

Exploration and Practice of Ideological and Political Education in Foreign Language Majors in Higher Education

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Promoting the construction of ideological and political education in courses (Course-Based Ideological and Political Education, CIPE) in foreign language majors in higher education is an important manifestation of the professional courses' responsibility to "guard their own segment of the channel and cultivate their own field of responsibility". It is the foundation for telling China's stories well and an inevitable requirement for improving the level of faculty team construction in foreign language majors. It is necessary to strengthen the training of professional teachers to deepen their understanding of CIPE, advance classroom teaching reform to enhance the cultivation of national consciousness, optimize the allocation of teaching resources, and improve the evaluation system for effectiveness.

Keywords: CIPE, Chinese-style modernization, curriculum

Introduction

Effectively promoting the construction of curriculum ideology and politics (CIP) in foreign language majors of higher education institutions is of great significance for guiding college students to firmly establish their ideals and beliefs, to deepen their patriotic sentiments, and to promote the simultaneous improvement of students' political and ideological qualities and their professional foreign language literacy. Foreign language major teaching can achieve this by building a CIP resource library, model courses, teaching guidelines, and a specialized team of CIP teachers. This will fully explore the ideological and political education elements in foreign language courses, form a comprehensive, full-process, and all-round education system, and construct a relatively complete CIP system that embeds ideological and political education into foreign language teaching, thus creating a new pattern for foreign language major education.

Literature Review

Since the 18th National Congress of the Communist Party of China clarified "cultivating virtue and fostering talents" as the fundamental task of socialist education and emphasized that ideological and political education should permeate the entire educational process, the academic community has continuously produced relevant research findings. After sorting through these studies, they can be roughly summarized into three research perspectives:

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Macro-Research Perspective

This perspective discusses the cultivation of virtue and fostering talents, curriculum ideological and political education (Curriculum-Based Ideological and Political Education, or CIPE), and how to transition from ideological and political courses to CIPE. Xiao and Li (2020) analyzed the connotation of cultivating virtue and fostering talents based on the core socialist values, integrating the value goals at the national level, value orientations at the social level, and value standards at the individual level into upholding great virtues, observing public morals, and strictly adhering to personal ethics. He pointed out that cultivating virtue and fostering talents are the fundamental goal and value orientation of education. Wang and Shi (2020) explored CIPE in the new era from the perspective of how to achieve the cultivation of virtue and fostering talents, discussing and reflecting on the connotation, characteristics, difficulties, and countermeasures of CIPE. They proposed the essence and philosophy, structure and methods of CIPE. Other studies (Hu, 2020) analyzed the current status of CIPE, focusing on the existing problems and their causes, and suggested the construction of a complete CIPE education system to promote the organic integration, coordinated development, and collaborative education of ideological and political courses and CIPE. These studies provided theoretical exploration of cultivating virtue and fostering talents and CIPE from a macro perspective, elucidated the necessity and significance of CIPE in the new era, and offered theoretical support and direction for the implementation of CIPE in various disciplines, thus holding high reference value.

Meso-Research Perspective

This perspective explores the system, content, textbooks, and reforms of CIPE in foreign language courses, covering the construction of a CIPE content system, the deep integration with specialized education, the design of foreign language textbooks, practical exploration of school-based CIPE construction (Cui, 2019), CIPE construction in college foreign language courses, and innovation in talent cultivation models under the new era background (Jiang & Li, 2020; Wang & Shi, 2020). These studies, starting from the school level and based on school-specific talent cultivation goals, explored the paths for CIPE construction. They are experiential introductions that have played a positive role in promoting the development of CIPE in foreign language courses in China. However, most of the above studies focus on specialized foreign language universities or foreign language majors, with relatively fewer studies on CIPE in college foreign language courses.

Micro-Research Perspective

This perspective involves individual teachers sharing their teaching experience in CIPE in foreign language courses, mainly focusing on teaching methods, development of teaching resources, and course implementation. Cheng (2020) explored how to extract, integrate, and process ideological and political elements in phonetic training, grammar teaching, vocabulary instruction, and rhetoric use to achieve the unity of knowledge transmission, ability cultivation, and value guidance. Yang (2020) took the “New Edition College English Integrated Course (Second Edition)” as an example to explore the in-depth mining of ideological and political content from multiple angles of text themes and discourse language, achieving organic integration with teaching content. Huang (2020), based on the assumption that all discourse has a value orientation, explored the analysis of textbook discourse from an ideological and political perspective. These studies, relying on specific teaching materials, explored how to integrate ideological and political education into English teaching, providing valuable experiences for CIPE at the micro level.

Significance of Promoting Curriculum Ideology and Politics in Foreign Language Majors

Chairman Xi emphasized at the National Conference on Ideological and Political Work in Universities and Colleges that ideological and political theory courses must adhere to the principle of strengthening through continuous improvement, enhancing the affinity and relevance of ideological and political education to meet the developmental needs and expectations of students. Other courses should each guard their own segment of the channel and cultivate their own plot of responsibility. This ensures that all courses move in the same direction as ideological and political theory courses, creating a synergistic effect. Promoting the construction of CIP in foreign language majors is an important manifestation of professional courses guarding their own segment of the channel and cultivating their own plot of responsibility. It is the foundation for telling China's stories well to the world and an inevitable requirement for improving the level of faculty construction in foreign language majors.

Promoting the construction of CIP in foreign language majors is an important manifestation of professional courses "guarding their own segment of the channel and cultivating their own plot of responsibility". University foreign language teaching is an important pathway for college students to be exposed to Western culture. Therefore, it is essential to guide students in using Marxism to analyze and evaluate Western culture and values during the teaching process.

Besides, promoting the construction of CIP in foreign language majors is the foundation for telling China's stories well. With the continuous enhancement of China's economic strength and its increasing prominence on the world stage, university foreign language teaching has been endowed with the new mission of conveying China's stories in foreign languages. In the current curriculum settings of university foreign language teaching, the focus is primarily on developing students' listening, speaking, reading, writing, and translation skills, and further efforts are needed to enhance their intercultural communication abilities. In recent years, with the proposal and implementation of the Belt and Road Initiative, the demand for language talents proficient in the official languages of countries along the Belt and Road has been growing continuously. This has brought new opportunities for university foreign language education. Therefore, university foreign language teaching needs to focus not only on language skills, but also on deepening students' understanding and precise grasp of "China's development path" and "China's diplomacy", so that they can effectively tell China's stories on the international stage and better safeguard national interests in the future.

Lastly, promoting the construction of CIP in foreign language majors is an inevitable requirement for improving the level of faculty construction in foreign language majors. To cultivate a group of high-quality foreign language professionals who understand Western culture while firmly holding socialist ideals and cultural confidence, it is essential to have a teaching team with a firm political stance, strong ideological qualities, and excellent professional abilities. Therefore, effectively enhancing the teaching level of CIP among university foreign language teachers and creatively integrating elements, such as "Chinese culture", "China's development path", and "China's diplomacy" into foreign language classroom teaching requires further improvement in the level of faculty construction in foreign language majors.

Strategies of Ideological and Political Education in Foreign Language Majors

Strengthen the Training of Professional Teachers and Deepen the Understanding of Curriculum Ideology and Politics Education

In the new era, excellent foreign language teachers in higher education institutions not only need to possess rich foreign language professional knowledge and research capabilities, but also the ability to effectively integrate

ideological and political education into foreign language teaching. Therefore, strengthening the training of professional teachers and deepening their understanding of CIP are the most fundamental aspect of the construction of curriculum ideology and politics. First, it is essential to comprehensively enhance the training of CIP for foreign language teachers in higher education institutions to improve their ideological and political awareness. Universities should develop training programs for foreign language teachers in ideological and political theory, regularly organize teachers to study and interpret national policies and requirements, and establish a regular and routine training model. At the same time, training in the theory and skills of CIP should be strengthened to ensure that teachers receive systematic and comprehensive training in this area. Second, it is necessary to establish a role model leadership mechanism and fully leverage the exemplary and leading role. Higher education institutions should widely conduct activities for listening to and evaluating courses on curriculum ideology and politics, and introduce a number of exemplary courses that excel in integrating professional teaching with ideological and political elements. By organizing learning sessions and observation tours of these exemplary demonstration classes, foreign language teachers can truly master the teaching methods and skills for integrating professional instruction with ideological and political elements. Third, higher education institutions should regularly invite experts in ideological and political education from both within and outside the university to discuss topics, such as China's development path, China's solutions, and China's wisdom with foreign language teachers, thereby enhancing the level of ideological and political education among foreign language teachers.

Promote Classroom Teaching Reform and Strengthen the Cultivation of National Consciousness and Patriotic Spirit

By establishing a resource library for CIP in foreign language majors, implementing implicit teaching methods, and optimizing professional teaching guidelines, we can provide standardized guidance for the construction of CIP in foreign language majors at higher education institutions.

It is necessary to create a curriculum-based ideological and political education (IPE) resource bank for foreign language majors for three modules: "Chinese Culture", "China's Development Path", and "China's Diplomacy". This will enable students majoring in foreign languages to deeply study and understand the thought of socialism with Chinese characteristics for a new era, fully grasp the essence of major-country diplomacy in the new period, and profoundly comprehend the spirit of building a community with a shared future for mankind and the Belt and Road Initiative. Second, the teacher should vigorously promote the teaching method of implicit courses. In the teaching of foreign language majors, the teacher should actively implement the teaching method of implicit courses. That is, during the teaching process, by widely using vivid teaching media, such as illustrations, animations, and films, the teacher can subtly guide students to establish the core socialist values. In this way, the effect of CIP can be achieved in a manner that is as subtle and effective as the gentle and silent nourishment of spring rain, thereby strengthening students' confidence in the path, theory, system, and culture. Third, to establish a teaching guide for CIP in foreign language majors is indispensable. The teaching guide for CIP will provide guiding teaching plans for integrating ideological and political education with various foreign language courses. Based on the teaching content and objectives of each course, relevant ideological and political elements will be selectively drawn from the resource library to form systematic teaching guides and guiding teaching plans for each course category. Ultimately, a comprehensive CIP teaching system covering all foreign language courses will be constructed on this basis. For each specific course, the teaching guide should provide

detailed and specific instructions. For example, a section on “Mutual Learning Between Chinese and Western Civilizations” can be added to the syllabus of the “Introduction to Western Culture” course to interpret the essence of excellent traditional Chinese culture. In courses on “International Relations”, an explanation of the “community with a shared future for mankind” can be embedded to interpret its contribution to the new development of international relations theory. In this way, students’ enthusiasm can be fully mobilized, and their national consciousness, cultural identity, and national self-confidence can be stimulated. This will guide them to become compound talents with “national consciousness, international vision, and a sense of responsibility”.

Optimize the Allocation of Teaching Resources and Improve the Evaluation System for Effectiveness

Course evaluation is a crucial link in ensuring the effectiveness of CIP implementation, and a scientific and rational course evaluation system is a practical guarantee for ensuring the effectiveness of CIP construction in foreign language majors at higher education institutions. Firstly, it is essential to focus on the key points of CIP evaluation. The fundamental goal of CIP construction is to strengthen ideological and value guidance on the basis of knowledge transmission and capability development, addressing the questions of “who teachers teach for, what they teach, to whom they teach, and how they teach”, as well as “where students should focus their efforts, to whom they should show empathy, how they should engage, and what kind of people they should become”. Therefore, performance in CIP should be regarded as an important indicator for evaluating teachers’ teaching quality and level. The foundation of CIP evaluation lies in the courses and classrooms, with the key being teachers and students, and the focus of work being at the faculty and teaching research offices. Teachers who excel in CIP performance should be given certain material and spiritual rewards, which should be reflected in all aspects and levels of professional title evaluation, promotion, and excellence awards. Secondly, the quality evaluation should conform to the intrinsic laws of ideological and political education. CIP is a new concept, and its evaluation methods should also be developed and refined through exploration. Therefore, a “one-size-fits-all” approach should be avoided in setting CIP evaluation standards. Teachers with enthusiasm should be encouraged to experiment and innovate boldly, continuously accumulating experience, while also ensuring that all teachers gradually enhance their understanding and unify their thinking. Thirdly, it is necessary to build an effective communication bridge between professional course teachers and departments responsible for ideological and political education. Professional teachers should strengthen their connections with the Youth League Committee and the Student Affairs Office, gaining a deep understanding of college students’ ideological trends. By selecting relevant teaching content based on the hot and focal issues that students care about, CIP in foreign language teaching can resonate with ideological and political courses, making it more contemporary and attractive.

Conclusion

In the context of higher education, the integration of Course-Based Ideological and Political Education (CIPE) into foreign language majors is not only necessary but also crucial for the holistic development of students. This integration serves multiple purposes, including fostering national identity, enhancing cultural awareness, and preparing students to be responsible global citizens. As we look to the future, it is essential to consider how CIPE can be further developed and refined to meet the evolving needs of students and society. CIPE in foreign language majors helps bridge the gap between language learning and moral education. In an era of globalization, where cultural exchanges are increasingly frequent, students are exposed to diverse ideologies and values. By embedding CIPE into the curriculum, educators can guide students to critically analyze and appreciate different

cultural perspectives while maintaining a strong sense of national identity and cultural confidence. This dual focus ensures that students are not only proficient in foreign languages but also equipped with the ethical and ideological foundations necessary to navigate the complexities of the global community. Moreover, CIPE plays a vital role in addressing the challenges of cultural hegemony and ideological infiltration. In the process of learning foreign languages, students often encounter materials that may reflect Western-centric views. CIPE helps them develop critical thinking skills to evaluate these materials objectively and resist any potential negative influences. By promoting a balanced understanding of different cultures and ideologies, CIPE enables students to become advocates for cultural diversity and social justice.

Looking ahead, the future development of CIPE in foreign language majors should focus on several key areas. One of the primary tasks is to enhance the integration of CIPE content into the existing curriculum. This can be achieved by designing more comprehensive and flexible syllabi that incorporate CIPE themes into various courses. For instance, thematic units on national development, cultural heritage, and social responsibility can be seamlessly integrated into language courses, ensuring that students receive a well-rounded education. Another important aspect is the continuous improvement of teaching methods. Educators should adopt innovative approaches that engage students actively in the learning process. This includes using multimedia resources, interactive activities, and real-world case studies to make CIPE content more relatable and impactful. Additionally, the development of digital platforms and online resources can provide students with greater access to CIPE materials, facilitating self-directed learning and reflection. Teacher training and professional development are also critical for the successful implementation of CIPE. Educators need to be well-versed in both foreign language teaching and CIPE principles. Therefore, universities should offer specialized training programs and workshops to help teachers develop the skills and knowledge required to integrate CIPE effectively into their teaching practices. Collaboration among teachers, CIPE specialists, and educational researchers can further enhance the quality of CIPE integration. In conclusion, the integration of CIPE into foreign language majors in higher education is essential for fostering well-rounded individuals who possess both linguistic proficiency and strong moral values. As we move forward, it is imperative to continuously refine and expand CIPE initiatives to meet the evolving challenges of the 21st century. By enhancing curriculum design, innovating teaching methods, strengthening teacher training, and promoting global competence, we can ensure that CIPE remains a vital component of foreign language education, preparing students to be the bearers of cultural heritage and the shapers of a better global future.

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