

# The Influence of Ideological and Political Education in English Courses on the Coordinated Development of Students' Cross-cultural Literacy and Moral Cognition

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**Keywords:** Ideological and Political Education; English Courses; Cross-Cultural Literacy; Moral Cognition; Innovation of Instructional Methods; Comprehensive Quality Training

**Abstract:** This study deeply discusses the synergistic influence mechanism of Ideological and Political Education (IPE) in English courses, especially its role in promoting students' cross-cultural literacy and moral cognition development. Its purpose is to provide practical path and theoretical basis for the IPE of English courses in tertiary education. The research focuses on a question: how to effectively promote the coordinated progress of students' cross-cultural literacy and moral cognition in English courses, and points out the importance of this research in optimizing English instructional methods and improving the instructional level. This article deeply analyzes the cross-cultural factors and moral values in English courses; This article analyzes the functions of different English instructional methods in improving students' cross-cultural literacy and moral cognition. Based on the above, this article discusses how IPE in English courses can jointly improve students' cross-cultural communication ability and moral judgment through activities in and out of class. It is found that IPE in English course can not only improve students' language ability, but also significantly improve their cross-cultural literacy and moral cognition. In view of the problems in teaching practice, the corresponding improvement measures are put forward, including deepening the excavation of ideology elements and innovating instructional methods.

## 1. Introduction

Driven by the trend of globalization, the importance of cross-cultural literacy and moral cognition has become more and more prominent. Frequent international communication makes the collision and integration of cultural differences a daily phenomenon [1]. Cross-cultural literacy symbolizes respect and understanding of cultural diversity and the ability of cross-cultural communication and cooperation [2]. This has become an essential quality for modern citizens. As the internal guidance of individual code of conduct, moral cognition plays an irreplaceable role in maintaining social order and promoting harmonious coexistence [3]. In this context, cultivating talents with international vision and noble moral quality has become a key task in the field of education.

The role of English courses in tertiary education should not be underestimated. It is a medium of international communication and an important way of cultural communication [4]. English courses not only teach language knowledge, but also contain rich cultural connotations and values. Therefore, English courses have great potential to become the carrier of IPE [5]. Through English courses, students can learn the culture, history and social system of different countries while learning the language, thus broadening their horizons and enhancing their intercultural communication ability [6]. Moral stories and literary classics in English courses are also important resources for moral education.

In view of this, this study puts forward a question: how can IPE in English courses jointly promote the development of students' cross-cultural literacy and moral cognition? This problem has important theoretical and practical significance. The research will reveal the implementation path of IPE in English courses and contribute new insights to the reform of tertiary education. Through this study, we expect to provide theoretical support and practical guidance for the teaching practice of

English course IPE, and contribute to the cultivation of compound talents with international vision and noble moral sentiments.

## 2. Literature review and theoretical basis

When discussing the relationship among IPE, cross-cultural literacy and moral cognition in English courses, this article first makes a comprehensive review of the research in related fields. As a new topic in the field of tertiary education in recent years, English course IPE has attracted the attention of many scholars. Research shows that integrating IPE into English courses can improve students' language skills, and also enhance their cultural self-confidence and international vision. Cross-cultural literacy is an important indicator to measure the adaptability of individuals in the context of globalization, and its training methods and effects have also been widely studied [7]. As the psychological basis of regulating individual behavior, moral cognition has attracted much attention in the fields of education and psychology. By further analyzing the connotation of IPE in English courses, this article finds that it aims to impart language knowledge and integrate IPE elements through English courses, and cultivate students' patriotic feelings, social responsibility and international vision. Its goal is to cultivate compound talents with solid language skills, noble moral sentiments and cross-cultural communication skills. In the implementation strategy, the IPE in English courses pays attention to the organic combination of ideology elements and language teaching content. Through situational teaching, task-driven, cultural comparison and other instructional methods, students can receive IPE in a subtle way.

The construction of intercultural literacy involves cultural knowledge, communication skills, attitudes and values [8]. Its training path includes international exchange, study abroad experience and cross-cultural training. In English courses, students' cultural awareness and intercultural communication ability can be enhanced by introducing the cultural background, customs and values of different countries. Let students practice cross-cultural communication skills by simulating cross-cultural communication scenes. This is also an effective way to cultivate cross-cultural literacy. Table 1 shows the cross-cultural literacy training path and its application in English courses:

Table 1: Paths for Cultivating Intercultural Competence and Their Application in English Courses

Cultivation Path	Specific Content	Application in English Courses
International Exchange	Participate in international academic conferences, overseas study tours, international volunteer activities, etc.	Introduce international exchange programs, encourage student participation, share exchange experiences
Study Abroad Experience	Study abroad in the target language country, immerse oneself in the local culture and lifestyle	Mention study abroad cases, analyze the role of study abroad in enhancing intercultural competence
Intercultural Training	Attend training courses on intercultural communication skills, cultural difference awareness, etc.	Organize intercultural training lectures or workshops to improve intercultural communication skills
Introduction in English Courses	Introduce the cultural backgrounds, customs, values, etc. of different countries	Integrate into course content, enhance cultural awareness through case analysis
Simulated Interaction Scenarios	Simulate intercultural communication scenarios in the classroom, such as role-playing, situational dialogues	Design intercultural communication tasks for students to practice communication skills in practice

The theoretical basis of moral cognition mainly comes from the research results of psychology and pedagogy. Among them, the theory of moral development stage is a more important one. According to this theory, the development of individual moral cognition has gone through the

process from heteronomy to self-discipline and from concreteness to abstraction. In English courses, by selecting texts and cases with moral education significance, students can be guided to think deeply about moral issues and promote their moral cognition.

### **3. The synergistic influence mechanism of English course IPE on cross-cultural literacy and moral cognition**

#### **3.1. Cross-cultural and moral analysis of English courses content**

English courses are rich in content, which contains a lot of cross-cultural elements and moral values. In the careful selection of teaching materials, English lessons have become a bridge connecting different cultures. These texts cover the cultural customs of various countries, such as festivals, eating habits, etiquette norms and so on. It also discusses the historical background of various countries in depth, so that students can get a glimpse of the development track and unique charm of different civilizations. These rich contents have broadened students' international horizons and laid a solid foundation for them to understand and respect multiculturalism.

In addition to the transmission of cultural knowledge, English courses also contain profound moral values. Many texts vividly show the strength of virtues such as honesty, courage and responsibility in the form of stories. These stories are warm and touching, or thought-provoking, so that students can learn the language while their hearts are nourished. They are like bright lights, illuminating the students' way forward, guiding them to practice these virtues in their daily lives and forming correct moral concepts. By analyzing these cross-cultural elements and moral values, we can find that they are highly consistent with the goal of IPE, which provides a solid foundation for the implementation of IPE in English courses.

#### **3.2. The promotion of instructional methods to cross-cultural and moral cognition**

The diversity of English instructional methods provides a broad space for promoting students' cross-cultural literacy and moral cognition. Situational teaching allows students to experience the collision and integration of different cultures by simulating real cross-cultural communication scenes. In this practice, students have exercised cross-cultural communication skills and learned to find resonance and understand differences in multi-cultures. Task-driven teaching guides students to learn in a more active and positive way. By setting challenging tasks, students continue to explore and try in the process of completing the tasks, and their cross-cultural literacy and moral judgment have also been subtly improved in this process. These instructional methods emphasize students' subjectivity and practicality, and make the implementation of IPE in English courses more vivid and effective.

#### **3.3. Ways to improve students' ability by IPE in English courses**

English classroom interaction and extracurricular activities are indispensable parts of English courses IPE. In the classroom, teachers skillfully use questions, discussions, role-playing and other interactive ways to create an active and inclusive learning atmosphere (see Table 2). They guide students to actively participate in classroom communication and encourage everyone to express their views and opinions bravely. In this interactive process, students have enhanced their understanding and respect for different cultures and learned to appreciate and accept cultural diversity. They also constantly exercise their moral judgment in communication and learn how to make correct value choices in multi-culture.

Extracurricular activities provide students with a broader platform for cross-cultural communication. English corner, international cultural exchange and other activities have various forms and rich contents, which give students the opportunity to communicate face to face with people from different cultural backgrounds. In these activities, students can practice their English language ability. More importantly, they constantly improve their intercultural communication ability and moral quality in practice. They learned how to listen to and understand other people's voices with an open mind, and how to show their courtesy and respect in cross-cultural

communication. The synergy of these approaches makes English course IPE play an important role in promoting students' all-round development.

Table 2: Ways in Which English Classroom Interaction and Extracurricular Activities Promote IPE

Interaction/Activity Method	Specific Implementation	IPE Effect
Classroom Questioning	Teachers design thought-provoking questions to guide student thinking	Enhance cultural understanding and cultivate critical thinking
Classroom Discussion	Group discussions on hot topics, encouraging the exchange of diverse viewpoints	Foster respect for differences and learn to listen and express oneself
Role-Playing	Simulate cross-cultural situations to experience different cultural roles	Improve cultural sensitivity and learn to appreciate cultural diversity
Extracurricular Activities	Organize practical activities such as cultural exchanges and volunteer service	Exercise moral judgment in practice and learn to make correct value choices

### 3.4. The unique advantages of IPE in English courses

English course IPE has shown its unique advantages in cultivating students' global vision, international awareness and social responsibility. Through the study of English courses, students can get a glimpse of the cultural features, historical tracks and social phenomena around the world. As a result, their horizons have become broader and their international awareness has been enhanced. The ideology elements in English courses, such as patriotism and social responsibility, are like clear streams, nourishing students' hearts and inspiring their sense of social responsibility and mission. These advantages make the English course IPE play an irreplaceable role in cultivating compound talents with international vision and noble moral sentiments. Through the implementation of IPE in English course, we can better cultivate talents who meet the needs of the development in the era of globalization and contribute our strength to world peace and development.

## 4. Conclusions

IPE in English courses can effectively improve students' language skills, and cultivate their cross-cultural literacy and moral cognition in a subtle way. By skillfully integrating ideology elements into English teaching content, students not only learn language knowledge, but also receive education in patriotism and social responsibility, forming a more comprehensive outlook on life and values.

In the process of practice, this article also found some places worthy of improvement. Some English courses are still simple in the excavation of ideological and political content, and the instructional methods are single and lack of innovation. This affects students' enthusiasm and participation in learning. In view of these problems, this article puts forward the following suggestions for improvement: First, we should dig deep into the ideology elements in English courses content, and combine the background of the times and the needs of students to make IPE closer to the reality of students. Second, we should innovate English instructional methods and use situational teaching, task-driven teaching and other means to stimulate students' interest and motivation in learning. Third, we should strengthen classroom interaction and extracurricular activities, provide students with more opportunities for cross-cultural communication and moral practice, and promote their all-round development.

These suggestions are aimed at providing reference for the future IPE of English courses. We believe that by constantly optimizing teaching contents and methods and strengthening classroom

interaction and extracurricular activities, English course IPE will give full play to its unique advantages in cultivating students' cross-cultural literacy and moral cognition. At the same time, we also expect more educators to participate in the teaching practice of IPE in English courses and jointly seek more efficient teaching paths and methods. In order to contribute wisdom and strength to the cultivation of compound talents with international vision and noble moral quality.

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