

Problems and Countermeasures of Ideology in College English Course

Gao Cuiying

Foreign Language Teaching Office, Department of Basic Courses, China Coast Guard Academy of Chinese Armed Police Force, Ningbo, China, 315801

Keywords: Curriculum ideology; College English; Implementation path

Abstract: With the development of the times and the progress of society, ideological education in colleges and universities should keep pace with the times, innovate educational contents and methods, and penetrate into other courses in all directions. College English education is an important field for students to contact with western culture. Under the idea of curriculum ideology, English teachers should combine the content of ideology with English teaching and infiltrate into their daily teaching work. "Curriculum ideology" is a necessary measure to ensure the smooth development of all ideological education in university teaching and guarantee the realization of classroom education function. However, college English courses almost run through a large number of class hours in the whole college course teaching in terms of time span and quantity. This paper discusses the necessity and feasibility of implementing curriculum ideology in college English teaching, analyzes the current situation of lacking educational function of curriculum ideology in college English teaching, and finally puts forward the implementation path of curriculum ideology in college English teaching.

1. Introduction

With the advent of economic society and information society, people's thoughts have undergone earth shaking changes. At the same time, the information spread on the Internet is intermingled. If we do not do a good job in students' ideological education, and do not effectively combine ideology education with professional teaching, it will not be conducive to the all-round development of students [1]. In essence, curriculum ideology is a kind of educational idea or teaching idea. Each course in the university has dual functions, one is to impart relevant knowledge and cultivate relevant ability, the other is to carry out ideology education to guide students to establish a correct world outlook, outlook on life and values [2]. Integrating "Curriculum Ideology" into English teaching is an important way to cultivate comprehensive and high-quality talents. Therefore, we should further analyze the current situation of College English teaching and improve the comprehensive quality of College English teachers [3]. English is the most important content in college language education activities, and it is a quality that college students must have. Integrating ideology education into this education can further play the value of College English Teaching [4]. General secretary Xi Jinping proposed at the national ideology conference of colleges and Universities: we must attach importance to this important way of classroom teaching, integrate political education with curriculum teaching, and gradually enhance the effectiveness and pertinence [5] of ideology education. This can really meet the basic requirements of the rapid development of students, promote the formation of multi-disciplinary synergy, and truly realize the all-round development of all kinds of courses and ideology theory courses.

On the one hand, College English course can help students integrate Chinese and foreign cultures, establish world vision and cultivate international awareness; on the other hand, it can help students tell Chinese stories well in English and spread Chinese voice to the world [6]. Every course and teacher should play their own role in educating people, deepen the teaching reform, fully tap the ideology resources of the courses they teach, and comprehensively improve the quality of personnel training, so as to achieve the goal of moral education, whole process education and all-round education [7]. If college English teaching is allowed to be separated from ideology education, it will hinder students' all-round development. Therefore, it is necessary to implement curriculum ideology

in College English teaching, so as to guide students to establish correct world outlook, outlook on life and values, realize students' all-round quality development, and help the construction of national golden curriculum [8]. This paper discusses the necessity and feasibility of the implementation of Curriculum Ideology in College English teaching, analyzes the current situation of the lack of educational function of College English curriculum ideology, and finally puts forward the implementation path of Curriculum Ideology in College English teaching.

2. The significance of implementing "Curriculum Ideology" in College English

According to the actual situation of "curriculum ideology education" in college English teaching, if we want to reduce the possibility that "curriculum ideology" of college English deviates from the current social requirements for college students' education, we must reform and improve its teaching methods. College English course is an important part of humanistic education in colleges and universities, which is both instrumental and humanistic. Among them, the core of humanism is to pay attention to the cultivation of people's value and comprehensive quality. For the important link of college English, which occupies an important proportion in the college curriculum, the content of "curriculum ideology" should be appropriately added in order to achieve the goal that students can subtly receive and be influenced by ideology education in this course [9]. At present, some college students have some problems, such as dilution of ideals and beliefs, deviation of values, lack of moral behavior and so on, which greatly affect their all-round and healthy development. As successors and builders of socialism with Chinese characteristics, it is necessary for college students to establish a correct world outlook, outlook on life and values, enhance their political consciousness, and enhance their sense of national identity and belonging.

Traditional ideology class is mainly taught by teachers, and students listen to lectures under the platform. This teaching mode makes students unable to study wholeheartedly, and also causes the course to fail to achieve the expected results. Therefore, it is necessary to create a new curriculum ideology education model and integrate ideology education into many discipline systems, so as to realize all-round and three-dimensional ideology education. In the process of learning, students can cultivate their patriotic feelings through the comparison of cultural differences, and promote themselves to form good personal qualities and practice socialist core values deeply. In order to adapt to the tide of social development, the current ideological education of college students needs to be paid enough attention to in order to complete the reform and improve the teaching methods. With the increasing demands of society for college students, only by constantly improving their ideological literacy and professional level can college students adapt to the social requirements.

3. Problems in College English Curriculum Ideology

3.1. College English teachers' awareness of ideology education is not strong

Under the influence of traditional educational ideas, most college English teachers only focus on teaching English language knowledge, culture and skills, and pay attention to the improvement of students' English language ability unilaterally, while ignoring the ideological education function of college English teaching, and there is a problem of insufficient understanding of the importance of developing curriculum ideology. At present, most English teaching teachers at the university stage are not aware of the responsibility of ideology education. On the one hand, due to the gradual practice of the concept of quality-oriented education, most teachers pay more attention to students' understanding and mastering English knowledge and culture, and enhancing English language communication skills and application ability. On the other hand, college English teachers have not fully realized the role and necessity of integrating ideology education into curriculum teaching. Most college English teachers have professional theoretical knowledge and skills such as English language and literature, translation studies, etc., but the theoretical basis of ideology is weak, lacking corresponding experience in ideology education, and it is difficult to dig deep into ideology resources in college English courses, which makes the integration of ideology education too rigid.

Therefore, we must realize from the beginning of college English teachers that ideological and moral education is not only the task and responsibility of counselors and political teachers, but also the most basic and important responsibility of educating people for teachers.

3.2. The teaching content is biased towards western culture

For most college English teachers, they pay more attention to the explanation of English professional knowledge and the edification of English culture in their usual teaching activities. Whether it is the basic link of general English teaching or the advanced stage of special English teaching, the basic point is to cultivate students' English subject quality. Language is the carrier of culture. To a great extent, college students learn English language for cross-cultural communication in their future study and work, which inevitably involves the spread of culture and is a two-way communication. As far as college English teaching is concerned, students basically input language and culture according to textbooks. In the long run, students' ideology has formed that they only need to learn and understand western culture in English class, and do not need to understand Chinese traditional culture at all. It is precisely because college students ignore the comparison between the two cultures that they cannot deeply understand the essence and connotation of China's excellent traditional culture. Many English teachers' lack of understanding in this respect will inevitably lead to the failure to effectively expand the path of ideological and moral education for college students, which will lead to the loss of important opportunities for students to receive lofty sentiment training and ideal and belief education in classroom activities, thus being detrimental to students' comprehensive development.

4. Implementation strategies of College English Curriculum Ideology

4.1. Improve the quality level and educational consciousness of University Teachers' Ideology

College English teachers should establish the concept of lifelong learning, strengthen the study of ideology theory through self-study, training and further study, improve their ideological level, truly realize their educational mission, correctly grasp the ideological education orientation, strengthen their political stand, strengthen their political awareness, constantly enhance their political acumen, discrimination and moral cultivation, and consciously resist the invasion of bad thoughts and values. In the process of classroom teaching, teachers should consciously guide students to understand and identify with the socialist value system, especially the thought of socialism with Chinese characteristics put forward by President Xi, which will help deepen students' recognition of the Chinese spiritual culture and build up cultural self-confidence. At the same time, it can also stimulate students' sense of responsibility and mission to their own country and cultural heritage to a certain extent, and then give students a certain incentive to strive for the great rejuvenation of the Chinese nation. To implement "ideology" in college English teaching, we must improve the comprehensive quality of college English teachers. Teaching is a process of leading by example, which requires teachers to achieve a certain level of ideological and moral cultivation and ideology, and achieve the purpose of teaching and educating people. College English teachers should strengthen theoretical research on curriculum ideology, fully tap the potential ideology elements in college English curriculum, guide students to spread Chinese culture and tell Chinese stories well in English, and truly realize the same frequency resonance and coordinated development of college English curriculum and ideology education.

4.2. Strengthen the integration of university classroom and ideology education

It is not difficult to see from the current reality of college education that integrating ideology education with English education through English classroom teaching is the most effective way to integrate curriculum ideology into college English. The main form of college English education is classroom teaching, in which ideology is integrated into English teaching. Teachers can adopt various flexible teaching methods to give new vitality to English classes. Teachers should reform the traditional English teaching mode through flexible teaching methods in order to achieve the

purpose of integrating ideology education into daily English teaching. For example, when talking about the political system and economic system in Europe and America, teachers can let students find the difference between the two through understanding and learning about China's political and economic system, and give relevant examples that can be seen in actual daily life, which can be short stories or life examples seen or learned from books. In this process, students must take the initiative to understand and objectively analyze the relevant contents of their own country. The organic combination of English education and ideology education can help students master English knowledge and language skills, and also help students establish correct ideology. Through the correct guidance in teaching, students can have a deeper understanding of the feelings of home and country and feel the national spirit.

5. Conclusions

At present, there are still many problems in the implementation and application of ideology in college English teaching. Not only are teachers' awareness and initiative of ideology insufficient, but most English textbooks also lack the content of ideology. Therefore, college English teachers should consciously improve their awareness and ability of ideology, and guide the healthy development of students' thoughts through their own words and deeds. In the process of promoting ideological education in colleges and universities in an all-round way, in accordance with the relevant requirements of the Ministry of Education and under the influence of the new curriculum reform concept, ideological education in college English courses has become an important reform direction, which is also an important task that college English teachers need to face in their daily teaching. Teachers should comprehensively improve their professional promotion, pay attention to the correctness of their own ideology, and infiltrate ideology education into the teaching content, teaching theme and teaching environment every day. In English teaching in colleges and universities, teachers can arrange interactive communication before class to train students' oral ability, and can also use new media to guide students to pay attention to current news hotspots and actively express their views. Teachers must fully explore the moral education materials contained in English textbooks, establish new educational concepts and adopt new teaching methods, so that professional courses and ideology courses can be effectively combined to form a synergistic effect.

Acknowledgements

Designing a "Three-Dimensional" Ideological and Political Course of College English to Meet the Needs of Multi-Level and Diversified Personnel Training

References

- [1] Chen Wenqiang. Research and practice of the ideological and political cloud education model for college English courses [J]. Education Teaching Forum, 2020, 492(46):96-98.
- [2] Xu Dan. Research on Higher Vocational English "Curriculum Ideological and Political" Teaching Reform Based on Cooperative Education Mechanism [J]. Journal of Liaoning Transportation College, 2020, 22(01):87-90.
- [3] Jia Yunshi, Cao Juan. The feasibility study of ideological and politicalization of high school English classroom [J]. Educational Research, 2020, 3(4):117-118.
- [4] Liu Siyang. Construction of College English "Course Ideological and Political" Teaching Pattern under the Background of "New Era"[J]. Journal of Jilin Institute of Chemical Technology, 2020, 238(02):4-7.
- [5] Zhang Tiehui. Research on the Cultivation of Ideological and Political Accomplishment of Higher Vocational English Teachers' Curriculum[J]. Journal of Hebei Software Vocational and Technical College, 2020, 82(04):36-38+47.

- [6] Wang Liyan. The application of content-based teaching methods in the ideological and political teaching of college English courses [J]. Science Popular (Science Education), 2020, 1212(05):179-180.
- [7] Zhang Yuqing, Qu Yuqing. Research on College English "Curriculum Ideological and Political" Teaching Model Based on Blended Teaching[J]. Overseas English, 2020(2):174-175.
- [8] Zhang Dongqiu. A new perspective on the study of the ideological and political value of vocational public English courses in ethnic areas [J]. Journal of Hubei Open Vocational College, 2020(3):174-175.
- [9] Shao Yao. Ideological and political practice and thinking on English courses in higher vocational colleges [J]. Logistics Engineering and Management, 2020, 310(04):207-209.
- [10] Zhang Dongqiu. A new perspective on the study of the ideological and political value of public English courses in higher vocational colleges in ethnic areas [J]. Journal of Hubei Correspondence University, 2020, 033(003):174-175,178.