knowledge into the courses taught by non-ideological and political teachers to a certain extent, as well as the deeper development of ideological and political elements existing in non-ideological and political courses, in order to guide students to form good political literacy while learning professional knowledge. In this regard, the “curriculum-based ideological and political education” in college English classrooms mainly integrates the content of ideological and political education, including theoretical knowledge, values, and spiritual pursuits, into the curriculum, subtly influencing students’ ideologies and behaviors, and enhancing their sense of mission and responsibility towards the country, nation, and society.

III. The Strategy

Teaching design serves as a crucial foundation for implementing teaching philosophies, achieving teaching objectives, and cultivating professional talents in educational practice. It embodies teaching methodologies, pedagogical approaches, and a wide range of considerations, encompassing three main levels: the reform of the educational system, the construction of subject curricula, as well as the design of units, modules, and individual teaching segments (Sheng, 2010). In 2020, the Ministry of Education issued the “Guiding Outline for the Construction of Ideological and Political Education in Courses in Colleges and Universities,” positioning the development of ideological and political education in college courses as a strategic measure to fulfill the fundamental task of fostering virtue through education.¹ Furthermore, the 2020 edition of the “College English Teaching Guide” emphasizes the integration of college English teaching into the ideological and political education teaching system.²

From the perspective of classroom teaching practice, Wen Qiufang summarizes the essence of ideological and political education in English courses as follows: Teachers play a dominant role in organically integrating the concept of fostering virtue through education into every aspect of classroom teaching, including English teaching content, classroom management, evaluation systems, and teachers’ words and deeds. This integration actively contributes to shaping students’ correct worldviews, outlooks on life, and values (Wen, 2021). Luo Lianggong believes that incorporating ideological and political education into specialized courses entails awakening the ideological and political functions of these courses, activating the ideological and political elements within them, and enabling specialized courses to respond to and embody the knowledge system and value objectives of ideological and political courses (Luo, 2021). Xu Jinfen, on the other hand, emphasizes that the core of ideological and political education in English courses lies in teachers’ initiative during the teaching process. This initiative should be centered on student development, tapping into the unique characteristics and advantages of English language courses to cultivate students’ comprehensive language abilities, cultural awareness, and critical thinking (Xu, 2021). By doing so, teachers not only enhance students’ linguistic proficiency but also foster their global perspectives, ethical grounding, and comprehensive personal development.

To enrich the disciplinary system of ideological and political education in higher education, our university has undertaken reforms in the College English curriculum by introducing the “*New Horizon College English*”

¹ 教育部关于印发《高等学校课程思政建设指导纲要》的通知（教高〔2020〕3号）[EB/OL]. (2020-05-28). http://www.gov.cn/zhengce/zhengceku/2020-06/06/content_5517606.htm.

² 教育部高等学校大学外语教学委员会. 大学英语教学指南[Z]. 北京: 高等教育出版社, 2020.

series with a focus on ideological and political wisdom edition. This textbook series, guided by the needs of talent cultivation in the new era and the latest teaching requirements, leverages cross-media teaching methods as a breakthrough. Specifically, the core textbook, “*Reading and Writing Course*,” selects materials that mirror current social realities and significant events both domestically and internationally, facilitating the seamless integration of ideological and political elements into English language teaching. This integration aims to achieve internalization of values and their manifestation in actions.

(1) Ideological and Political Education Objectives

a. Shaping Ideological and Political Values: The ideological and political education in the context of China’s smart city construction represents a crucial intersection of modern technological advancements and moral upbringing. By integrating technological education with ideological and political education, we aim to nurture citizens imbued with patriotism, social responsibility, and an innovative spirit, thereby fostering a robust foundation for the sustainable development of smart cities.

b. Language Competence Enhancement: On one hand, this unit fosters comprehensive English proficiency through vocabulary, phrase, and text learning, particularly enhancing listening and speaking skills via current affairs discussions and presentations. On the other hand, it emphasizes practicality, further refining students’ humanistic qualities and critical thinking abilities. Through pre-class, in-class, and post-class thematic reflections, storytelling, and problem-solving activities, students delve into the essence of “smart city construction,” fostering cultural confidence in China’s modernization and development. They will also critically evaluate the role of this unit’s theme in college English education within both Chinese and Western cultural contexts.

(2) Key Points of Ideological and Political Education

Students must master key vocabulary and sentence patterns related to “urbanization” and “smart cities,” enabling them to articulate experiences surrounding urbanization and smart city development in English. Under teacher guidance, they should engage in critical thinking exercises such as posing, analyzing, solving, verifying, and reflecting on questions related to the unit’s texts from linguistic (morphological, semantic, pragmatic), cultural (contextual meaning, communicative effects), and ideological perspectives found in supplementary materials. These exercises broaden and deepen their thinking, fostering a conscious awareness of cultural comparison and fully embodying their learning agency and creativity.

IV. Teaching Plan Outline

1. Pre-class Preparation

Autonomous Learning Task: Leverage the Ligong Zhike (理工智课) platform to assign pre-class autonomous learning tasks, fostering students’ self-study capabilities. Accompany these tasks with a diverse array of visual, audio, and reading materials to broaden their horizons and stimulate critical thinking, providing an initial understanding of the unit’s theme.

Video Viewing: Release and assign the short video “*What is a Smart City*” for students to watch, requiring them to grasp the unit’s theme and key vocabulary.

Unit Introduction Reflection: Organize students to view the unit introduction and encourage them to ponder over the questions raised within, fostering active engagement with the material.

2. In-class Learning

Theme Introduction: Begin with a short video on “*City Development*,” introducing the unit’s theme and guiding students through the historical progression of urban development, as well as the challenges and issues encountered along the way.

Contemporary China’s Urbanization: Showcase the video “*This is China*,” providing an overview of contemporary China’s urbanization progress and its advantages.

Group Discussion: Initiate group discussions focusing on China’s “New Four Great Inventions” and commonly used apps in smart cities. Encourage students to integrate English vocabulary and expressions into real-life scenarios, enhancing language practicality.

Ideological and Political Integration: Address language knowledge points infused with ideological and political elements. Guide students through reading and translating the application of core language points in significant national documents, such as the 18th and 19th CPC National Congress Reports and the 2023 Government Work Report. Through reading, comprehending, and translating, students will grasp the significance of smart city construction and master relevant vocabulary and sentence structures in authentic contexts.

3. Post-class Review and Extension

Deepening Understanding: After learning this unit, students should have accumulated both linguistic and ideological insights. Encourage them to deepen their understanding of China’s smart city construction, fostering patriotism and a sense of ownership.

Online Discussion: Prompt students to engage in online discussions after class, sharing their perspectives and opinions. This not only reinforces learning but also cultivates their critical thinking and communication skills.

Reflection and Self-assessment: Encourage students to reflect on their learning journey and self-assess their progress, identifying areas for improvement and setting goals for future studies.

V. Conclusion

Effectively integrating ideological and political education into college English teaching is a crucial pathway to enhancing students’ comprehensive qualities and nurturing compound talents with both an international perspective and a local sentiment. Universities should actively explore and practice strategies and methods for incorporating ideological and political education into college English teaching, laying a solid foundation for students’ all-round development.

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