

# A Study on Ideological and Political Teaching Model of Trinity College English Curriculum

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**Abstract:** The ideological and political construction of college English courses is the process of imparting English knowledge to students, allowing them to receive ideological and political education, achieving knowledge impartation and value shaping in the same direction, and cultivating comprehensive and versatile talents. Based on the concept of ideological and political education in the curriculum, we will fully leverage the advantages of classroom, extracurricular and online channels to create a college English curriculum ideological and political education system that encompasses the “online teaching platform, classroom teaching and extracurricular practice”. This will maximize the subjectivity of students in learning, continuously improve the effectiveness of ideological and political education in English courses, and better achieve the goal of ideological and political education in English courses.

## 1. Introduction

The ideological and political education in curriculum is a new educational concept, which means the organic integration of ideological and political education and professional courses, so that the two go in the same direction and form a synergistic effect. The main goal of ideological and political curriculum is to educate people, that is, to carry out the fundamental task of cultivating morality and people, and guide students to establish a correct world outlook, outlook on life and values. In other words, the ideological and political education in curriculum is to explore the ideological and political education resources embodied in professional courses. Under the background of the new era, higher education has also been given a new mission and responsibility.

As the core general courses, college English education is not only an indispensable part of higher education personnel training, but also a necessary tool for students to go to the world and spread the voice of China. To integrate the elements of educating people into college English teaching, that is, to impart English language knowledge and cultivate students' development ability, we should also pay attention to value shaping, so that students can firmly establish socialist core values and become ideal, capable and responsible people of the new era.

## 2. Constructing a “trinity” ideological and political teaching model for college English courses

The network teaching platform, English course classroom teaching and extra-curricular practical activities are effectively integrated to build a trinity of ideological and political teaching mode for college students' English courses, fully highlighting students' subjectivity in English course teaching, and thus accelerating the realization of the fundamental task of cultivating morality and talents [1]. In terms of teaching platforms, teachers can use online teaching platforms such as Superstar Learning to tap into high-quality course resources on the Internet, build online teaching resource libraries for college English courses, and constantly expand existing teaching content. Before entering the course, students watch relevant teaching videos through the online teaching platform, carry out online course discussions with other students, and complete independent learning. At the same time, teachers can use social software such as Tiktok, Weibo and Wechat to carry out online interaction and communication with students, timely understand the changes of students' thoughts and emotions, dynamically track students' learning progress, and timely adopt targeted ideological and political education for students.

In terms of classroom teaching, teachers should first clarify the teaching objectives of the course, strengthen the integration of language learning and ideological and political education, carry out collective lesson preparation for teachers, collect ideas and suggestions from many people, and constantly improve the quality of the course with team strength. At the same time, teachers should select teaching materials scientifically and reasonably, continuously excavate the hidden ideological and political education elements in teaching materials [2], cleverly and reasonably integrate them into English course teaching activities, and flexibly use heuristic, inquisitive and guided teaching methods. In addition, teachers should implement a multi-dimensional teaching evaluation system to make a comprehensive and objective evaluation of students, strengthen classroom training, and guide students into deep thinking.

In terms of extracurricular practice, it is necessary to comprehensively deepen the reform and innovation of practical teaching of English courses, extend the traditional teacher-led classroom teaching to extracurricular practical activities reflecting students' subjectivity, and constantly enhance students' ability to apply English knowledge to solve practical problems [3]. At the same time, teachers can regularly carry out English theme practice activities in the school, such as holding English debate competitions and English debates with the theme of Chinese traditional excellent culture, language speech competition, Chinese culture communication foreign language works competition, Chinese traditional culture English micro-video production competition. Through this form of extra-curricular practice, it can fully arouse students' interest in participating in English knowledge learning, enhance students' practical ability to use English language knowledge, and better achieve the goal of ideological and political education in college English courses.

### **3. College English classroom teaching design based on curriculum ideology and politics**

#### **3.1 Pre-class network teaching platform learning link**

The development of modern network communication technology provides a very convenient network environment for college English teaching. Online platforms such as China University MOOCs, Foreign Language MOOCs Alliance, Xueyin Online, FLTRP U Campus Smart Teaching Cloud platform provide rich online teaching resources for college English courses. Teachers can use the network platform to create online courses, enrich and expand the ideological and political space of the course. Classroom teaching is the main channel of curriculum ideological and political education. Teachers can make full use of classroom teaching, reconstruct teaching content, and pass the knowledge full of ideological significance to students. They should enrich class activities, open up students' thinking and enlighten students' wisdom through class discussion. They teachers can open up extracurricular practice for students to cultivate their sentiment in person.

Before entering the course, the teacher guides the students to log in the online learning platform of Super Star Learning to carry out independent learning. The teacher will publish the assigned learning task list on the teaching platform, and the students will complete the self-learning tasks before class according to the task list, which lays the foundation for the follow-up classroom tests and classroom demonstration.

#### **3.2 Reading in class**

For college English, language is not only an important part of teaching, but also a way of teaching, and improving language ability is one of the goals of teaching. As mentioned earlier, language carries culture and is closely linked to ideology. Therefore, in the process of implementing college English ideological and political education, teachers can reconstruct the teaching content on the basis of being familiar with the content of textbooks, dig deep ideological and political elements from the perspectives of text theme and text language, supplement language materials rich in ideological and political elements, and pay attention to students' inner growth in the process of language learning. Teachers should attach importance to the emotional edification and value shaping of the students in the process of language teaching and acquisition. In classroom teaching,

first of all, when teaching the introduction part of the first link of each unit, the teacher can introduce the discussion of questions related to the unit theme through video or text resources. Then is the overall interpretation of the text, teachers should dig the deep theme of the text, organically combine the theme of the text with the curriculum ideological and politics, moisten the minds of students in a silent way, and cultivate their ideological and moral quality, professional ethics, critical thinking ability and so on. In the specific analysis of knowledge points in the third part, teachers can search for classic example sentences containing ideological and political elements of the curriculum through the corpus, so that students can improve their language ability and ideological, political and moral quality. The last step is to summarize, teachers can sort out the key knowledge points of the unit, discuss, point out the theme and expand your thinking.

In the learning task list, students are assigned the task of reading articles. Students carefully select high-quality sentences, paragraphs and writing templates in the English content, familiarize themselves with the content to be read aloud in advance, and read the text aloud before the class begins. The time of reading the text aloud is limited to about ten minutes, so as to prepare for the subsequent class presentation.

### **3.3 Classroom tests**

According to the real question bank of the previous CET-4 and CET-6, the teacher carefully selected the true exam questions, focusing on reading comprehension, and formulated the classroom test content on this basis. The reading comprehension articles were reorganized and released to the online teaching platform through the learning task list. Four reading comprehension articles were assigned each time, and two of them were selected for the classroom test. In the classroom test, students must complete the relevant content of the test through the written test within 15 to 20 minutes, and uniformly return to the teacher.

### **3.4 Course results display session**

The presentation of classroom results is further subdivided into two stages, namely the presentation between group members and the presentation of the whole class. Among them, the contents displayed among the group members are mainly the contents released by the teacher in the learning task list before the teaching of each course in each semester. For example, the contents of the learning task list in the first semester are sentence recitation and paragraph recitation. The presentation between group members requires each student to spend at least two minutes. After a student completes the presentation, other students will evaluate his/her performance and divide his/her performance into grades A, B and C. After completing the group evaluation, select two outstanding students from each group for a class presentation. In terms of display content, the whole class display is exactly the same as the group display, and the display time of each student is controlled at about three minutes. For the students who participate in the group presentation and the whole class presentation, they are required to present the content to be displayed by making PPT or Word before entering the course. In the whole class presentation, the teacher immediately evaluates and marks the students according to their on-site performance, and the evaluation results are divided into two grades: A and A+. During the whole class presentation, teachers can also record short videos for students to help them record the presentation process, and students can find their shortcomings from the videos. Teachers should affirm and encourage students' excellent performance, urge students to actively improve their shortcomings, and guide students to do a good job in preparing for class learning so as to continuously improve personal learning efficiency and effectiveness [4]. In addition, in the whole class demonstration, teachers can also integrate English fun conference, English fun dubbing, English news broadcast and other activities that students enjoy, so as to give classroom teaching more interest and diversity, and stimulate students' internal motivation to participate in English learning.

### **3.5 Class topic discussion**

First of all, during the classroom teaching of college English courses, teachers collect various questions raised by students and carefully select representative questions for students to discuss in

class to solve the problems [5]. Secondly, every week, teachers select relevant communication topics based on the current course teaching content and carry out thematic communication activities to improve students' communicative application ability of English knowledge and prevent "dumb" English. At the same time, in the process of students' classroom discussion, the teacher should make a good record and take it as an important reference for students' daily evaluation. For students who actively participate in the class theme discussion, teachers can give appropriate points in the final grade evaluation according to the students' classroom activity records.

### **3.6 Evaluation and reflection session after class**

In the implementation of "network + classroom + practice" trinity of curriculum ideological and political education model, teachers should pay attention to the importance of curriculum teaching evaluation. The teaching evaluation should be properly adjusted. Evaluation of foreign language learning involves three elements: evaluation content (what to evaluate), evaluation method (how to evaluate) and evaluation body (who evaluates). The teaching evaluation content in the "network + classroom + practice" curriculum ideological and political education model is no longer only examining students' language knowledge and language skills, but also paying attention to students' attitude, emotion, psychology and moral character. The evaluation method has changed from a final evaluation such as the final exam to a combination of online course scores and offline regular scores, covering the whole process of three links before, during and after class. The main body of evaluation has changed from teacher to teacher evaluation, student self-evaluation and peer evaluation.

After the completion of English classroom teaching, teachers need to summarize the recorded teaching content, teaching strategy and teaching links of this course, reflect on the time control of each step during the teaching period, and analyze the problems and noteworthy phenomena in the classroom teaching process. On the basis of teachers' comprehensive reflection on classroom teaching, the teaching content, teaching strategy and teaching links of the next course are optimized and improved correspondingly, so as to promote the improvement of subsequent teaching quality. After the end of each class teaching, teachers should sort out the students' participation in classroom reading, classroom testing, classroom discussion, classroom achievement display and other aspects recorded during class teaching, and give an objective and fair evaluation as an important part of the final overall performance evaluation.

## **4. Trinity of College English curriculum ideological and political teaching case analysis**

### **4.1 Network teaching platform**

In the unit teaching, the teacher uses "success" as the theme. In terms of the use of the online teaching platform, the teacher uses the online teaching platform such as the Super Star Learning Platform in advance, combines the teaching content of this unit, creates a unit online teaching course, digs deeply into the ideological and political elements contained in the content of this unit, and uploads the short videos, cases and movies about "success" collected on the network to the learning platform. This is used as an extension and supplement to the content of the textbook [6]. Teachers carefully select the speech videos of successful people in various fields, so that students can watch them independently and understand the road to success of successful people. For example, teachers can guide students to watch a documentary about Tu Youyou, China's first Nobel Prize winner in physiology, on the teaching platform. The video mainly tells the story of Tu Youyou, who fought hard day and night to test the drug with her own body, and successfully obtained artemisinin, saving the lives of many people around the world. After watching the video, the students deeply realized Tu Youyou's strong belief in devoting herself to scientific research, and also felt that the success can not be achieved without great hardships and efforts. Only by making steady progress down to earth and having the courage to climb the scientific peak can they achieve success. In addition, teachers can also design related customs clearance learning tasks on the learning platform, and set customs clearance tasks in the order from simple to difficult. The teacher

can also guide the students to complete oral English practice, listening training, word filling, English-Chinese translation and other contents according to the video materials. Finally, students are asked to express their opinions on how to achieve success according to their own feelings, and express them through English writing [7]. Using this progressive, pass-through learning mode, students can gradually improve their personal English speaking, listening, vocabulary, translation and writing skills. At the same time, according to the content of students' writing, teachers can also grasp the changes of students' thoughts, understand the deviations in ideology, and timely carry out targeted ideological and political education for students.

## **4.2 Classroom teaching**

In the unit titled by "Never, ever give up", the text focuses on a number of great and successful people, such as the scientist Albert Einstein, American President Abraham Lincoln, British Prime Minister Winston Churchill, the scientist Thomas Edison and so on. During classroom teaching, teachers can integrate heuristic teaching method, task-based teaching method, group cooperation teaching method and other methods to organize students to carry out discussion, case analysis and keynote speech in groups, guide students to conduct in-depth analysis of the text content and explore the ideological and political education elements contained therein, so as to carry out ideological and political education for students [8]. For example, taking Edison as the theme during the teaching, each group is required to collect various background information about Edison and perform group presentations. Edison was a successful, great scientist, but also the most failed scientist. It took Edison as many as 5,000 trials and errors before he succeeded in inventing the light bulb. With Edison's story to cultivate students' courage to innovate, not afraid of failure, continuous attempts, continuous exploration of the faith, in the continuous failure to sum up the experience and lessons, so that students realize that only persistence can achieve the ultimate success. Therefore, the teacher can also point out to students the theme of "never give up" in this text.

## **4.3 Extracurricular practice**

During the extra-curricular practice teaching, students are divided into several cooperative groups. Teachers regularly organize students to carry out various English practice activities, such as English micro-video shooting competition with Chinese culture as the theme, English speech competition, English film dubbing and social volunteer practice activities, etc. Students choose one of the practical activities according to their own interests. For example, with the theme of "The Way to Success", teachers hold relevant English speech competitions in the school, requiring students to complete various materials collection, speech writing, reciting speeches and other content independently, in the process of promoting the improvement of students' practical English language application ability, but also enable students to deeply understand the elements of ideological and political education, and internalize the content of ideological and political education. At the same time, an English micro-video shooting contest with Chinese culture as the theme can also be held in the school, so that students can take the initiative to discover the excellent traditional Chinese culture hidden in daily life, introduce the traditional culture content in English, make it into a short video, and create a traditional Chinese culture micro-video.

During the video, in essence, it is also a process for students to deeply understand and feel the excellent traditional Chinese culture, so that students can re-recognize the excellent traditional Chinese culture, establish the awareness of inheriting and carrying forward the excellent traditional Chinese culture, and develop good cultural confidence and national pride. In addition, students can also be organized to carry out various English movie dubbing activities. After watching the content of the movie, they can select the interesting clips for imitation practice, and guide students to try dubbing for the movie. Through this form, the continuous improvement of students' oral English pronunciation ability is also helpful to cultivate students' craftsman spirit of excellence.

## **5. Conclusion**

To sum up, the reform of college English teaching under the ideological and political philosophy

of the curriculum needs to pay attention to the organic combination of online teaching platform, classroom teaching and extracurricular practice, and build a trinity of ideological and political teaching system of college English courses on this basis, creating a new pattern of integration of both inside and outside the classroom, inside and outside the school, and online and offline teaching. In the process of teaching reform, it is also necessary for English teachers to set up the idea of ideological and political education in the curriculum, improve their own ideological and political education ability, and help students to shape the correct values and moral qualities in English teaching, so as to fully highlight the connotation of comprehensive education of college English courses.

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