

# Exploration of Ideological and Political Education in Reading Class for English Majors

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**Abstract:** Integrating Ideological and political education into English teaching is not only an important strategy to promote English teaching reform, but also an important part of the daily teaching system. English reading class traditionally focuses on the cultivation of knowledge and skills. With ideological and political education integration English reading class emphasizes on the education of students' accomplishments, such as moral character, professional quality and a set of values. The implementation of ideological and political education in reading courses for English major should follow the principles of collaborative construction, cultural value guidance and individualized teaching. In such reading class, English is taken as the carrier to expand students' cultural accomplishment and ideological and political accomplishment. This essay attempts to explore the specific methods and paths of ideological and political education in reading class for English majors.

## 1 Introduction

With the comprehensive development of ideological and political education in English major curriculum teaching, the current situation of English major reading class needs to be changed. Reading is the main means to acquire knowledge, culture, ideas and concepts. Students' comprehension and absorption of reading content directly affect the effect of reading. The integration of ideological and political elements requires teachers to clarify the implementation principles and specific implementation paths, so as to achieve the ultimate goal of "fostering virtue through education".

## 2 Current Situation of Ideological and Political Education in English Reading Class

### 2.1 The Gradually Strong Penetration of Ideological and Political Education in English Teaching

The Ministry of Education issued the implementation outline of the quality improvement project of ideological and political work in Colleges and universities in 2017, which proposed to vigorously promote the classroom teaching reform with the goal of "curriculum ideological and political work", sort out the ideological and political elements contained in each professional course, integrate them into all links of curriculum teaching, and realize the effective unity of ideological and political education and knowledge system education[1]. All colleges and

universities responded positively to this outline. Teachers are encouraged to integrate ideological and political elements into classroom teaching. Soon after the Ministry of Education issued the guiding outline for curriculum ideological and political construction in colleges and universities in May 2020, which defined the objectives, requirements and contents of curriculum ideological and political construction, and proposed to comprehensively promote curriculum ideological and political construction in all colleges and universities and all majors in China, so as to form a broad consensus on the concept of curriculum ideological and political construction among teachers[2]. In order to show how much interest the teachers and scholars have in this educational reform, the writer did some investigation on China National Knowledge Infrastructure (CNKI). And 3671 relevant papers can be obtained by searching the keyword "English teaching with ideological and political education", of which 1567 articles were published in 2021 and 1735 in 2022, accounting for 89.94%.

After the Ministry of Education issued the requirements for the implementation of ideological and political work, the penetration of ideological and political education in English teaching has been gradually strengthened. After the promulgation of the outline, the position of ideological and political education in English teaching has become stronger and stronger. As an important branch of basic courses, English reading involves knowledge transmission in many fields, multicultural inheritance and the integration of ideological and political education, which can improve students' values, improve students' critical thinking ability and enhance students' patriotic feelings.

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## 2.2 The Gradually Emerging Importance of Ideology and Politics in English Reading Class

The teaching guide for undergraduate foreign language and literature majors in colleges and universities was published in 2020, which defined the direction of teaching reform and the orientation of cultivating foreign language majors [3]. The book put forward new ideas, new forms and new methods for foreign language development, promoted training system of first-class foreign language professionals with Chinese characteristics, and explicitly expressed the objectives of foreign language teaching which is to cultivate interdisciplinary foreign language talents with national feelings, international vision, communication skills and humanistic qualities. While traditional English reading class focuses on the cultivation of knowledge and skills, which is not effective to meet the above teaching guide. In traditional class, students listen to the teacher for learning English vocabulary, grammar and reading skills as the ability to obtain information, the ability to summarize the main idea, the ability to reason and judge, etc. The integration of ideological and political elements enhances the transmission of Chinese culture and core values, emphasizes the transformation of reading content into language, and spreads Chinese good examples to the world. In order to show what how much has done in English reading with ideological and political education, the writer did some investigation on China National Knowledge Infrastructure (CNKI). As a result, 82 related papers can be obtained by searching the keyword "English reading teaching with ideological and political education" on CNKI, 100 related papers can be obtained by searching the keyword "English reading with ideological and political education", and 197 related papers can be obtained by searching the keyword "reading teaching with ideological and political education".

More and more scholars and teachers pay attention to the integration of ideological and political elements in English reading teaching, imperceptibly integrate ideological and political education into classroom teaching. But after reading the relevant essays, it can be found that the importance and necessity of ideological and political education in major courses has already been

talked a lot, while how to penetrate ideological and political elements into class is still on the way to exploration.

## 3 Principles of Ideological and Political Education in English Reading Class

### 3.1 Based on the Nature of English Reading Course, the Principle of Cultural Value Guidance is Advocated

Benjamin Bloom and others believe that human ability can be roughly divided into three domains, namely cognitive domain, affective domain and psychomotor domain [4]. Language is the carrier of cultural refinement and humanistic history. In English reading class, what we have to appreciate is the charm of language, and what we have to excavate is the cultural, historical and ideological value contained in words. This belongs to the field of cognitive domain. Students learn and "know" after mastering relevant knowledge. Most of the articles in English reading course come from abroad, and the foreign history, culture and thinking mode will be in great contrast with the actual situation in China. For example, the hot reports abroad and at home have both western views and Chinese attitudes. In the process of reading, we should cultivate students' critical thinking ability, excavate ideological and political elements from events, and compare Chinese and foreign history, culture and society, guide students to view problems objectively and positively, which belongs to the affective domain. Students learn and "do" to ensure the learning effect. The ideological and political construction of English reading course is conducive to increase students' awareness of socialist core values and critical thinking. The cognition of cultural differences between the east and the west, as well as the ability of cross-cultural communication and spreading Chinese stories in English are highly developed. This belongs to the psychomotor domain. Students learn and "develop" to expand their learning influence. Details are shown in Figure 1.

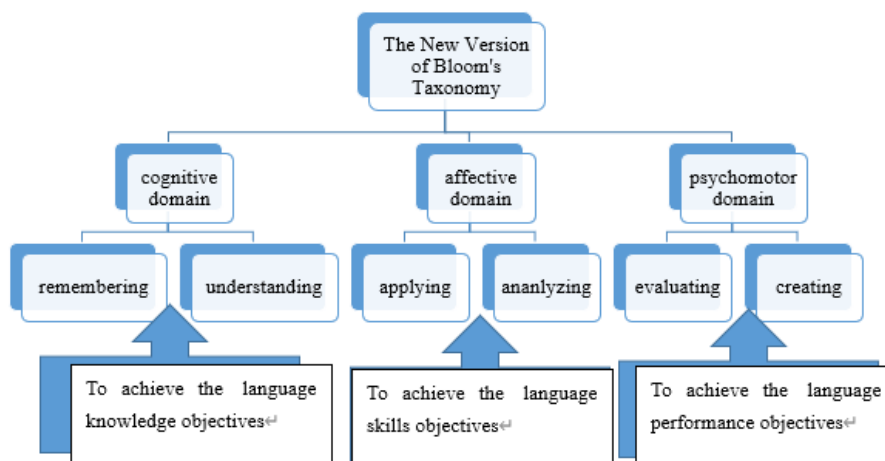


Figure 1 The Principle of Cultural Value Guidance

### **3.2 Based on Peer Consensus, the principle of Collaborative Construction is Put forward**

The planning of ideological and political education in English reading class can learn from the existing construction achievements of ideological and political courses and integrate it with the characteristics of the reading course. Because the ideological and political courses have made a lot of summaries of the elements, and the existing structure is more stable, more systematic and professional, which can provide value of systematic reference for the curriculum design of English reading. On the other hand, in order to learn from the excellent cases, current literature should be actively and positively studied and summarized, such as "the innovation and practice of the in class peer-to-peer model of integrating ideological and political education into professional training courses of Shanghai Publishing and Printing Institute" [5]. The teaching model has won the second prize of the national teaching achievement, and the research results have a finishing touch on the "peer-to-peer" model.

### **3.3 Based on the Learning Situation and Curriculum Design, the Principle of Individualized Teaching is Implemented**

After decades of continuous reform, English curriculum teaching has achieved good results in language knowledge and language skills. The implementation of ideological and political education should be improved on the original framework. The teaching mode of English reading should take the teaching content as the carrier, deeply explore the philosophical ideas and elements, and help students form a scientific methodology and epistemology. Students can understand the content from their own position or from the perspective of a third party, but the key is to understand the beliefs and philosophy contained in the article within their ability. Good cognitive construction has a great impact on students and will benefit a lot in their whole life. With rapidly developed science and technology, increasingly disseminated knowledge and information, and carefully selected teaching contents and flexible teaching methods based on the analysis of students' learning situation, individualized teaching can be easily achieved.

## **4 The Implementation Path of Ideological and Political Education in English Reading Class**

### **4.1 The Belief of Ideological and Political Education in Language Teaching**

Professor Wen Qiufang (2021) interprets the ideological and political connotation of foreign language curriculum as "Guided by English teachers, through teaching content, classroom activities, teaching evaluation, teachers' words and deeds, the idea of moral education is quietly integrated

into every link of English classroom teaching, to guide students to establish a correct world outlook, outlook on life and values"<sup>[6]</sup>. Reading is related to teaching form, and ideological and political education is related to teaching essence and teaching effect. The ideological and political teaching of English reading course should not only pay attention to language knowledge, language ability and cultural consciousness, but also complete the talent training goal from "consciousness" to "cognition", from "reading comprehension" to "innovative thinking". Ideological and political education should be integrated into all procedures of the classroom. Teachers should follow the five basic principles of speculation, reflection, exploration, empathy and experience to improve teaching design, optimize teaching content, innovate teaching methods, change teaching evaluation, encourage practical activities, and let students change from "reading words" to "reading the world".

### **4.2 The Path of Ideological and Political Education in English Reading Class**

#### *4.2.1 Build a Resource Bank on Ideological and Political Education of English Reading Course*

English reading has a wide range of materials and contains rich educational elements. However, in order to learn the original language expression, there is a lack of selection of excellent English articles by Chinese local authors. The Internet era has brought great space for the selection of teaching resources. When selecting materials, teachers should constantly sort out the classification, hierarchical screening and reprocessing procedures, and summarize the materials containing ideological and political elements. The teacher team needs to repeatedly discuss the integration points and methods of Ideological and political elements, and deepen them in combination with the theme of the reading textbook unit. Finally, a special teaching resource database for English reading course will be formed. In addition, actively recommend students to read classics, feel the charm of literature and understand western social culture. In addition, students are encouraged to read the online resources of western mainstream media, understand the latest development of Western society, pay attention to international events and cultivate a global vision. At the same time, students are recommended to pay attention to major domestic English media, such as China Daily, Xinhua news agency, China media group, etc., understand domestic current affairs, be familiar with Party and state affairs, and enhance cultural self-confidence. It can also establish a network teaching platform for online hot discussion and ideological exchange in multiple colleges, which is conducive to a wide range of material collection and sorting and enrich the resource library.

#### 4.2.2 Pay Attention to the Basic Elements of the Curriculum and Formulate Appropriate Integration Strategies

In the teaching process, teachers can delete, supplement and adapt the existing textbook resources, or select appropriate articles from the resource library for expansion, and formulate detailed implementation paths according to the characteristics of teaching units. Carefully design questions related to the unit theme before class. The questions must be enlightening and reflective. Integrate ideological and political elements into the

learning content, and require students to consult and prepare in advance. Students share their views on the subject, integrate ideological and political elements into oral communication, and the teacher will evaluate and supplement them in time. After learning the unit text knowledge and theme thought in class, guide students to think dialectically, sublimate their cognition of the unit theme, and integrate ideological and political elements into emotion. Assign relevant writing or translation tasks after class and integrate ideological and political elements into written expression. The teaching process and strategy are shown in Figure 2.

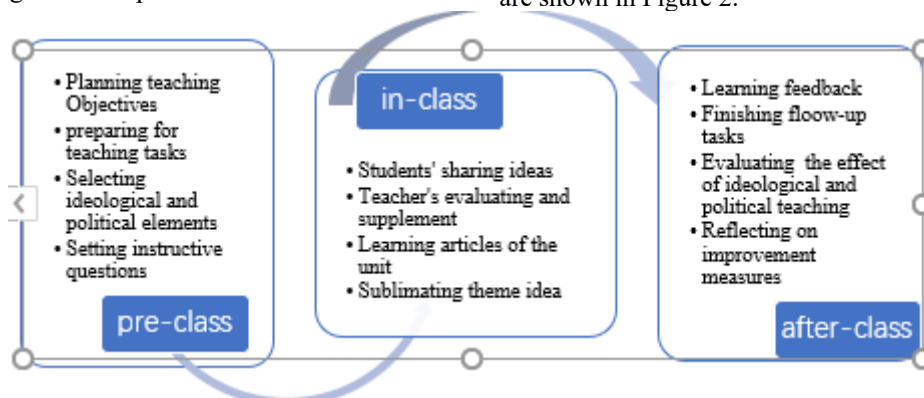


Figure 2 Integration Strategies in Teaching Process

Taking Unit 6 Man and Environment of English Reading 3 (Second Edition) edited by Jiang Jingyi as an example. Before class an inquiry question based on the unit topic is prepared for the students, which is "what is a harmonious relationship between man and nature?" In class a presentation from the students is shared on the unit topic, after that the teacher will know students' ability to consult materials, analyze problems, and express ideas in English. After a brief comment on the presentation, the teacher will clarify the idea of "harmonious coexistence between man and nature", share the "achievements of socialist ecological civilization construction", and improve students' cognition of the unit theme. In class the text "garbage crisis" is going to be read, and after analyzing the sources of garbage and treatment methods of garbage problems in the United States, the students are required to think about the questions "Are the causes of garbage in the United States and China same? What are the differences? What cause the differences?" While discussing the questions, the integration of ideological and political elements and the learning of English language will be reinforced and strengthened. After class, the students should complete the writing task "What efforts can students make for the harmonious coexistence of man and nature?" And the task will be finished and judged with the aspects of theme cognition and correct values through written expression to finally achieve the goal of classroom ideological and political education.

#### 4.2.3 Jump out of the Small Vision of the Classroom and Innovate the Ideological and Political Practice Activities of the Curriculum

Second classroom is equivalent to the extension outside the curriculum. It does not pay too much attention to the

results of learning and does not take the assessment results as the main goal. Instead, it should form an atmosphere of campus ideological and political culture. A relaxed and more interactive environment can make the culture permeate more and deeper. The content can come from teaching materials, but cannot be limited to teaching materials. The form is lively and flexible, such reading reports, lecture classes, social services, oral competitions, etc. which are conducive to training students' thinking and language expression. It is also a good idea to establish an interclass reading groups. In this way a larger group of students can share relevant articles or books collecting and accumulating enlightening and uplifting sentences or paragraphs, participate in sightseeing and sharing activities experiencing cultural exchange and ideological collision, or participate in local English competitions spreading local culture in English and telling Chinese stories to the world. Taking the themes of Dongguan oral English contest over the years as an example, the speech themes in 2022 is "New Dongguan, heading for a Brighter Future", 2021 "red Dongguan striving for a century", 2019 "quality Dongguan", 2018 "beautiful Dongguan", 2017 "dream Dongguan", 2016 "innovation Dongguan", 2015 "different Dongguan", 2014 "looking for the most beautiful Dongguan", 2013 "a better future in Dongguan", and 2012 "Sports City, dynamic Dongguan", 2011 "happy Dongguan", 2010 "discover Dongguan", 2009 "Dongguan is my home". The themes of the 13 oral English contests that have been successfully held (the event of 2020 was suspended due to the epidemic of Covid 19) can be shown that telling Chinese stories, carrying forward Chinese culture and enhancing the "four self-confidence" are particularly important in the process of learning English.



## 5 Conclusion

Ideological and political education is not to change the basic attributes of English reading curriculum, but to give full play to the educational function of curriculum and the communication function of language, so that students can establish correct values, develop good speculative habits and have the ability to spread Chinese stories and ideas in English. The integration and penetration of ideological and political education in English reading class should be reflected in all procedures and aspects. In order to make the ideological and political education be implemented fully, teachers and students should pay more attention to cultivate their political competence and moral education awareness. Teachers should clarify the curriculum objectives, refine the implementation plan, make rational use of resources, while students should actively participate in practical activities and take their initiative to think critically.

## Acknowledgements

Demonstration Classroom Teaching of Dongguan City College (No. 22) ---English Reading Course (Unit 6 Man and Environment)

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