

A Study on Student-Centred Teaching of Oral English in Universities under the Perspective of Curriculum Ideology and Politics

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Abstract: The reform of university oral English teaching is an important part of the reform of contemporary university English teaching, and it is an urgent need of the times and the country to integrate it into the content of curriculum ideology and politics, so as to realise the fundamental goal of “establishing morality and educating people”. Enhancing the teaching of daily speaking is an effective measure to adapt to the strategy of “going out” of China’s culture, and it is also an inevitable choice to enhance students’ soft power of culture and hard power of language expression. Under the current background of curriculum ideology and politics, there are many problems in the student-centred teaching of spoken English in universities, which urgently need to find corresponding solutions to cultivate students’ oral English literacy. Based on this, the article explores the student-centred teaching of spoken English in university under the perspective of curriculum ideology and politics, with a view to providing reference for related work.

Keywords: Curriculum Ideology and Politics; Students; College English; Oral Teaching

1. Introduction

Curriculum Ideology and Politics is a kind of teaching method that organically integrates ideological and political theories with disciplinary courses and promotes each other. By making full use of classroom teaching resources, realizing the organic combination and synergistic development of ideological and political theories and disciplinary courses, and integrating Curriculum Ideology and Politics into the daily learning of college students in the process of teaching, it helps to cultivate more high-quality talents with moral, intellectual, physical, social and aesthetic qualities, and promotes the healthy and stable development of the cause of higher education. Development. As the backbone of the construction of socialism with Chinese characteristics, young college students should achieve all-round and multi-level growth and progress. As an important subject course compulsory for students in colleges and universities, college English speaking is one of the important ways to promote students’ all-round development and improve their comprehensive quality. At the current stage, one of the important responsibilities of college English teachers is to organically integrate oral teaching with course ideology and politics in order to promote the innovation and reform of college English teaching.

2. Second, the current situation of student-centred oral English teaching in universities

2.1 Lack of Integration of Ideological and Political Theory under Student-Centredness

In order to better understand the connotation of curriculum ideological and political theory, we need to combine it with the ideological and political courses for in-depth analysis. At present, China’s higher education is in a period of reform and transformation, and the talent cultivation mode of colleges and universities is also undergoing a series of changes. In the education and teaching of colleges and universities, the concept of Curriculum Ideology and Politics in the curriculum has been put forward and operated for a period of time, and it has been more and more widely applied. The knowledge of ideological and political theory is integrated into the curriculum, so that students can set up a correct outlook on life and values through learning knowledge, improve their own quality and ability, and then cultivate more excellent talents for the development of society. But for the current teaching work, the teacher lacks the integration of ideological and political theories in the teaching of spoken English, but simply give students oral practice in English, so that the whole teaching process lacks of raw activities.

2.2 Failure to reasonably guide students to pay attention to the differences between Chinese and foreign cultures

There are differences between English and Chinese. When Westerners think and express themselves, they tend to clarify the intention of the subject first and then add other elements, while Chinese people are more inclined to integrate the messages they want to convey. Students know little about foreign cultures, so it is easy to form a gulf in the learning process. Therefore, I believe that it is easier for readers to understand what is being written if the writing is organised and laid out in a way that captures the central idea. English essays tend to centre around a more prominent theme, which usually appears at the beginning of the essay and dominates the subsequent development. Information related to this theme can be found in all paragraphs of the text, and the topic sentences of most of these paragraphs are located at the beginning. In China, the core of an essay is semantics, which naturally connects the preceding and following parts so that the upper and lower parts echo each other, thus conveying a complete meaning, which also reflects the overall way of thinking. If it is an English article, its structure and language are often different from Chinese. So the teaching of spoken English at university needs to pay attention to the cultural differences between Chinese and foreign cultures, but the lack of attention to this part of the content by some teachers has led to an obstacle to the improvement of the quality of spoken English teaching.

2.3 Failure to reflect the students' main position

As an important measure of students' overall comprehensive ability in English, speaking plays a crucial role in its external expression. Therefore, how to improve college students' spoken English has become one of the important topics in college English teaching. However, China's university oral English teaching has long been using a single and obsolete teaching mode, which fails to reflect the students' main position, resulting in the teaching content not being able to meet the diversified needs of students in the new era. Students are still inclined to test-taking in English learning due to the lack of sufficient learning resources and high-quality language learning environment, and many college students ignore the problem of language application, which also leads to the lack of motivation of students in spoken English.

3. Suggestions for student-centred teaching of spoken English at university from the perspective of curriculum ideology and politics

3.1 Increase Efforts to Study Ideological and Political Theory from the Students' Perspective

As the practice subject of the concept of curriculum ideology and politics, college English teachers shoulder an important mission, that is, to promote the development of education by establishing moral values. The role of university English teachers is not only to teach students English subject knowledge, but also to provide useful contributions to students' cultural literacy, comprehensive ability, and the shaping of correct values and worldview. Carrying out the "Three-Whole Education" model in the process of university English oral teaching is not only conducive to promoting the overall development of college students, but also helps them to establish a good outlook on life, morality and values. Therefore, the reform of college English teaching must be carried out from the perspective of college English teachers and based on the perspective of curriculum ideology. In order to enable college English teachers to better guide students' professional knowledge and guide them to form correct ideological and political concepts, we need to update teachers' concepts of education and teaching and strengthen the ideological and political theoretical foundation of English teachers. On this basis, we also need to strengthen the combination with social practice activities in order to achieve the fundamental task of "cultivating morality and nurturing people". Therefore, English teachers should update their teaching concepts as soon as possible and abandon the old ideas and thinking patterns to adapt to the changing teaching environment. The reform of oral English teaching in universities should adhere to the educational goal of "people-oriented", focus on improving the quality of teaching, and constantly explore new modes and methods, so as to make the cause of China's higher education develop in a sustainable and healthy way. English teachers must have a high sense of responsibility and mission, always put education in the first place, and at the same time, they should consciously strengthen students' ideological and political theoretical qualities in order to achieve the purpose of effectively training students.

3.2 Guiding students to understand the differences between Chinese and foreign cultures

Vocabulary in language is the most significant carrier of cultural information and a tool to reflect human social and cultural life, and they carry various cultural characteristics. The English speaking classroom in colleges and universities is an important part of China's higher education system and one of the main ways for college students to receive cultural education and ideological and political theoretical education, so in the process of speaking teaching, students should be taken as the centre and helped to understand the differences between Chinese and foreign cultures, so as to make a good preparation for teaching. The cultural differences between Chinese and foreign cultures are very obvious in the spoken language, for example, to describe "timid", "as timid as hare" in English, and the corresponding idiom in Chinese is "as timid as a mouse". The corresponding idiom in Chinese is "gutless". From the above analysis, we can see that both languages have rich cultural connotations. In Chinese culture, "mice" represents a timid psychological state, while "rabbits" symbolises a quick behaviour. Therefore, it is particularly important to study the differences in vocabulary between different countries and regions. For example, in the United Kingdom and the United States, people usually regard the dog as a sign of good luck, such as "Every dog has his day." (Everyone will have a happy day.) "Love me, love my dog." (Every dog has his day.) "Love me, love my dog. Nevertheless, in the Chinese context, the description of a dog is often given a negative connotation, such as "no ivory can come out of a dog's mouth," "hanging sheep's head to sell dog meat," and so on. By explaining the differences, we can help to improve students' vocabulary and arouse their preference for traditional Chinese culture from another perspective, thus laying a solid foundation for their daily communication.

3.3 Adhere to the student-centred approach

Teachers should break through the limitations of traditional English teaching and aim at stimulating the students' subjectivity and central role in the classroom to further enhance the teaching effect. Attention needs to be focused on students' subjective initiative, autonomy and personalised development in order to promote their overall growth and development. In-depth exploration of English teaching resources, the relevant content of ideological and political theory is organically integrated into classroom teaching. On this basis, the English teaching mode and teaching methods are innovated. In order to make the content of English oral teaching more ideological and political theory, we need to let students in the process of learning English subject knowledge, subconsciously accept the ideological and political theory. In the process of teaching, teachers should be guided by socialist core values and properly handle the differences between Chinese and Western cultures to ensure the improvement of teaching quality. Combine the education of China's excellent traditional culture with the advanced ideas of the West to help students establish correct values. Cultivate students to be able to understand and cope with different cultural backgrounds with an open mind and in-depth thinking, centred on improving the efficiency of oral English teaching, so as to promote the establishment of correct ideological and political concepts in the process of English learning.

4. Conclusion

Teachers should break through the limitations of traditional English teaching and aim at stimulating students' subjectivity and central role in the classroom to further improve the teaching effect. The student-centred promotion of oral English teaching under the Curriculum Ideology and Politics is a project with a systematic approach. In the education of university English speaking course, especially on the basis of curriculum ideology, in-depth thinking and exploration are needed in order to realise the innovation of teaching, it is necessary to comprehensively consider all the important aspects to ensure the improvement of the quality of teaching.

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