

# The Enlightenment of the Ideological Education on College Foreign Language Courses

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**Abstract:** Ideological education on college foreign language is increasingly important in High education system. In this paper, special attention is devoted to the strategic use of the ideological education in high education system, with a focus first on the the main content of ideological education, and then discussed How to imply ideological education both theoretically and empirically. lastly, this article analyzed into cultivate specifications in college foreign language courses. Hopefully this study will provide helpfully suggestions and enlightenment for the future study in this field.

**Keywords:** Ideological education; College foreign language courses; Enlightenment

## 1. Introduction

At the National Conference on Ideological Work in Colleges and Universities, it should be emphasized that the ideological work of colleges and universities is related to the fundamental issue of what kind of people colleges and universities cultivate, how to train them, and for whom. It is necessary to persist in taking morality and cultivating talents as the central link, putting ideological work throughout the whole process of education and teaching, realizing full-course and all-round education, and striving to create a new situation in the development of my country's higher education.

The cultivation of talents in colleges and universities is a process of unifying education and talent cultivation. To build a high-level talent training system, the ideological system must be integrated, the curriculum ideological construction must be done well, and the "two skins" problem of professional education and ideological education must be resolved. It is necessary to firmly establish the central position of talent training, focus on building a high-level talent training system, and continuously improve the curriculum ideological work system, teaching system and content system. The main responsible comrades of colleges and universities should directly focus on the training of talents, and coordinate the ideological construction of various disciplines and courses.

## 2. The Main Content of Ideological Education

The content of the ideological construction of the curriculum should focus on strengthening the ideals and beliefs of students, with love for the party, country, socialism, people, and collective as the main line, and focus on political identity, family and country feelings, cultural

literacy, constitutional and legal awareness, and moral cultivation. Optimize the supply of ideological content in the curriculum, and systematically carry out Chinese dream education, socialist core values like labor education, mental health education, and Chinese excellent traditional culture education. (Quoted from "Guiding Outline for Curriculum Ideological Construction in Higher Schools").

It is necessary to cultivate and practice the core values of socialism and use education to guide students to integrate the value requirements of the country, society, and citizens, to improve personal patriotism, dedication, integrity, and friendly cultivation, to consciously integrate the individual into the greater self, and constantly pursue the country's prosperity, democracy, civilization, harmony and social integrity. Freedom, equality, justice, and the rule of law should internalize the core values of socialism into spiritual pursuits and externalize them into conscious actions.

To deepen professional ideals and professional ethics education, we should use education to guide students to deeply understand and consciously practice the professional spirit and professional norms of various industries, enhance their sense of professional responsibility, and cultivate professional character and behavior habits that are law-abiding, dedication, selfless dedication, honesty and trustworthiness, fairness and innovation.

The curriculum ideology of colleges and universities should be combined with the professional characteristics to promote the curriculum ideology construction. Professional courses are the basic carrier of curriculum ideological construction. It is necessary to thoroughly sort out the teaching content of professional courses, combine the characteristics of different courses, thinking methods and value concepts, deeply dig out the ideological elements of the courses, and integrate them into the course teach-

ing to achieve the effect of moisturizing and silent education.

For major courses in literature, history, and philosophy, it is necessary to help students master the wider worldview and methodology in the course teaching, and deeply understand from the dimensions of history and reality, theory and practice. It is necessary to combine professional knowledge education to guide students to consciously promote the excellent traditional Chinese culture.

### **3. The Main Ideological Path of Foreign Language Courses in Colleges and Universities**

#### **3.1. Theoretical discussion**

In fact, the foreign language's usual teaching and research are closely related to curriculum ideology. For example: translation of Chinese traditional cultural keywords, critical reading, telling Chinese stories in speech and writing, discourse analysis, cognitive linguistics research, bilingual teaching, English-Chinese comparative research, etc.

Theoretical discussion on ideological education in foreign language education could adopt the theory of critical linguistics, cognitive linguistics, Eco-linguistics, translation and communication theory and so on. Even the research methods could borrow the ways of discourse analysis, discourse construction, English-Chinese translation, cultural communication, etc.

#### **3.2. Empirical research suggestion**

There are many empirical research methods in this field. Since there are many similarities between foreign language education and curriculum ideology. For example, foreign language education and curriculum ideology shares the same teaching object, which is young students who will become the next generation of builders for the country. Foreign language education and curriculum ideology also shares similar culture specifications, teaching goals and teaching methods.

For example, in the case analysis of research on the teaching methods of ideological teaching in foreign language courses. We can try to apply conceptual teaching methods to foreign language curriculum ideology. Also, The conceptual teaching method can be applied, which based on the Gal' per in system [1]--the principle of theoretical teaching, the conceptual teaching method divides teaching into 5 stages:1)explanation;2) Materialization;3)Communicative activities;4) verbalization;5) internalization(Lantolf, 2011: 38) [2].

### **4. Research on Teaching Material and Sorting of Ideological Courses in College Foreign Language Courses**

We foreign language teachers should keep pace with the times, make good use of fresh ideological materials for foreign language courses, and fully explore the potential ideological education resources contained in the main foreign language courses, so that the foreign language courses themselves have certain ideological education functions.

In the process of ideological construction of foreign language courses, it is necessary to fully mobilize the enthusiasm and initiative of the teachers, and consciously incorporate ideological education into the teaching content and goals, so that students can strengthen their recognition in the learning of various courses, in the theoretical identification, institutional identification, and cultural identification. Most of the content of the English majors' textbooks is the language materials of English writers (mainly British and American writers), focusing on English culture, but relatively few subjects related to Chinese culture. Thus, a phenomenon of "Chinese culture aphasia" has gradually formed. In view of this, we need to increase the content of Chinese culture, and remove its English culture's dress on the one hand, and take the essence of English culture on the other hand.

### **5. Cultivate Specifications in College Foreign Language Courses**

In the "Quality Requirements" of the training specifications of Guide for English Majors in Undergraduate Teaching, it is clearly stated that "students of this major should have a correct world outlook, outlook on life, values, good moral character, Chinese feelings and international vision, social responsibility, humanities and science accomplishment, cooperative spirit, innovation spirit, and basic literacy of disciplines". To put the Chinese feelings in a position that equal to the international perspective. The "knowledge requirements" put forward not only refers to master basic knowledge of English language, literature and culture, and to understand the basic situation of history, society, politics, economy, culture, science and technology, etc. But also refers to be "familiar with Chinese cultural knowledge, understanding of China's national conditions and international development trends", which strengthens the importance of English majors' understanding of Chinese language and culture." Ability requirements" emphasizes that students should have good English language skills as well as good Chinese expression skills.

It is necessary to use multiple evaluations to reflect the effects of the curriculum. Due to the long-term quantitative evaluation orientation, the evaluation of professional courses mainly focuses on the use of questionnaires, statistical analysis and single evaluation standards. It must be carefully implemented the "five standards" of the Ministry of Education's requirements and return to the essence and original intention of education, to create a

good systematic environment for the promotion of curriculum ideology. As far as the course ideological evaluation is concerned, it is necessary to incorporate the students' cognition, emotions, values and other content to reflect the humanity and diversity of evaluation. For this reason, it is necessary to gradually combine objective quantitative evaluation with subjective validity test, comprehensively adopt result evaluation, process evaluation, dynamic evaluation and other methods to formulate more detailed and systematic evaluation indicators to fully reflect the growth and success of students in a timely manner. The degree of integration of knowledge transfer and value guidance in the curriculum is used to improve teaching effects through scientific evaluation.

At the 2018 National Education Conference, it should be emphasized that China has a unique history, unique culture, and unique national conditions, which determine that this country must follow its own path of higher education development [3].

We foreign language teachers must keep pace with the times, make good use of fresh foreign language curriculum ideological materials, fully excavate foreign language backbones so that the foreign language curriculum itself has certain ideological education resources, and the foreign language curriculum itself has a certain ideological education function [4].

In the process of ideological construction of foreign language courses, the enthusiasm and initiative of the teachers should be fully mobilized, and the content and goals of the learning should be consciously enhanced, so that the students can strengthen the path to socialism in the learning of various courses.

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