



# An Analysis of the Path of Developing Ideological and Political Education in the Course of Comprehensive English in Private College: Taking Spring Sowing as an Example

Cui Shaofang

Inner Mongolia Honder College of Arts and Sciences, Hohhot, China

Email: 1034396589@qq.com

**Abstract:** On May 28, 2020, the Ministry of Education deliberated and adopted the Guiding Opinions on the Ideological and Political Construction of College Courses, requiring that ideological and political education be included in the talent training system, comprehensively promote the ideological and political construction of college courses, and give full play to the role of each course in educating people. As the core course of English majors in colleges and universities, Comprehensive English covers a wide range of topics, has high humanistic value and cultural connotation, and should undertake the mission of the times of ideological and political education and construction. Taking *Spring Sowing*, a lesson in *Contemporary College English 4* as an example, the author has conducted preliminary practice and exploration on the analysis of the textbook and the passage, teaching objectives, teaching content, teaching methods, teaching feedback which are fully around ideological and political education. The author manages to provide ideas for ideological and political courses in English majors.

**Key words:** Ideological and Political Education, Comprehensive English, Contemporary College English, English Major

## Introduction

On May 28th, 2020, the Notice of the Ministry of Education on Printing and Distributing the Guiding Outline for Ideological and Political Construction of Courses in Colleges and Universities pointed out that comprehensively promoting the ideological and political construction of courses was a strategic measure to implement the fundamental task of establishing morality and cultivating people, and it was necessary to promote the ideological and political construction of courses according to the classification of professional characteristics<sup>[3]</sup>. The fundamental issue of education is who to cultivate, how to cultivate and for whom to support people. Let all colleges and universities and all teachers take the responsibility of educating people, keep a good canal, plant a good responsibility field, make all kinds of courses and ideological and political courses go hand in hand, and build a pattern of educating people in all directions throughout the whole process<sup>[1]</sup>. As for this paper, the research is conducted in foreign language department in Inner Mongolia Honder College of Arts and Sciences as well as the passage called *Spring Sowing* in the second unit in *Contemporary College English 4* is chosen as the research target. The author manages to analyze the path of developing ideological and political education in the course of Comprehensive English through her routine teaching.

[Received 02 Oct 2022; Accepted 08 Dec 2022; Published (online) 31 Dec 2022]



Attribution 4.0 International (CC BY 4.0)

## **Literature Review**

At present, the relevant research on ideological and political education is mainly focused on the teaching of non-English majors, only a dozen of scholars apply ideology and political education to comprehensive English for English majors, among which those who use the series of Contemporary College English as their object of their study to contact applied researches are fewer and fewer. In Zhang Zhiwu and Maojie's paper, the organic integration path of the whole process of ideological and political education as well as foreign language teaching in the course is specifically expounded through the teaching case of *The Man in the Water* in the Comprehensive English course. They say, "This is to explore the organic integration of ideological and political education as well as foreign language teaching. What's more, this paper provides a useful reference for the teaching practice of integrating knowledge and value guidance"<sup>[4]</sup>. Cao Ziyun says, "This article takes the teaching design of Unit 2 *Spring sowing* in Comprehensive English as an example, the author will explore how to comprehensively and deeply integrate ideological and political education into comprehensive English from four aspects of learning content, learning objectives, teaching steps and teaching feedback"<sup>[5]</sup>. Wang Yongtian, Wang Suiping and Mi Xiaoli take another lesson, *Another School Year - What For*, from Comprehensive English called *Contemporary College English 2* as an example. The teaching objectives, teaching content, teaching methods, etc. have been initially practiced and explored around ideological and political education<sup>[6]</sup>. Since there have not been many studies related to ideological and political education on Comprehensive English in the past, the author intends to use *Spring Sowing* in *Contemporary College English 4* as an example to carry out her research in order to provide personal thinking for the ideological and political teaching of foreign language courses in private universities.

## **Analysis of the Textbook and the Passage**

As a compulsory course for English majors, the course of Comprehensive English shoulders the mission of guarding a canal and planting a responsible field in terms of ideological and political education. In addition to allowing students to fully understand the meaning of English learning and master language skills, the course of Comprehensive English should guide students to firm their ideals and beliefs, strengthen the Four Self-confidence, establish a correct world outlook on life and values, cultivate patriotism, critical thinking ability and cross-cultural communicative ability, and disseminate the excellent traditional culture of the Chinese nation.

This article mainly tells about the new couple's simple life, simple nature and their beautiful vision of a happy life in the future. Through a meticulous description of their spring sowing, the article reveals the simple values of a simple farmer couple: they firmly believe that a happy life is made with diligent hands and exchanged for hard work.

## **Teaching design**

For this part, the author will choose one passage called *Spring Sowing* from Book 4 Unit 2 to briefly illustrate her teaching design.

1. Knowledge objectives: Students can listen, read and use the words, phrases, sentence patterns and grammar they have learned correctly; Students can understand the content of the text and its symbolic meaning; Students can master the figures of speech that appear in this unit.
2. Skill objectives: Cultivate students' ability to describe stories that happened on the farm using the words, phrases and sentence patterns they have learned; Cultivate students' ability to analyze characters' personality through their psychological activities; Cultivate students' ability to use figures of speech in this unit to do sentence-making.
3. Ideological objectives: Students can realize the importance of hard work and be strict towards themselves in their future studies and carry forward the traditional virtues of the Chinese nation.
4. Teaching content: The simple life, honest nature and good wishes of the newly-married couple are presented through the descriptions of their spring planting in minute detail in the passage---*Spring Sowing*. It reveals the traditional virtues of a typical farmer, which are hard work, simple living, discipline, and above all, strong sense of responsibility for the happiness of his wife and family. The author, especially, emphasizes the hard-working spirit of the Irish people at that time, and tells students that the spirit of enduring hardships is also a traditional virtue of the Chinese nation, It is also the fine tradition and

working style that our party formed in the long course of revolution and construction. Furthermore, it is the important spiritual support for the rapid development since the founding of New China. It aims to cultivate students' traditional virtues of hard work and plain living as well as good habits of thrift through our teaching design and relevant ideological elements. Only by cultivating the hard-working spirit of college students can they better contribute to social development. As General Secretary Xi Jinping emphasized when participating in the deliberations of the Inner Mongolia delegation during the Two Sessions in 2019: The virtue of hard work and thrift can never be lost no matter which level our country has reached and how rich our life is. For example, in the first paragraph, the characters get up before dawn and prepare for the spring sowing, so the author can reach the conclusion that the couple are industrious and they want to create a better life through hard work. As a result, the author manages to design a couple of activities as well as tasks which are related to the traditional virtue---hard work when designing her lesson. Students can be unconsciously influenced through two Question Types - Gap filling and Translation - combined with ancient poems and quotations from General Secretary Xi Jinping. Thus students can realize that bright future comes from hard work.

5. Teaching method: Under the guidance of Whole Language Approach and the concept of Flipped classroom, the author conduct the teaching activates through PPP teaching mode, details are as follows: After the students get a general understanding of the text, the author moves to the language points in each part and then incorporate ideological and political elements appropriately. Finally, the author can achieve the sublimation of the overall ideology and political education in addition to the content of the text. The author can bind the language teaching together through above teaching methods, and achieve balanced development of the four skills of listening, speaking, reading and writing.

6. Teaching resource: PPT, videos, mind maps, learning guide

7. Teaching implementation process:

Pre-class activities

As the author has mentioned above, the Flipped Classroom Mode is used in her class. According to the topic of the article and combined with traditional Chinese farming culture, the author arranged students to watch a farming video of Li ziqi who is exceedingly popular among youngsters abroad and at home, after which students are given a couple of questions based on ideological and political education, such as: How do you think of Chinese farming? Can you figure out the similar qualities between Chinese farmers and the Ireland ones? Can you find out more videos of those examples who are hard-working and perseverant? Students will have a deep thinking about the theme of the passage as well as the theme of ideological and political education in this unit through pre-class activities. What's more, the author will also give students some tasks to preview the text itself, such as: (1). Preview the new words in the learning guide provided by the author; (2). Read the text for the first time and summarize the theme of the text; (3). Read the text again and complete the preview exercises on page P43; (4). Guide students to draw a mind map of the whole passage so that they can master the structure of this short story. In this way, students' capability of language learning is strengthened for a large extent. The author believes that preview and creation of situations before class allow students to better understand the content of the text and familiarize themselves with the lesson.

Pre-reading

Since the author has adopted the teaching method of Flipped Classroom to schedule some of the tasks before class, the author only need to check the preview tasks in the pre-reading stage, that is, for one thing, whether the students have read the full text and found the main idea and structure of the short story. For the other thing, students are encouraged to share the videos that they have searched so as to broaden their horizons and be inspired by those hard-working examples. The teaching aim here is to give students ideological and political education smoothly and silently and has a subtle influence on students.

While-reading

At this stage, the author, firstly, guides students to appreciate the short story and briefly introduce the subject, background and the writer of the passage. Secondly, the author instructs students to learn and master the key words, phrases and figures of speech in the passage and deepen the teaching content through relevant exercises. Thirdly, the author guides students to figure out which sentences can better embody the ideological and political point---hard-working, what's more, encourages students to read out the sentences they have found and give others a brief illustration of what they think about it. By doing so, students can not only obtain ideological and political education unconsciously but also exercise their critical thinking ability which is also required by the talents cultivation plan towards intensive reading.

## Post-reading

At this stage, the author plays a video clip (Wang Jianlin's viewpoints of his achievements – He achieved success through hard work) and organizes a debate on the topic Whether Diligence Can Surely Create Talents. Wang Jianlin is well-known in that he used to be the richest person in China and he said in the video that his success all owed to his hard work. He said that he didn't understand anything when he first entered the real estate industry, what's worse, his peers and colleagues laughed at him, he, however, didn't care about the eyes of others, and used all the time after work, that is, weekends and evenings of everyday, to study all the undergraduate courses in the real estate field by himself, changing from a green hand to an industry expert, he believes that struggle can make up for the lack of intelligence, as the ancients said that diligence redeemed stupidity. After watching this video, students are divided into two groups to conduct a debate. One side holds the opinion that diligence can surely create talents and on the other hand, the anti-side argues that talent is also significant, not everyone, however, who works hard can succeed like those successful people. The author believes that such activity can not only practice students' ability of critical thinking but also the accuracy and fluency in oral English.

## Summary

Summarize the content learned in this lesson: the general idea of the short story, the structure, key words, phrases, figures of speech and the ideological and political theme.

## Assignment

- 1). Complete the exercises in the textbook
- 2). Read the novel *Ordinary World* written by Chinese writer---Luyao and inspire students to write an essay that contains their deep thought about what shows in the novel.
- 3). Translate the following English version of Chinese old sayings that related to the quality of hard work in Chinese. Such as:

There is no royal road to learning.

The greatness is achieved through diligence and retarded by laziness. The deed is accomplished through thinking and destroyed by idleness.

A thousand-mile journey begins with the first step.

All the people with one purpose will win.

As long as the citizens work together in harmony, as long as our party always stands with the people and everyone rolls up our sleeves and works hard, Chinese will certainly be able to take the long march of their generation.

With my hard work and sweat, water the motherland towering trees.

Happiness is a struggle.

Step by step, do a good job steadily.

Youth is brilliant from grinding, and life is sublimated by struggle.

Teaching feedback: In the future, the author should increase the teaching content of ideal beliefs, traditional culture of China and patriotism, improve the teaching system of English majors so as to break the situation of the spread of British and American culture and Western values. Those contents of teaching based on ideological and political needs of the vast number of students should be cultivated.

## ***The Effect of Integrating Ideological and Political Education into Comprehensive English Teaching***

Since 2013, President Xi has mentioned many times at varied occasion that teachers should tell good Chinese stories and spread good Chinese voice. Teachers should stick to the position of Chinese culture, have an insight into the general trend of world cultural development, stand at the overall height of the development of the party and national cause in the new era, and

deeply elaborate the mission and task of publicity and ideological work to show the image, which points out the direction for our foreign publicity work. As the main force in spreading Chinese culture, contemporary college students shoulder the historical mission of telling the world a good story about China. Therefore, in the teaching of various courses for English majors in colleges and universities, the concept of ideological and political education is applied to guide teaching, and students' patriotism and cross-cultural communicative ability are cultivated. Only by telling Chinese stories well in English can we achieve twice the result with half the effort. The study of telling Chinese stories in English will help teachers and students to have a deep understanding of China's excellent traditional culture, the great achievements of China's socialist road and socialist construction, and the wisdom and strategy of the Communist Party of China in governing the country, so as to enhance the Four Self-confidence of young students and make due contributions to the joint construction of a community of shared future for mankind with people from all over the world.

Through the research on this topic, the author hopes to guide all English teachers to carry out in-depth ideological and political work in the curriculum, conduct in-depth research on topics and theories related to ideological and political education, constantly improve the ideological and political theory in teaching practice, update education concepts, compile teaching materials from the highlights and mistakes in teaching practice exploration, and guide all teachers to earnestly implement ideological and political education.

### **Conclusion**

Starting from the ideological and political concept of the curriculum, this paper mainly designs its teaching content from the following five aspects, the analysis of the textbook and the passage, teaching objectives, teaching content, teaching methods and teaching feedback. The author aims to explore how to integrate political and ideological education with language teaching so as to improve students in a subtle way of humanistic qualities and cultivate students' patriotic feelings. The author draws a conclusion by applying ideological and political education to her intensive reading class that she should raise her awareness and, at the same time, provide useful references for ideological and political courses for English majors.

### **REFERENCES**

- [1]. Xi Jinping (2016). *Xi Jinping's Speech at the National Conference on Ideological and Political Work in Colleges and Universities*. People's Daily.
- [2]. The State Council of the CPC Central Committee (2017). *Opinions on Strengthening and Improving the Ideological and Political Work in Colleges and Universities under the New Situation*.
- [3]. Ministry of education (2020). *Guidelines for Ideological and Political Construction of Courses in Colleges and Universities*
- [4]. Zhang Zhiwei, & Mao Jie (2021). *Research on the Path of Organic Integration of Foreign Language Teaching and Curriculum Ideology and Politics --- Take the teaching of The Man in the Water as an example*. Contemporary Education Theory and Practice, 21 (9):18-23.
- [5]. Cao Ziyun (2021). *The Teaching Design of Comprehensive English Courses from the Perspective of "Curriculum Ideology and Politics" --- Take Unit 2 Spring Sowing as an example*. University, 21 (8) : 56-58.
- [6]. Wang Yongtian, Wang Cuiping, & Mi Xiaoli. *A case study of comprehensive English and curriculum ideology and politics in applied universities--- taking Another School Year-What For as an example*. Overseas English, 21 (12) 175-176.