

Exploration of Ideological and Political Practice in Foreign Literature Courses in Universities in the New Era

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Abstract: In the Chinese language and literature major of ordinary universities, foreign literature is the degree course and core backbone course, as well as an important battlefield for carrying out ideological and political education in courses. In the teaching process, teachers must integrate ideological and political elements from both domestic and foreign perspectives, into the teaching process and content of foreign literature from a cross-cultural perspective, to achieve a diverse unity of value shaping, knowledge transmission, and ability cultivation, and fully appreciate the educational value of foreign literature courses. Based on this, this article first analyzes the necessity of ideological and political construction in foreign literature courses, and then based on the author's practical experience, explores the path of ideological and political practice in foreign literature courses in universities in the new era from different perspectives, aiming to provide reference for the promotion of ideological and political education in courses and the implementation of foreign literature teaching.

Keywords: New era; Universities; Foreign literature; Course ideological and political education; Practice

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1. Introduction

In the traditional sense, ideological and political courses tend to focus more on the construction of quality and spiritual systems in content and belong to the “superstructure” in higher education, which plays an important promoting role in shaping the ideological system of students. However, its ideological and theoretical nature is strong, making it difficult for knowledge internalization in many students. In the process of promoting moral education and talent cultivation, we should not only exert importance on the construction of ideological and political courses, but also the development of ideological and political teaching in courses, to further expand the channels of ideological and political education, enrich the forms of ideological and political education, and promote the construction of student ideological systems from more perspectives. Especially in the process of teaching foreign literature, which is the core course of the Chinese Language and Literature major in ordinary universities, it is necessary to leverage the disciplinary advantages, deepen the integration level of ideological

and political education and disciplinary teaching, enrich the integration forms of ideological and political education and disciplinary teaching, and combine ideological and political education with the entire process of disciplinary teaching.

2. The necessity of ideological and political construction in foreign literature courses

2.1. Classic foreign literary works possess rich humanistic connotations

Many classic foreign literature works are included in the foreign literature curriculum, which have rich humanistic connotations. From the perspective of teaching content, the advantages of carrying out ideological and political construction in the curriculum are very prominent. For example, European literature occupies an important position in the curriculum and to some extent reflects the spirit of modern European literature and art, as well as humanistic concepts. Under the concept of ideological and political education in the curriculum, optimizing the construction of course content and guiding students to dialectically understand the spiritual and ideological connotations in European literary works can not only enrich their cultural knowledge but also broaden their view of perspective ^[1]. The origins of European literature are Hebrew Christian literature and ancient Greek Roman literature. They are known as the “Two Wishes” tradition in literary history and are the fundamental source of the artistic spirit and humanistic concepts of European modern literature. Starting from the Renaissance, literary phenomena such as humanistic literature, classical literature, and enlightenment literature have emerged in some major European countries, gradually forming a development model of successive ideological trends and schools in the history of European literature. These trends and schools of thought carry profound humanistic concepts, serving as carriers of people’s thoughts and spirits.

Literature, known as the history of the human soul, is the carrier of these trends and schools of thought, which can deeply reflect people’s thoughts and spirits. By reading and studying foreign literary works, students can understand the themes of human and destiny in ancient Greek literature, and perceive the profound patriotic emotions carried by medieval heroic epics ^[2]. For example, the depiction of “century sickness” in Chardonnay’s literary works, the portrayal of human dilemma in Goethe’s Faust, Rousseau’s interpretation and praise of human free emotions, Shakespeare’s presentation and exploration of the complex inner world of humanity, Dante’s longing and pursuit of love and knowledge in his Divine Comedy, and Hemingway’s depiction and praise of the “tough guy spirit”... Guiding students to read these classic works will perceive their spiritual connotations, and helping them integrate the accumulation of literary knowledge with the construction of ideological systems is feasible and necessary, which is conducive to the advantages of subject teaching content and the achievement of diversified teaching goals ^[3].

2.2. Foreign literature is a reflection of foreign literary culture

From a knowledge perspective, foreign literature courses need to guide students in studying the literary history of countries other than China systematically. From the cultural perspective, foreign literature courses need to guide the understanding of foreign literature and culture while helping the readers absorb the essence. The course incorporates a large number of European and American literary works, which are the creative achievements of the entire literary development stage from ancient Greek and Roman literature to symbolism, magical realism, etc., forming a rich landscape of world literature. As some scholars have pointed out, Chinese cultural classics are precious as they can provide students with rich life experiences and help them shape their character. However, those who hope to fully understand themselves should not be limited to learning their own culture but should approach literature from a broader perspective. Studying literature cannot be separated from exploring Western literature. It is the history of the hearts of Westerners and also a precious treasure of all

humanity. Among them, there are excellent works that can showcase the mysterious, profound, and vast spiritual world^[4]. It can be said that these excellent works present students with a different realm and beauty from Chinese literature. Implementing ideological and political education in the process of teaching foreign literature, guiding students to read these excellent works, understand other cultures and literature, and use the mirror of others to reflect on themselves, helps students to have a more comprehensive understanding of themselves, a deeper understanding of Chinese culture and literature, can promote the formation and development of critical thinking in students, and can encourage students to view foreign culture correctly and rationally^[5].

2.3. Cultural inheritance can promote the construction of a socialist spiritual civilization

The teaching of foreign literature courses in universities is not only the transmission of knowledge, but also the inheritance of excellent world literary and cultural heritage. Based on a new historical perspective, endowing foreign classic literary works with new historical significance and allowing them to “live in the present” can not only encourage students to understand the content of foreign literature courses from a new perspective, but also help shape their correct view on life, world, and values^[6]. Therefore, promoting the teaching of foreign literature courses, inheriting this common cultural heritage belonging to all mankind, and opening up a cultural treasure trove for students to learn from, is of great significance for the construction of socialist spiritual civilization. When using curriculum teaching as a carrier to promote the construction of socialist spiritual civilization and modernization, it is necessary to fully recognize the reference value of humanistic spirit, artistic forms, and ideological content in foreign literature^[7]. Teachers should combine the characteristics of the new era, integrate foreign literature teaching with curriculum ideological and political education, and carefully explore various problems that arise during the integration process of the two.

3. The path of ideological and political practice in foreign literature courses in universities

3.1. Transforming the concept of ideological and political education

In the process of constructing ideological and political education in foreign literature courses in universities, it is necessary to clarify the dialectical relationship between “ideological and political education” and “curriculum” from the perspective of educational philosophy. Based on subject teaching, effective ideological and political education should be carried out, guiding students to distinguish between the mainstream and tributaries of social life, insight into the surface and essence of social problems, and promote them to form correct value orientations and ideological concepts^[8]. This is an in-depth exploration of the “ideological and political” elements in the “curriculum”, and also an effective display of the educational and educational role of the “curriculum.” From the perspective of ideological and political education in the curriculum, the objectives of foreign literature courses are more diversified, requiring students to absorb the nutrients of foreign literature at the level of values and literary concepts, strengthen the training of writer’s work analysis and literary phenomenon research abilities at the level of abilities, and emphasize the educational role of the curriculum. In fact, in daily teaching activities, some teachers are still more inclined to cultivate academic abilities and impart professional knowledge, thus the phenomenon of “neglecting value guidance and emphasizing knowledge imparting” is more common^[9]. As the group of teachers with the most concentrated dialogue and direct contact with students, professional course teachers should become the backbone of promoting ideological and political education in the curriculum. Especially for foreign literature teachers, should conduct in-depth research on the characteristics of the course content, and actively enhance their educational awareness and abilities, as they play a leading role in the construction of ideological and political education in the curriculum. This requires foreign

literature teachers to continuously improve their Marxist theoretical level, enhance their Marxist theoretical foundation, and master the ability to analyze and solve problems using Marxist methods, and viewpoints. Teachers should fully exercise the ability to carry out ideological and political education in the curriculum, improve the awareness of integrating ideological and political education into daily teaching, and enrich the methods and experiences of integrating ideological and political education into daily teaching ^[10].

3.2. Integrating knowledge objectives with curriculum ideological and political objectives

Foreign literature teachers in universities integrate ideological and political elements into the entire process of daily teaching in a silent way, achieving the coupling of systematic curriculum and ideological and political education. The key lies in reshaping teaching objectives ^[11]. Teachers should be, combine scientific characteristics, integrate knowledge objectives with curriculum ideological and political objectives based on the latest information, and provide directional guidance for the development of teaching activities. Specifically, to effectively integrate knowledge objectives with curriculum ideological and political objectives, the following points need to be done well:

- (1) First, taking the revision of curriculum standards as the starting point, it effectively integrates ideological and political objectives into the teaching objectives module and guides the teaching objectives with the fundamental goal of cultivating morality and talent ^[12]. Generally speaking, the target system of foreign literature courses in universities in this new era needs to cover three major educational goals:
 - (a) Cultural inheritance and critical thinking cultivation goals required by subject teaching.
 - (b) National sentiment, national consciousness, political and cultural identity goals required by ideological and political education in the curriculum.
 - (c) The exchange and cooperation, green development, openness and inclusiveness, and international vision cultivation goals required for the development of globalization.
- (2) Second, with the three major educational goals in mind, foreign literature teaching in universities should be guided, and the ideological and political elements of the curriculum should be implemented in a planned and focused manner in each teaching session and part of the teaching content. This can promote the orderly and effective development of ideological and political construction in foreign literature courses and align the talent cultivation model with the needs of socialist spiritual civilization construction and the needs of talent cultivation in the new era ^[13].

3.3. Exploring the ideological and political elements in the curriculum

Promoting the ideological and political construction of foreign literature courses in universities focuses on exploring ideological and political elements. The term “excavation” refers to the teacher’s re-understanding and re-sorting of the teaching content during the lesson preparation process. The implementation subject is the teacher, and the result reflects the teacher’s understanding of ideological and political knowledge and foreign literature knowledge. When guiding students to learn foreign literary works, teachers should attach importance to the analysis of teaching content, be good at discovering the ideological and political education content contained therein, naturally integrate it with foreign literary knowledge, achieve a seamless connection between curriculum ideological and political education and foreign literary knowledge teaching. This is the highest level pursued by the ideological and political education curriculum. Teachers can use various forms to integrate ideological and political elements into classroom teaching through various channels and help students learn the essence of literature absorbed into themselves. For example, in guiding students to study the value of ancient

Greek mythology, the teachers can rely on new media technology to optimize classroom discussion forms and case presentation methods, to inspire students' thinking, encourage them to absorb the cultural essence of ancient Greek mythology in the process of active exploration and mutual discussion, and finally applied it in daily lives ^[14].

3.4. Improve the system of teaching evaluation standards

Teachers of foreign literature courses in universities should pay attention to the guiding role of teaching evaluation results in the reformation of the ideological and political construction path of the curriculum. They should integrate knowledge goals, ability goals, and ideological and political goals into the teaching evaluation standard system. At the same time, teachers evaluate the comprehensive development of students and comprehensively understand the progress of course implementation and the applicability of teaching models while providing necessary data support for the improvement of teaching processes and content. Generally speaking, the evaluation standard system for foreign literature teaching in universities from the perspective of ideological and political education needs to include the following aspects:

- (1) First, there will be an evaluation based on different aspects such as learning attitude, patriotism, and critical thinking development. Teachers need to improve the evaluation content system based on these perspectives, striving to make the evaluation results comprehensively and objectively reflect the development of students' thoughts and emotions.
- (2) Second, there will be student self-evaluation, peer evaluation and other evaluation methods. Teachers need to obtain more comprehensive data through the comprehensive application of these evaluation methods, to draw a self-portrait of students, understand their progress and shortcomings in knowledge, skills, ideological qualities, etc., and guide them to find improvement methods and approaches.
- (3) Finally, it is the integration of process evaluation and outcome evaluation. Teachers should analyze the learning process and results of students, and accurately understand their learning process and performance in learning foreign literature, to timely identify problems in the construction of ideological and political education in the curriculum before improving and solving them ^[15].

4. Epilogue

In summary, the construction of ideological and political education in the curriculum is a long-term process that requires dynamic adjustment. Teachers need to continuously improve their awareness and ability to integrate ideological and political education into daily teaching, to highlight the value orientation of the curriculum and play a more positive role in the construction of student ideological systems.

Disclosure statement

The author declares no conflict of interest.

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