

A Study on College Students' Perception of Integrating Ideological and Political Curriculum into College English Teaching

Yangqian Lu

Changsha Normal University, Changsha 410100, China.

Abstract: Curriculum ideological and political education is the concretization of cultivating morality and cultivating people. Integrating curriculum ideological and political education into college English teaching is an inevitable trend, and it is of great significance in helping college students establish correct ideological concepts and improve their personality. However, due to the current lack of awareness among college students about the integration of ideological and political education into college English teaching, it is necessary for teachers to fully explore the ideological and political elements in college English, continuously optimize English teaching models, and promote the comprehensive development of college students. Based on this, this article conducts research and analysis on college students' awareness of integrating ideological and political education into college English teaching, in order to provide valuable reference opinions for educators and cultivate more and more outstanding talents for society.

Keywords: College Students; Curriculum Ideological and Political Education; College English; Awareness

Introduction

As a new teaching concept, curriculum ideology and politics have gradually received attention from universities in the context of continuous reform of the education system. College English, as one of the most popular general education courses, can not only help college students establish correct Core Socialist Values, but also promote their own comprehensive development and progress by carrying out ideological and political courses in the teaching process. Therefore, it is necessary to enhance the awareness of college students towards integrating ideological and political education into college English teaching. So, this article has very important research significance for the research and analysis of college students' awareness of integrating ideological and political education into college English teaching.

1. Analysis of College Students' Perception and Actual Deviation in Integrating Ideological and Political Education into College English Teaching

Curriculum ideological and political education refers to the integration of ideological and political concepts with professional courses, in order to promote their mutual integration and common development. Although most universities have achieved a certain degree of improvement in multimedia teaching hardware facilities, and both teachers and universities have played a very important role. However, in actual college English ideological and political education, some college students still have some misconceptions about the integration of ideological and political education into college English teaching. According to the current investigation and analysis of existing data, only a small number of college students are looking forward to integrating ideological and political education into college English teaching. They hope that college English teachers can change the previous English teaching mode and guide students to learn from aspects such as national awareness, political identity, and cultural confidence in actual teaching, so that they can strengthen their understanding of English ideological and political education knowledge and lay a good foundation for future employment. But not all college students think the same way, and there are also some college students who have resistance to the integration of ideological and political education in English courses and are unwilling to accept it; Moreover, there is a misconception

in terms of subjective cognition that teachers are the key to improving the quality of ideological and political education in college English courses and helping students adapt to English ideological and political learning. However, due to the fact that most universities do not provide training and education on ideological and political education for English teachers, they are unable to successfully achieve English class objectives in the actual teaching process and also unable to provide ideological and political education to college students.

2. The problems faced in integrating ideological and political education into college English teaching

2.1 Less proportion of ideological and political content in college English

At present, most of the knowledge points in English textbooks are mainly based on Western festivals, customs, and character stories, and there is a lack of writing about Chinese cultural knowledge. This not only makes students admire foreign things and lack understanding of Chinese culture, but also gradually leads to a loss of confidence in traditional Chinese culture, ultimately leading to ideological problems for college students, Affects its future growth and development.

2.2 Excessive emphasis on explaining English knowledge

At present, due to the relatively tight curriculum arrangement in most universities, most English teachers often rush to teach English culture, English knowledge points, and other content in the classroom teaching process in order to achieve teaching objectives and ensure that students achieve good grades. This leads to the inability of ideological and political content to be effectively interspersed in course teaching. Prolonged teaching not only hinders students from developing correct ideological concepts, It will also limit the growth and progress of college students.

2.3 Some universities have low ideological and political literacy in English teaching

Due to the relatively unique profession of English teachers, both in learning and work, they are exposed to content about Western culture and local customs, lacking understanding of Chinese culture and society. Therefore, they will pay more attention to explaining Western knowledge in the teaching process. Moreover, some universities only focus on the assessment of professional knowledge and abilities when recruiting English teachers, lacking in the assessment of moral literacy and ideological and political knowledge, which leads to their inability to effectively integrate ideological and political knowledge with English professional knowledge when teaching on duty. In addition, many English teachers believe that ideological and political education is not related to themselves and usually only focuses on their own teaching performance. In the daily teaching process, they basically only explain the content about professional knowledge and do not pay too much attention to students' ideological changes. Over time, it will inevitably affect the development of English ideological and political education work, and also affect students to establish correct three perspectives, limiting their development.

3. Strategies for Integrating Ideological and Political Education into College English Teaching

3.1 Exploring the Ideological and Political Elements in College English Textbooks

Textbooks are the main content of teacher teaching and student learning. Therefore, in the process of teaching, college English teachers should fully understand the content to be taught in the textbook and explore relevant ideological and political elements from the knowledge points, in order to help students improve their personality and establish correct ideological concepts. For example, before teaching "The Odyssey Years", teachers can set up pre class introductions corresponding to the content of the text, telling students about their confusion, stress, and solutions in the social environment during the Odyssey period. Students can explore and discuss small groups of students, and then introduce them into the learning of the text. In the summary after class, teachers can contact the people of the whole country and a large number of young medical staff to fight against the COVID-19 against the background of the outbreak of COVID-19 in Wuhan, Hubei Province, so as to attract the attention of students, imperceptibly carry out ideological and political education for students, so that they can understand that even if the road is rough and confused, they should work hard to move forward and shoulder their responsibilities and missions, Thus promoting the great rejuvenation of the Chinese nation and the realization of the Chinese Dream.

3.2 Enriching the Development Space of English Ideological and Political Teaching

In the process of ideological and political education in college English courses, teachers can design and expand the space for ideological and political education in the second classroom with constructivism as the core. At the same time, they can formulate English teaching tasks to guide students, so that college students can not only learn English theoretical knowledge and experience the charm of the English language, but also have a clearer understanding of themselves and truly feel the cultural charm of China during the learning process. For example, in the process of ideological and political education in English courses, teachers can use the "English Corner" second classroom model to gather all college students who are interested in English knowledge and enjoy learning English, and then set different themes such as "Chinese story," "China's role model," and "Cultural deposits," allowing each college student to fully tell the Chinese story in English. While understanding the stories of Chinese culture, students can also spread the charm of Chinese culture, allowing them to continuously expand their knowledge and establish correct perspectives during this process.

3.3 Give full play to the leading role of teachers in English ideological and political education

In order to promote the construction and development of socialist civilization, universities can regularly carry out training activities and lectures on ideological and political education for English teachers, fully mobilizing all university teachers to participate, in order to strengthen the construction of teachers' ideological and political quality education. At the same time, English teachers in universities should also start from themselves, strengthen the learning of English vocabulary and sentences related to Chinese cultural knowledge, and guide students to comprehensively and fully understand the ideological gap between Chinese and English in the process of English ideological and political learning, so that they can avoid being influenced by Western negative ideologies and correctly understand the cultural differences between China and the West. To further enhance students' sense of confidence in Chinese culture and national pride [6]. In addition, as the main guide of English ideological and political education, teachers should also prepare lessons in advance to understand the humanistic spirit contained in the article content, in order to innovate teaching models and meet the learning needs of college students in the new era. For example, during the teaching process of courses such as "China Daily" and "Global Times", teachers can effectively organize this series of related content together to explain to students, and then present national affairs, social issues, and Chinese culture to students in the classroom. This not only allows students to learn more relevant English vocabulary, but also allows them to understand the achievements of China's continuous reform and development over the years.

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