Exploration and Practice of the AVIVA Teaching Model in Foreign Language Courses of Application-Oriented Universities from the Perspective of Ideological and Political Education in Courses

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Abstract: Ideological and political education in courses is an important task of higher education in the new era. As a crucial part of higher education, foreign language teaching needs to actively explore effective integration with ideological and political education in courses. The AVIVA teaching model, a student-centered teaching model, provides new ideas for foreign language teaching. Based on an analysis of the current situation of foreign language courses in application-oriented universities, this article discusses the application strategies of the AVIVA teaching model from the perspective of ideological and political education in courses. Through specific teaching practice cases, it demonstrates the effectiveness of this model in improving students' foreign language proficiency and ideological and political literacy, providing a reference for the reform of foreign language teaching in application-oriented universities.

Keywords: Ideological and political education in courses; AVIVA teaching model; Application oriented universities; Foreign language courses; Teaching practice

1. Introduction

With the acceleration of globalization, the importance of foreign language proficiency in talent cultivation has become increasingly prominent. As an important base for cultivating high-quality application-oriented talents, application-oriented universities should not only focus on the imparting of language knowledge and the cultivation of language skills in their foreign language teaching, but also pay attention to the improvement of students' comprehensive quality, especially the cultivation of ideological and political literacy. Ideological and political education in courses, as an important task of higher education in the new era, provides a new direction

and requirements for foreign language teaching. The AVIVA teaching model, proposed by the Swiss educator Stähli, emphasizes student-centeredness and focuses on the interactivity and practicality of the teaching process, which is highly consistent with the concept of ideological and political education in courses. Therefore, this article aims to explore the application strategies of the AVIVA teaching model in foreign language courses of application-oriented universities, and verify its effectiveness in improving students' foreign language proficiency and ideological and political literacy through teaching practice cases.

2. Theoretical foundations of curriculum ideology and politics and the AVIVA teaching model

Curriculum Ideology and Politics refers to the organic integration of ideological and political education into various courses during the teaching process in colleges and universities, so as to realize the organic unity of knowledge impartment, ability cultivation and value guidance. The core of Curriculum Ideology and Politics lies in moral education and talent cultivation. By exploring the ideological and political elements in various courses, it guides students to establish correct world outlooks, outlooks on life and values, and cultivates high-quality talents with a sense of social responsibility, innovative spirit and practical ability. In foreign language teaching in application-oriented colleges and universities, the implementation of Curriculum Ideology and Politics not only helps to improve students' foreign language proficiency, but also enhances their cultural confidence and national identity, and cultivates application-oriented talents with an international perspective and a sense of patriotism.

The AVIVA teaching model was proposed by the Swiss educator Stäheli. Its core concept is student-centered, focusing on the interactivity and practicality of the teaching process. This model is divided into five steps namely, A (Ankommen und Einstimmen, Content Introduction and Emotional Guidance), V (Vorwissenaktivieren, Prior Knowledge Activation), I (Informieren, Knowledge Learning), V (Verarbeiten, Knowledge Application) and A (Auswerten, Effect Evaluation) [1].

The AVIVA teaching model emphasizes fully mobilizing students' enthusiasm and initiative in the teaching process, and promotes students' understanding and application of knowledge through diversified teaching methods and activities, so as to cultivate students' comprehensive abilities.

Curriculum ideology and politics and the AVIVA teaching model are highly consistent in terms of concepts. Curriculum ideology and politics emphasizes the realization of value guidance in the teaching process, while the AVIVA teaching model focuses on students' dominant position and emotional experience in the teaching process, which provides a good foundation for the implementation of Curriculum ideology and politics. Through the five steps of the AVIVA teaching model, teachers can organically integrate ideological and political elements into all links of foreign language teaching, and realize the organic unity of knowledge impartment and value guidance [2]. For example, in the link of content introduction and emotional guidance, teachers can stimulate students' learning interest and emotional resonance by introducing ideological and political themes related to the course; in the link of knowledge learning, teachers can guide students to think about cultural differences and values in combination with foreign language knowledge, so as to cultivate students' cultural confidence and national identity; in the link of knowledge application, teachers can enable students to apply the knowledge they have learned in real scenarios and solve practical problems through practical activities, so as to enhance students' practical ability and sense of social responsibility.

3. The application strategies of the AVIVA teaching model in foreign language courses at application-oriented universities

In the content introduction and emotional guidance stage, ideological and political themes related to the course were introduced through various methods to stimulate students' learning interest and emotional resonance. By integrating current affairs hotspots, cultural festivals, and other elements, ideological and political elements relevant to the course are incorporated to guide students to reflect on cultural differences and values.

Meanwhile, multimedia teaching tools are used to display course-related pictures, videos, and other materials, creating a favorable learning atmosphere and helping students quickly enter a learning state. For instance, when teaching the theme of "Chinese Culture", teachers can present pictures and videos of traditional Chinese culture, such as celebrations of traditional festivals like the Spring Festival and the Mid-Autumn Festival. This guides students to think about the value and significance of traditional Chinese culture, and stimulates their learning interest and emotional resonance.

In the background knowledge activation stage, students are guided to review course-related background knowledge through questioning, discussion, and other methods, thereby activating their existing knowledge and experience. At the same time, combined with ideological and political elements, students are led to reflect on cultural differences and values, helping them establish a correct worldview and outlook on life. For example, when teaching the theme of "Environmental Protection", teachers can ask students about their understanding of environmental protection, guiding them to review background knowledge related to environmental protection, such as the current state of environmental pollution and the importance of environmental protection [3]. Additionally, by integrating ideological and political elements, students were encouraged to think about the relationship between environmental protection and sustainable development, fostering their sense of social responsibility and environmental awareness.

In the knowledge learning stage, students are guided to learn foreign language knowledge and ideological and political knowledge related to the course through teaching methods such as explanation, discussion, and case analysis. Teachers, while teaching foreign language knowledge, guide students to reflect on cultural differences and values, cultivating their cultural confidence and national identity. When teaching the theme of "Cross-Cultural Communication", case analysis is used to lead students to think about communication methods and values under different cultural backgrounds, developing their cross-cultural communication skills and cultural confidence. Simultaneously, combined with ideological and political elements, students are guided to consider how to promote excellent traditional Chinese culture in cross-cultural communication, enhancing their national identity and cultural confidence.

In the knowledge application stage, teachers can organize practical activities to enable students to apply the knowledge they have learned in real scenarios, solve practical problems, and strengthen their practical abilities and sense of social responsibility. For example, teachers can arrange group discussions, role-plays, project-based learning, and other activities, allowing students to apply their acquired knowledge to solve practical problems in practice. At the same time, teachers can integrate ideological and political elements to guide students to reflect on how to practice core socialist values in practice, cultivating their sense of social responsibility and innovative spirit [4]. For instance, when teaching the unit of "Business Foreign Language", teachers can organize students to carry out simulated business negotiation activities. This allows students to apply the business foreign language knowledge they have learned to solve practical problems in practice. Meanwhile, combined with ideological and political elements, teachers guide students to think about how to practice core socialist values such as integrity and cooperation in business negotiations, fostering their sense of social responsibility and innovative

spirit.

In the effect evaluation stage, teachers can adopt a variety of evaluation methods, such as classroom performance evaluation, homework evaluation, and exam evaluation to conduct a comprehensive assessment of students' foreign language proficiency and ideological and political literacy. Teachers can design diversified evaluation indicators by integrating ideological and political elements, including students' classroom participation, group cooperation ability, cross-cultural communication ability, and sense of social responsibility, to comprehensively evaluate students' learning effects. Additionally, teachers can obtain students' feedback to understand their acceptance and recognition of ideological and political education in the course, and adjust teaching methods and content in a timely manner to improve teaching quality [5]. For example, at the end of the course, teachers can design a questionnaire survey to understand students' acceptance and recognition of ideological and political education in the course, as well as their suggestions and opinions on course teaching. Based on students' feedback, teachers can adjust teaching methods and content promptly to enhance teaching quality.

4. Practical case analysis of the AVIVA teaching model in foreign language courses at application-oriented universities

This practical case takes the "College Foreign Language" course at a certain application-oriented university as the research object. The teaching objectives of this course are to cultivate students' foreign language application ability and intercultural communication competence, while attaching importance to the cultivation of students' ideological and political literacy. The teaching targets are first year students, who have a relatively good foreign language foundation but lack sufficient understanding of ideological and political education in courses. The teaching content includes modules such as foreign language knowledge, intercultural communication, and Chinese culture, with diverse teaching methods and an emphasis on practical teaching links.

After one semester of teaching practice, students' foreign language application ability and intercultural communication competence have been significantly improved. Their classroom participation and teamwork skills have also been notably enhanced, and their intercultural communication competence and practical abilities have been effectively cultivated. For example, in simulated cultural exchange activities, students can skillfully apply the learned foreign language knowledge and cultural knowledge to demonstrate the charm of traditional Chinese culture, showing strong intercultural communication competence and practical abilities [6].

Students' ideological and political literacy has been significantly improved. Their sense of identity and pride in Chinese culture have been obviously strengthened, and their understanding and recognition of core socialist values have also been significantly enhanced. In the questionnaire survey, 90% of the students said they had a high degree of acceptance and recognition of ideological and political education in the course, believing that it helps to improve their ideological and political literacy and cultural confidence. At the same time, students also put forward many constructive suggestions on course teaching, such as increasing practical teaching links and enriching teaching content, which provide references for teachers to further improve teaching methods and teaching content [7].

Teachers have gained a deeper understanding and experience of the application of the AVIVA teaching model in foreign language courses at application-oriented universities. Teachers believe that the AVIVA teaching model emphasizes student-centeredness, focuses on the interactivity and practicality of the teaching process, and can effectively stimulate students' interest and initiative in learning, as well as improve their

foreign language ability and ideological and political literacy. Meanwhile, teachers also realize that there are still some problems and shortcomings in the teaching process, such as unreasonable allocation of teaching time and insufficient teaching resources. Therefore, in future teaching, teachers will further optimize teaching design, allocate teaching time reasonably, enrich teaching resources, and improve teaching quality.

This practical case provides useful references for the reform of foreign language courses in application-oriented universities. Through the application of the AVIVA teaching model, it not only improves students' foreign language ability and intercultural communication competence, but also enhances their ideological and political literacy and cultural confidence, realizing the organic unity of knowledge impartment and value guidance [8]. At the same time, this practical case also provides reference experiences and methods for the reform of foreign language courses in other application-oriented universities, such as how to integrate ideological and political elements into the teaching process, how to design diversified teaching activities, and how to conduct effective teaching evaluation. Therefore, this practical case has certain promotion value and application prospects.

5. Practical issues and challenges of the AVIVA teaching model in foreign language courses at application-oriented universities

In the process of implementing the AVIVA teaching model, teachers' professional quality and competence are faced with higher challenges. Teachers are required not only to possess solid foreign language expertise and teaching capabilities but also to have a strong awareness of integrating ideological and political elements into courses also as referred as "curriculum-based ideological and political education" and the ability to implement it. However, some teachers have an insufficient understanding of the ideological and political function of foreign language courses and lack the teaching experience and methods related to curriculum-based ideological and political education. To a certain extent, this has affected the implementation effect of the AVIVA teaching model. Therefore, teachers need to continuously improve their own quality and abilities, strengthen their learning and training in curriculum-based ideological and political education, and enhance their teaching proficiency in this aspect [9].

The implementation of the AVIVA teaching model requires the support of abundant teaching resources and good teaching conditions. Nevertheless, some application-oriented universities have certain deficiencies in terms of teaching resources and conditions, such as inadequate teaching facilities and insufficiently rich teaching resources. This has restricted the implementation effect of the AVIVA teaching model to a certain degree. Therefore, universities need to increase investment in teaching resources and conditions, improve teaching facilities, enrich teaching resources, and provide sound support for the implementation of the AVIVA teaching model.

The implementation of the AVIVA teaching model also calls for the establishment of a scientific and reasonable teaching evaluation and assessment system [10]. However, the current teaching evaluation and assessment system still has some problems, such as unscientific and unreasonable evaluation indicators and insufficiently diversified evaluation methods. This has affected the implementation effect of the AVIVA teaching model to some extent. Therefore, universities need to further improve the teaching evaluation and assessment system, establish scientific and reasonable evaluation indicators and methods, and conduct a comprehensive evaluation of students' learning outcomes.

Students are required to participate actively and engage in independent learning. However, some students

have inadequate learning attitudes and habits, such as low learning enthusiasm and insufficient autonomous learning ability. To a certain extent, this has impacted the implementation effect of the AVIVA teaching model. Therefore, teachers need to focus on cultivating students' autonomous learning ability and good learning habits, stimulate students' interest and enthusiasm for learning, and improve their learning effects.

6. Conclusion

The application of the AVIVA teaching model in foreign language courses at application-oriented universities can effectively enhance students' foreign language proficiency and ideological and political literacy, realizing the organic integration of knowledge imparting and value guidance. The AVIVA teaching model emphasizes student-centeredness, focuses on the interactivity and practicality of the teaching process, and can effectively stimulate students' learning interest and initiative, thereby improving their comprehensive abilities.

At the same time, during the implementation of the AVIVA teaching model, factors such as teachers' quality and capabilities, teaching resources and conditions, teaching evaluation and assessment, as well as students' learning attitudes and habits have exerted a certain impact on the teaching effect. Therefore, teachers need to continuously improve their own quality and abilities; universities need to increase investment in teaching resources and conditions, further optimize the teaching evaluation and assessment system, and focus on cultivating students' autonomous learning ability and good learning habits to improve teaching quality. It is necessary to combine the AVIVA teaching model with curriculum-based ideological and political education, explore the application strategies of the AVIVA teaching model in foreign language courses at application-oriented universities, and verify its effectiveness in enhancing students' foreign language proficiency and ideological and political literacy through specific teaching practice cases.

However, this study has limitations such as a small research sample and a short research duration, which have affected the comprehensiveness and reliability of the research results to a certain extent. In future research, efforts should be made in the following aspects, including expanding the research sample by selecting different types of universities and students to improve the reliability and universality of the research results; extending the research duration to conduct long-term follow-up studies on the implementation effect of the AVIVA teaching model, so as to further verify its effectiveness in enhancing students' foreign language proficiency and ideological and political literacy; conducting in-depth research on the application of the AVIVA teaching model in other discipline courses, and exploring its application strategies and effects in different subject courses; further improving the teaching evaluation and assessment system, establishing scientific and reasonable evaluation indicators and methods, and conducting a comprehensive evaluation of students' learning outcomes.

Through these research efforts, more references can be provided for the curriculum reform of application-oriented universities, and the improvement of the quality of education and teaching in application-oriented universities can be promoted.

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