

Teaching Design of Ideological and Political Education in College English Curriculum in Civil Aviation Vocational Colleges Based on the “Three-Approach and Three-Style” Paradigm

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Abstract: This paper first provides an overview of the “Three-Approach and Three-Style” paradigm^[1], and then analyzes the principles of ideological and political education teaching design in college English courses in civil aviation vocational colleges based on this paradigm. Finally, it elaborates on the practical strategies for ideological and political education teaching design in college English courses in civil aviation vocational colleges from aspects such as constructing the teaching content of English courses with ideological and political elements, cultivating students’ professional ethics and qualities, and innovating the teaching methods of English courses with ideological and political elements^[2]. The aim is to enable students to enhance their comprehensive qualities through the ideological and political education in these courses.

Keywords: “Three-Approach and Three-Style” paradigm; Civil aviation vocational colleges; Ideological and political education in college English courses

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1. Overview of the “Three-Approach and Three-Style” paradigm

Centered around the core concept of “imparting moral principles through teaching, cultivating virtues through teaching, and making learning enjoyable through teaching,” this paradigm ingeniously integrates ideological and political education elements into professional courses, aiming to cultivate civil aviation talents who possess both professional skills and noble moral characters.

The concept of “Three-Approach,” namely imparting moral principles through teaching, cultivating virtues through teaching, and making learning enjoyable through teaching, emphasizes that in the teaching process, teachers should not only impart knowledge but also guide students to comprehend principles, cultivate virtues, and enjoy the pleasure of learning.

The “Three-Style” techniques, namely the “finishing-touch” style, the “special-topic integration” style, and

the “element combination” style, provide specific approaches for integrating ideological and political education into professional courses ^[1].

2. Principles of teaching design

2.1. Adherence to the Principle of Integration

In the ideological and political teaching design of college English courses in civil aviation vocational colleges, ideological and political education elements should be deeply integrated with the content of college English courses, rather than simply being superimposed ^[3]. Teachers should explore the ideological and political connotations in English textbooks, such as professional spirit and international vision, and combine them with civil aviation professional knowledge to form ideological and political teaching content with civil aviation characteristics ^[2].

2.2. Adherence to the Principle of Targeting

In light of the characteristics and needs of students in civil aviation vocational colleges, teachers should design ideological and political teaching content that conforms to the professional background of civil aviation vocational colleges and the future development of students. For example, by using materials such as civil aviation industry cases and international aviation regulations, students’ professional identity and legal awareness can be enhanced.

2.3. Adherence to the Principle of Enlightenment

During the process of English ideological and political teaching, teachers should focus on inspiring students’ thinking and cultivating their critical thinking and problem-solving abilities ^[4]. Through interactive methods such as group discussions and role-playing, teachers can guide students to think deeply about issues, such as professional ethics and social responsibility in the civil aviation industry, enabling them to form their own insights.

2.4. Adherence to the Principle of Practicality

When designing courses, teachers should combine the practical teaching resources of civil aviation vocational colleges and design practical ideological and political teaching activities. For instance, organizing students to visit civil aviation enterprises and participate in volunteer services can allow students to experience the significance of ideological and political education in practice, thereby improving their professional qualities and sense of social responsibility.

2.5. Adherence to the Principle of Innovation

Teachers should continuously explore and innovate the methods and means of ideological and political teaching. For example, by utilizing new media technologies and virtual reality technologies, the attractiveness and appeal of ideological and political teaching can be enhanced, making ideological and political education more relevant to students’ learning needs and daily lives ^[3].

3. Practical strategies for teaching design

3.1. Three-approach

3.1.1. Imparting moral principles through teaching

- (1) Building a curriculum ideological and political resource library to enrich teaching resources

To ensure the richness of curriculum resources, teachers should rely on the curriculum characteristics and resource advantages of civil aviation vocational colleges. Closely centered around the uniqueness of the civil aviation industry, they need to develop an online resource library that combines professionalism with ideological and political elements. This resource library should cover a wide range of rich materials, including the history of civil aviation development, industry norms, safety culture, international civil aviation cooperation, deeds of civil aviation heroes, and the contemporary spirit of civil aviation. Moreover, these materials should be presented in various forms, such as videos, audios, and pictures, forming a series of teaching resource packages that are closely related to the course content and have distinct ideological and political elements. This can solve the problem of the lack of industry ideological and political materials in traditional English textbooks. It not only provides support for teachers' teaching but also offers students rich and diverse learning materials ^[4].

- (2) Integrating ideological and political elements with curriculum content to improve the teaching system

In the design of curriculum content, teachers should focus on closely integrating ideological and political elements with civil aviation professional knowledge to achieve in-depth integration. When designing the curriculum, teachers should conduct an in-depth analysis of the course knowledge content, identify the integration points between ideological and political elements and the curriculum content, and naturally integrate the ideological and political elements into all aspects of English teaching. At the same time, in line with the key points of curriculum ideological and political education, they should improve the curriculum content system centered on the cultivation of English listening, speaking, reading, writing, and translation skills. This ensures that students can not only master professional knowledge but also receive profound ideological and political education ^[5].

- (3) Conducting the construction of curriculum ideological and political content based on the "One core, two mainlines, and three dimensions"

In the construction of curriculum ideological and political education, teachers should clarify the core of practicing socialist core values and integrate this concept throughout the entire process of educational teaching, including curriculum outlines, teaching plans, teaching processes, and teaching evaluations. At the same time, two main lines should be established: one is to promote patriotism. By narrating the development history, achievements, and contributions of Chinese civil aviation, students' patriotic enthusiasm can be inspired; the other is to cultivate cross-cultural competence. By comparing the cultures and service concepts of the domestic and international civil aviation industries, students' international perspectives and cross-cultural communication abilities can be enhanced. On this basis, starting from three dimensions-value shaping, the imparting of humanistic knowledge, and the cultivation of language communication, the cultivation of students' ideological and political qualities and humanistic qualities should be comprehensively strengthened. This helps to enhance their professional sense of responsibility, social sense of responsibility, and moral sense, enrich their understanding of civil aviation industry culture, improve their practical language application abilities, and lay a solid foundation for their future career development ^[6].

- (4) Continuously optimizing curriculum resources to improve the effectiveness of ideological and political

teaching

To ensure the continuous improvement of the effectiveness of ideological and political teaching, teachers should regularly update and optimize curriculum resources. With the development of the civil aviation industry and the new requirements of ideological and political education, teachers should promptly incorporate new ideological and political elements and professional knowledge into curriculum resources, ensuring that the course content remains timely and cutting-edge. At the same time, combined with feedback from practical teaching and teaching effect evaluations, continuous improvements and refinements should be made to the curriculum resources to ensure the continuous enhancement of the effectiveness of ideological and political teaching. This can not only guarantee the timeliness and pertinence of curriculum resources but also provide students with a higher-quality and efficient English learning experience ^[7].

Case: In the college English courses of civil aviation vocational colleges, teachers select English materials related to aviation safety, such as the safety guidelines of the International Civil Aviation Organization (ICAO), and integrate ideological and political education elements into the teaching. For example, when explaining the theme of “Air Traffic Safety,” teachers not only analyze the professional terms and sentence structures in the English original text but also guide students to think about the importance of aviation safety for the country and the safety of people’s lives and property, as well as the responsibilities and missions that civil aviation practitioners should bear. Through role-playing, students use English to simulate the handling process of aviation safety incidents. This not only exercises their English application abilities but also enhances their safety awareness and sense of social responsibility, achieving the goal of “imparting moral principles through teaching” ^[8].

3.1.2. Imparting virtues through teaching

(1) Creating professional ethics scenarios to enhance students’ professional ethics awareness

To cultivate students’ professional ethics awareness, teachers should simulate real scenarios in civil aviation work, such as flight delay handling and passenger complaint response. Let students play different roles in these scenarios to experience the importance of professional ethics in actual work. In this way, students can enhance their professional ethics awareness in practice and clarify their responsibilities and commitments in the civil aviation industry ^[9].

(2) Holding professional ethics English debates to improve students’ professional ethics cognition

Various complex situations may arise in civil aviation work. Teachers should utilize college English classes to organize English debates with professional ethics as the theme. Through debates, students can deeply explore professional ethics issues in the civil aviation industry, such as honest service and safety responsibility. This helps deepen students’ cognition and understanding of professional ethics, exercise their English expression abilities, and at the same time promote the improvement of their professional ethics literacy ^[10].

(3) Organizing professional ethics practice activities to elevate students’ professional ethics literacy

Students in civil aviation vocational colleges will eventually enter the job market. To endow students with good moral qualities, teachers should encourage them to participate in volunteer services and social practice activities in the civil aviation industry, putting professional ethics concepts into practice. Through practical activities, students can personally experience the specific application of professional ethics in the civil aviation industry, cultivate their sense of social responsibility and dedication spirit, and enhance their professional ethics literacy ^[11].

Case: In the “College English 3” course, the teacher designed a teaching activity named “Civil Aviation Ethics Simulation”. Students were divided into different groups to simulate civil aviation work scenarios, such as airport security checks and flight scheduling, and incorporated professional ethics challenges into these simulations ^[12]. For example, in the security check simulation, one student played the role of a passenger trying to carry prohibited items on board, while another student played the role of a security checker and used English to dissuade the passenger: “Sir, according to the regulations, this item is prohibited from being carried on board. Please cooperate with our work.” Through such simulation drills, students not only exercised their English communication abilities but also gained a deeper understanding of the importance of professional ethics in civil aviation, such as a sense of responsibility and integrity, achieving the teaching goal of imparting virtues through teaching ^[13].

3.1.3. Making learning enjoyable through teaching

(1) The pre-study, discussion, and feedback cycle teaching method

To ensure students’ learning quality, teachers should adopt the pre-study, discussion, and feedback cycle teaching method to enable students to form a virtuous learning cycle. Before class, teachers release pre-study materials related to the civil aviation professional spirit to guide students to have a preliminary understanding of the classroom theme. During class, through group discussions or class seminars, students are encouraged to deeply explore the ideological and political elements in the pre-study materials, promoting the collision of ideas and knowledge internalization. After class, students are encouraged to write learning reflections or provide online feedback. Teachers then organize and analyze the feedback to provide directions for improvement in the next round of teaching. Thus, this cycle teaching method not only strengthens students’ pre-study effects but also promotes the deepening of ideological and political education through discussions and feedback ^[14].

(2) The situational simulation and role-play interactive teaching method

In ideological and political education, teachers should attach importance to perception and experience. Through the situational simulation and role-play interactive teaching method, students’ good virtues can be cultivated. In English teaching, teachers should simulate civil aviation work scenarios and let students play different roles for interaction. This enables students to deeply comprehend the essence of ideological and political education in practice and exercise their language expression and emergency response abilities.

(3) The ideological and political theme project-based learning method

In the ideological and political teaching of college English courses, teachers should give full play to students’ initiative and involve them in learning practices. For this purpose, teachers should design a series of project-based learning tasks centered around ideological and political themes, allowing students to work in groups around the theme to jointly complete the projects, such as planning a themed speech or making a micro-film. In this way, during the process of project-based learning, students can not only deepen their understanding of ideological and political content but also cultivate their team collaboration abilities, innovative thinking abilities, and practical abilities.

Case: In the classroom of “College English 3”, the teacher set up a “Civil Aviation English Corner” to create a relaxed and pleasant English communication environment and enhance students’ language abilities and ideological and political literacy. During the activity, students discussed the theme of “Global Aviation Trends and Challenges” in English. For example, Student A shared: “Technological advancements, such as autonomous

drones, are revolutionizing the aviation industry.” However, Student B retorted: “However, human factors, like pilot training and safety culture, remain crucial for flight safety.” Through this debate activity, students not only exercised their oral English in English communication but also incorporated ideological and political education related to civil aviation safety and responsibility into the discussion. Making learning enjoyable has achieved remarkable results.

3.2. Three-style

Taking the textbook *New Direction: Civil Aviation -- Characteristic College English* as an example, through the “finishing-touch” style, “element-combination” style, and “special-topic embedding” style, students can understand the necessary knowledge, skills, and psychological preparations during the transition from college students to job positions^[5]. This helps improve students’ extensive reading ability, enabling them to summarize the main idea of a text and extract the theme by using topic sentences and skimming techniques^[11].

Enable students to learn the necessary knowledge, skills, and psychological preparations as airline employees: Students will learn the knowledge, skills, and psychological preparations required for airline employees. They will also learn vocabulary related to airline services and be able to read and understand the basic materials about airline staff qualifications.

Understand the causes, impacts, and countermeasures of flight delays and cancellations: Students will understand the reasons, impacts, and countermeasures for flight delays and cancellations, and master the English expressions related to flight delays and cancellations.

Cultivate various qualities and abilities: Cultivate students’ sense of responsibility, empathy, service awareness, good communication skills, teamwork, and problem-solving abilities. Also, enhance their service qualities in service-oriented and safety-related occupations, improve their cross-cultural communication levels, and temper their scientific spirit, labor spirit, and innovative spirit^[12].

3.3. Evaluation guidance: Improve college English teaching evaluation and further optimize English ideological and political teaching

- (1) Build a diversified evaluation content to ensure the comprehensiveness of the evaluation

To better understand the teaching design effect of ideological and political education in college English courses in civil aviation vocational colleges based on the “Three-Approach and Three-Style” paradigm, the evaluation content should be closely related to the goals of curriculum ideological and political education. Combine moral education with intellectual education and build multi-dimensional indicators such as students’ learning attitudes, classroom performances, compliance with rules, teamwork, international perspectives, and civil aviation spirits. This ensures the comprehensiveness and scientific nature of the evaluation.

- (2) Enrich evaluation methods to form comprehensive evaluation information

The evaluation of the ideological and political teaching design of college English courses in civil aviation vocational colleges based on the “Three-Approach and Three-Style” paradigm should be diversified to form comprehensive and objective evaluation information. In addition to the traditional final exam evaluation, teachers should also pay attention to formative evaluation, such as daily observations, homework analyses, and classroom interactions^[13].

- (3) Build a diversified evaluation subject to promote the continuous optimization of English curriculum ideological and political education

To ensure the objectivity of the evaluation, teachers should build a diversified evaluation subject group consisting of teachers, students, and domestic and foreign peers. Teachers should act as the leaders of the evaluation, comprehensively assessing students' learning attitudes, classroom performances, etc. Students should participate in peer evaluations and self-evaluations to cultivate their self-reflection and critical thinking abilities ^[14].

4. Conclusion

The teaching design of ideological and political education in college English courses in civil aviation vocational colleges based on the “Three-Approach and Three-Style” paradigm not only enriches the connotation of English teaching but also takes a solid step in cultivating compound talents with international perspectives and civil aviation spirits. By integrating ideological and political education into English teaching, teachers not only improve students' language abilities but also subtly shape their correct worldviews, outlooks on life, and values. With the continuous deepening of educational reforms, teachers should continuously promote the organic combination of English teaching and ideological and political education, contributing to the cultivation of high-quality skilled talents with international perspectives, civil aviation spirits, and ideological and political literacy ^[15].

Disclosure statement

The author declares no conflict of interest.

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