

The Path and Implementation of Civic-Political Construction of University English Courses under the Three-Whole Parenting Mode

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Abstract: In today's higher education, the "three-round education" model has become a widely discussed and respected educational philosophy. This model aims to comprehensively cultivate students' moral quality, intellectual ability and physical quality, so that they can better adapt to the needs of modern society. In this context, the ideological and political construction of university English courses has emerged as a key link in the university education system. The purpose of this paper is to discuss the path and implementation strategy of the ideological and political construction of university English courses under the mode of "Three-Whole Parenting", and to study how to combine the modern education concepts to make university English education become an effective way to cultivate all-round talents. Through this mission, we can better meet the challenges of the times and cultivate more graduates with comprehensive quality for the society, who will play an important role in the future field.

Keywords: three-whole-parenting model; university English; curriculum ideology and politics

Education has always been an important engine of social progress and talent cultivation, and in today's world, the ideological and political construction of university English courses has become an important part of the university education system. As an important part of China's higher education reform, the "Three-Whole Parenting Model" emphasises the comprehensive cultivation of students in terms of morality, intelligence, physicality, aesthetics and labour, and covers multiple dimensions of quality. The English course, among them, has a special status. It is not only a language tool, but also a window for students to understand the world, think about the society and develop critical thinking. Therefore, how to teach English while guiding students to think about political, social and ethical issues has far-reaching significance.

1. The Necessity of Civics in University English Programmes

University English programmes have always been regarded as a tool for developing students' English language skills. However, in today's China as well as globally, the task of education has gone beyond merely teaching grammar and vocabulary. Therefore, it has become imperative to build up the Civic-Political construction of university English programmes, that is, to integrate the elements of ideological and political education.

First of all, English, as a global language, has an omnipresent influence. Through learning English, students are able to come into contact with a rich and colourful international culture and knowledge. However, with the globalisation of information dissemination, English is not only a language, but also a medium for transmitting ideas and values. The necessity of Civics in University English Programmes is to guide students to understand different ideas and political systems around the world through this channel, to cultivate an open international outlook, and to help them better adapt to the globalised society.

Secondly, the necessity of Civics and Politics in university English courses is also reflected in the improvement of students' comprehensive quality. The reform of English courses should not be limited to the improvement of language skills, but should also focus on students' thinking ability and judgement. By guiding students to think about and debate topics related to ethics, social issues, and political decision-making, they can develop their critical thinking and become citizens with independent opinions. This is not only beneficial to students' personal growth, but also cultivates more capable and responsible citizens for the country ^[1].

Finally, the construction of Civics and Politics in college English courses also has an important value in improving students' sense of social responsibility and civic awareness. By discussing topics such as global issues, social inequality, and environmental protection, students will be able to better recognise their own position and responsibility in society. They will begin to think about how they can participate in social progress in a positive way and contribute to solving important problems. This cultivation of a sense of social responsibility is a central

goal of the construction of the Civics and Politics of the University English Programme.

2. The Implementation Path of Civic Politics in University English Courses

2.1 Improve teachers' ability in curriculum civic politics

Colleges and universities can set up special training programmes to provide English teachers with training related to Civic-Political education, and these trainings should take care to cover knowledge of political theories, concepts of ethical and moral education, and research on social issues. Through systematic training, teachers will have a better understanding of the core concepts of Civic and Political Education and will be able to apply them to the English curriculum, guiding students to think about social and political issues. Teachers also need to continuously deepen their own ideological and political literacy in improving their ability to think about politics in the curriculum, which means that teachers should actively participate in ideological and political education activities, engage in research on social issues, and pay attention to current affairs and politics in order to better share insights about society and politics with their students, which can be effectively conveyed to students only if the teachers themselves have a deep understanding and knowledge of ideology and politics. In addition, traditional English teaching methods cannot effectively incorporate elements of Civics and Politics, so teachers need to actively explore innovative teaching methods to guide students to think about and discuss political, ethical and social issues. For example, group discussions, case studies, debates and other teaching methods can be used to encourage students to participate in the discussion of social issues, so teachers need to have interdisciplinary educational skills and be able to combine knowledge of politics and ethics with English teaching. Finally, teachers should pay attention to students' participation and feedback in the process of improving the course's political thinking ability. Students are encouraged to ask questions, express their opinions, and are provided with opportunities for meaningful discussion during the course. Through interaction with students, teachers can better understand their needs and feedback, and adjust the teaching content and methods in order to better implement the construction of curriculum Civics ^[2].

2.2 Carrying the whole process of educating people through before, during and after teaching

University English courses are not only the teaching of language skills, but should also be a platform for cultivating students' ideological and political awareness. The concept of whole-course parenting should be carried out throughout the whole teaching process, which needs to be considered and implemented in various aspects before, during and after teaching. Firstly, the pre-teaching period ensures that the overall design of the course is in line with the concept of whole-process parenting, clarifies the objectives and vision of the course, clarifies the teaching content and methods, and ensures that the elements of ideology and politics are organically integrated into the course structure. For example, the course syllabus may explicitly include relevant content such as political ethics, social issues, international affairs, etc., while explicitly using interdisciplinary teaching materials and methods to encourage students to think about political, ethical and social issues. Secondly, in the middle of the teaching period, the focus is on how to lead students to think and discuss about the topics related to Civics and Politics. Teachers should adopt an interactive teaching approach and encourage students to actively participate in discussions, debates and group activities. This helps students to actively think about political, ethical and social issues, and to develop critical thinking and independent opinions. At the same time, teachers should provide timely feedback to guide students to explore the topic of Civics and Politics in greater depth. Again, in the middle of the teaching period, teachers can also organise students to participate in social practice and research activities, so that they can experience and understand social issues first-hand. For example, they can organise students to visit social welfare organisations, participate in volunteer activities, or conduct social surveys and research projects. These experiences will give students a deeper understanding of the reality and complexity of social problems and stimulate their interest in and sense of responsibility for social change. At the later stage of teaching, it is important to evaluate students' learning outcomes in Civics and Politics. Evaluation should not only focus on English language skills, but also include the assessment of Civic and Political elements. This can be done in a variety of ways such as essays, presentations, debates, group discussions, participation in community service and so on. Through comprehensive evaluation, students' Civic and Political growth can be objectively reflected, and they are also encouraged to actively participate in Civic and Political education.

2.3 Using Blended Teaching Mode to Ensure All-round Parenting

In the implementation of Civics in college English courses, the blended teaching mode can ensure the effect of all-around parenting. Blended teaching combines the elements of traditional face-to-face teaching and online learning, providing more opportunities to cultivate students' comprehensive quality and ideological awareness. Firstly, the blended teaching mode provides more flexible learning opportunities for students, who organise their learning progress according to their own time and learning speed, which helps to cultivate their independent learning ability. After integrating the elements of Civic-Political awareness into the English course, students need to read a large amount of relevant literature and participate in discussions and reflections on political and ethical issues. The blended teaching mode allows them to independently choose appropriate learning resources and time, which promotes individualised Civics education. Secondly, blended teaching provides more opportunities for interaction and co-operation. Through the online platform, students can participate in activities such as discussions, debates and group projects to interact more with their classmates and teachers, thus cultivating their co-operation and communication skills, and at the same time encouraging them to take the initiative to share their views and reflect on political ethics. The implementation of Civics in English courses requires students to actively participate in discussion and reflection, and blended learning provides more opportunities to achieve this goal^[3].

3. Conclusion

To sum up, under the guidance of the "Three-Whole Parenting" model, the construction of the Civic-Political construction of university English courses has gained a new impetus and direction. This educational concept elevates the English course from traditional language learning to a higher realm, making it a tool for shaping students' character and stimulating their sense of social responsibility. Through this paper, we learn about the necessity of building the Civics and Politics of university English courses and how to use the blended teaching model to achieve all-round parenting before, during and after teaching. This process aims to cultivate students with critical thinking, social responsibility, and political awareness, who are better able to adapt to the needs of society and contribute to the progress of the country and society. However, the implementation of the construction of Civics and Politics in university English programmes requires the joint efforts of all educators, and constant innovation and improvement to adapt to the ever-changing context of the times. Only through methods and strategies that keep pace with the times can we ensure that the university English programme plays a more important role in the "three-pronged education" model and produce more graduates with all-round qualities.

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