

Analysis on Teaching Reform of Ideological and Political Education in English Teaching for Foreign Language Majors in the Context of New Liberal Arts Education

XiaoChen Wang, Zihan Yang

Qingdao City University, Qingdao Shandong, 266106, China

Abstract: With the emergence of the new liberal arts concept, the intersection and integration of disciplines have become the inevitable path for education reform in various universities. Ideological and political education within the curriculum has become an integral part of educational development. Building upon an analysis of the existing issues in ideological and political education within English teaching for foreign language majors, this paper explores the reform path of ideological and political education in English teaching for foreign language majors, aiming to deepen students' sense of "patriotism" and "humanistic literacy" and to fulfill the fundamental task of moral education and talent cultivation.

Keywords: New Liberal Arts; Ideological and Political Education in the Curriculum; English Teaching

In the context of global new technological revolution, new economic development, and the entry of socialism with Chinese characteristics into a new era, a new concept of liberal arts has emerged. The new liberal arts require breaking through traditional modes of thinking, with inheritance and innovation, cross-disciplinary integration, cooperation, and sharing as the main approaches, promoting cross-disciplinary integration and depth. As the new liberal arts continue to advance, schools are demanding the breakdown of disciplinary barriers, active innovation, and the urgency of curriculum ideology construction is becoming increasingly apparent, with its growing significance in various disciplines. As a compulsory course in universities, the second foreign language English course should actively integrate into the school's curriculum ideology system, deepening students' language proficiency and cross-cultural communication skills, deepening students' "patriotism" and "humanistic literacy" and implementing the fundamental task of moral education. This article, against the backdrop of the new liberal arts, starts from the problems existing in the ideological and political education in the teaching of second foreign language English and explores the reform strategies of ideological and political courses.

1. Problems of ideological and political education in the teaching of second foreign language English

Second foreign language English is a compulsory theoretical course for non-English major students, mainly focusing on language foundation training and discourse analysis to equip students with basic oral and written expression abilities. Its mission is primarily to impart systematic theoretical language knowledge, train basic language skills, cultivate students' ability to communicate in English, enhance students' sensitivity and tolerance to cultural differences, strengthen students' national confidence and pride, and achieve the unity of course nurturing talents and educating people. However, in the actual teaching process, the problems of ideological and political education in the teaching of second foreign language English are becoming increasingly prominent.

1.1 Weak ideological and political concepts and rigid ideological and political methods of teachers

Most teachers of second foreign language courses are graduates of English majors, and after engaging in teaching, few teachers have received professional training in ideological and political aspects. Therefore, the ideological and political abilities and levels of teachers themselves are limited. Most teachers educate students on ideological and political matters based on their own understanding, making it difficult to unify the teaching effect and level. Although some teachers in teaching second foreign languages have a strong sense of ideological and political consciousness, they tend to mechanically impose ideological and political content on subject teaching. General Secretary Xi Jinping pointed out that good ideological and political work should be like salt, and school education should achieve the integration of curriculum ideology like the blending of salt. In the teaching of second foreign languages, the organic integration of theoretical knowledge, skills training,

and ideological and political elements is weak, making it difficult for the construction of new liberal arts to advance effectively.

1.2 Weak foundation of students and insufficient learning motivation

The target students of second foreign language English is non-English majors, so students lack basic theoretical knowledge and have relatively weak basic language skills. It is difficult for teachers to explore innovative points. Non-English major students have a limited emphasis on the English subject in terms of ideology, making it difficult to support students' in-depth learning. Most students regard the CET-4 and CET-6 exams as their subject requirements, and are not sensitive to the ideological and political elements of the curriculum. Teachers focus on imparting basic knowledge, lacking in-depth exploration of knowledge and effective integration of ideological and political elements, which shows a slight lack of effort.

1.3 Insufficient ideological and political teaching resources and single teaching design

The teaching hours of second foreign language English courses are relatively few, and the teaching goals are relatively low, mainly focusing on basic language knowledge and skills. Therefore, besides textbook knowledge, there are few platforms to develop ideological and political resources. In actual teaching, due to the limited level of students' basic skills, teachers mostly adopt lecture-style or cramming teaching methods, with less use of inquiry-based or experiential teaching methods, lacking interaction between teachers and students, and students' initiative is difficult to stimulate. Therefore, starting from completing simple basic tasks, it is difficult to discuss interdisciplinary integration, mutual fusion, and the ideological and political elements are difficult to be subtly integrated.

1.4 Imperfect evaluation system and unsound evaluation mechanism

Unlike other teaching objectives and tasks, ideological and political education is difficult to quantify. Ideological and political education mainly focuses on integrating ideology into various disciplines, guiding students to form correct worldviews, outlooks on life, and values in various disciplines. Therefore, it is difficult to conduct scientific and systematic evaluations of ideological and political education effectiveness. In addition, noble thoughts of loving the party, loving the country, loving society, and firm ideological identity cannot be formed and measured in the short term. The imperfect ideological and political teaching evaluation system and unsound evaluation mechanism are common problems faced by many universities.

2. Design ideas and methods for ideological and political education in the teaching of second foreign language English

Given the many problems existing in ideological and political education in the teaching of second foreign language English mentioned above, this article also provides course design ideas and methods from four aspects.

2.1 Organize teachers to learn the essentials of ideology and improve teachers' ability to educate and inspire people ideologically

Most teachers have few opportunities to systematically participate in ideological and political education training, nor can they deepen their learning of ideological elements through platforms. Schools should play a leading role in organizing teachers to learn the essentials of ideology. Firstly, teachers themselves should have sufficient reserves of ideological knowledge and can improve their ideological sensitivity by using platforms such as the app --Xuexiqiangguo Education Channels. Secondly, the power of a single teacher is limited, and the ideological and political ability of a single teacher is also limited. It is necessary to strengthen the awareness of teamwork. Teachers can form ideological and political groups to conduct regular teaching and research, excavating ideological points in textbooks. Finally, teachers need to be familiar with teaching materials, understand the way of education, and avoid inserting ideological elements deliberately. Teachers need to grasp every teaching moment, be highly familiar with teaching materials, and integrate ideological elements at appropriate times, so that ideological education can truly dissolve into the subjects taught.

2.2 Grasp students' learning motivation and enhance students' learning motivation

Even if teachers are knowledgeable and rich in ideological reserves, if students have a negative attitude and lack interest in the content taught by teachers, ideological and political effects are just empty talk. Therefore, it is necessary to grasp and improve students' learning motivation. Firstly, the content of textbooks should be in line with students' levels and of moderate difficulty. As Stephen D. Krashen, an American linguist, said learning materials should be slightly higher than the existing level of language learners to achieve the best results. Some teachers believe that non-professional students have a low demand for language, so they present lower-level learning materials. Most students think that there is no challenge and can easily pass the exam without putting in more effort, so they cannot cooperate with the teacher's teaching rhythm, let alone discuss ideological and political education. On the contrary, some teachers provide learning content far beyond the level of second foreign language students, and many students think they cannot learn even if they make efforts, or even lose interest directly, greatly

reducing the effectiveness of ideological and political education. Secondly, students should be encouraged more. Students have a strong sense of learning efficacy, and every small progress will turn into endless motivation, driving students to invest more in English learning. When language proficiency improves, obstacles to ideological and political education will be reduced.

2.3 Enrich teaching methods and present ideological and political content in various ways

With the advent of the 5G era, multimedia and artificial intelligence have greatly enriched teaching methods, and information literacy has inevitably become one of the essential abilities for contemporary teachers. In offline teaching, teachers mostly communicate with students face-to-face and rely heavily on textbooks. However, teachers can supplement high-quality videos through multimedia and network resources, providing rich ideological and political elements. Ideological and political content is rich and colorful. Teachers can popularize Chinese humanities history, enhance students' national identity and cultural confidence; provide deeds of moral and hero models, establish students' sense of social responsibility and moral cognition; and display the generosity and vulnerability of nature, enhancing students' environmental awareness, etc. At the same time, platforms such as SmartTree, university MOOCs, and SuperStar also provide high-quality course resources. Teachers need to guide students to actively use platform content, fill their knowledge base, and strengthen ideological and political influence.

2.4 Improve the evaluation mechanism and sound management system

Scores are one of the learning motivations for students. The difficulty in measuring the effectiveness of ideological and political education with scores is one of the main reasons why ideological and political education cannot be effectively carried out among students. Therefore, it is urgently needed to improve the past terminal evaluation and quantitative evaluation models, and introduce formative evaluation and qualitative evaluation methods. Ideological and political elements should be incorporated into classroom discussions and homework assignments, which must be included in the process evaluation. In addition, from the school level, the management mechanism should be improved. School leaders should personally visit the front line of teaching and guide teachers in their ideological and political work. Teachers who perform well in ideological and political work can be included in performance evaluations or even professional title appraisal. In this way, both students and teachers have clear reference standards and motivations, and ideological and political work can truly enter the classroom and life.

Due to reasons such as teachers' inadequate ideological and political education concepts, weak student learning foundations, a scarcity of ideological and political education resources, and an imperfect evaluation system, the current English teaching for foreign language majors struggles to effectively contribute to the fundamental task of moral education and talent cultivation. In response, enhancing teachers' ability in ideological and political education, boosting students' learning motivation, diversifying teaching methods, and improving the evaluation mechanism and management system at universities have all become effective approaches to elevate the ideological and political education level within English teaching for foreign language majors.

References

- [1] Cui Yonghong, Xu Xiaoliang The Connotation of Ideological and Political Education in Teaching Courses and Methods of Integrating Teaching [J]. *Course Teaching*, 2023 (10): 56-62.
- [2] Pu Qingping, Huang Yuanyuan The Value Connotation and Practice Path of Integrating the Spirit of the 20th National Congress of the Communist Party of China into Course Ideological and Political Education Political Construction and Social Governance, 2022 (28): 286-298.
- [3] Shi Shuchen Correctly grasping the relationship between "ideological and political courses" and "ideological and political courses" [J]. *Ideological and Theoretical Education*, 2018 (11): 57-61.