

Exploration of Practical Approaches for the Reform of Curriculum-Based Ideological and Political Education in Foreign Language Majors

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Abstract: Ideological and political education holds an important position in the higher education system. In the context of globalization, foreign language teaching should not only focus on the development of language skills but also integrate ideological and political education. It is essential to utilize the educational functions of emotional attitudes, knowledge capabilities, and values within the curriculum to cultivate foreign language students' knowledge, skills, and correct values. This integration aims to enhance students' ideological and political literacy as well as their humanistic literacy, thereby promoting their comprehensive development. This study explores the essence of curriculum-based ideological and political education and, in light of the favorable conditions for the reform of ideological and political teaching in foreign language courses, investigates the practical approaches and strategies for the reform of ideological and political education in foreign language curricula. Research indicates that clearly defining teaching objectives, strengthening the overall planning of curriculum-based ideological and political education, optimizing teaching content, innovating teaching methods, and leveraging the roles of diverse participants are effective approaches and strategies for reforming ideological and political education in foreign language professional courses. This study can provide effective theoretical support and practical references for the reform of foreign language courses, promoting the dual enhancement of students' language abilities and ideological and political literacy.

Keywords: Foreign Language majors; Curriculum-based ideological and political education; Teaching reform; Approaches and strategies

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1. Introduction

With the acceleration of globalization, the importance of foreign language learning has become increasingly prominent. It is not only a tool for communication but also a bridge to understanding and integrating into the world. However, the challenges facing foreign language education have also increased. Simply focusing on the development of language skills is no longer sufficient to meet the demand for composite talents in the new

era. To address this, it has become urgent to integrate ideological and political education into foreign language professional courses. Curriculum-based ideological and political education can not only enhance students' language application abilities but also help them develop correct values and a sense of social responsibility.

This paper aims to explore the practical approaches for the reform of ideological and political education in foreign language professional courses. By combining theory and practice, effective teaching reform strategies that promote the deep integration of foreign language education and ideological and political education can be identified. In the dual context of globalization and national rejuvenation, cultivating foreign language talents with an international perspective and a sense of national pride has become an important goal of educational reform. Systematic analysis and practical exploration hope to provide valuable references and insights for the teaching reform of foreign language programs.

2. Connotation of curriculum-based ideological and political education

Curriculum-based ideological and political education refers to the implementation of ideological and political education in other disciplines while maintaining the foundational teaching of ideological and political theory courses. This approach provides a clear direction and specific requirements for talent development and the implementation of ideological and political education in universities. It aims to fundamentally practice the concept of innovative reform in talent cultivation, clearly defining goals such as what kind of talents to cultivate, who they are being cultivated for and ways to cultivate them.

When universities carry out curriculum-based ideological and political education, they must adhere to relevant course teaching principles and content, integrating ideological and political elements into them. This enhances the applicability of teaching plans, building ideological education and professional education into an organic whole and breaking down the barriers between the two. In professional classroom teaching activities, the educational concept of fostering virtuous talents should be fully and continuously integrated throughout the professional courses, thereby achieving the goal of educating students.

By incorporating ideological and political education into professional courses, universities can broaden the pathways and create a vast space for ideological and political education. This expands the scope of ideological and political education, overcoming the long-standing limitations of ideological and political education in universities. It also addresses more complex ideological and political education challenges, thereby improving the quality and effectiveness of ideological and political education in universities^[2].

3. Favorable conditions for the reform of curriculum-based ideological and political education in foreign language majors

The reform of ideological and political education in foreign language courses is an inevitable trend under the education background of a new era. This is because foreign language education naturally has certain advantages and favorable conditions in the realm of ideological and political education. As a humanities discipline, foreign language education transcends material aspects and stands in contrast to mere skills, focusing more on the spiritual aspects of human beings. Within foreign language education, there is a wealth of content related to moral ethics, philosophical reasoning, and humanitarian concerns, encompassing educational materials linked to emotions and values.

In implementing ideological and political education in the training of foreign language talents, there is

natural resource support. In cultivating foreign language professionals, it is essential to clearly define the purpose of such training, helping students establish correct cognitive concepts, fostering a sense of social responsibility, and cultivating a deep affection for China. This approach aims to broaden students' horizons and enhance their moral standards. The cultivation of humanistic spirit, scientific spirit, innovative spirit, and cooperative spirit equips students with the duties of being talents of the new era, improving their basic disciplinary literacy^[3].

Foreign language education courses contain abundant value connotations and humanistic materials. In the ideological and political education of foreign language courses, there is substantial resource support, providing a foundation and direction for the construction of professional content and the reform of ideological and political education practices. In the practical activities of foreign language teaching, the integration and deep penetration of language learning with ideological and political education elements are easily achieved. Through the organic combination of language knowledge and ideological and political elements, the carrier function of language education can be effectively utilized^[4].

Language, as a symbolic system, enables the expression of human emotions and thoughts, facilitating the transmission and sharing of information. Learning about other cultural backgrounds also requires the assistance of language as a tool. Through the use of language, people come to understand and transform the world. Thus, the process of learning a language and improving language skills is essentially a process of cognitive development regarding the world.

From this perspective, in the knowledge acquisition and accumulation within foreign language studies, students' cognitive levels and thinking abilities are enhanced. By integrating elements such as China's mainstream values into the curriculum of foreign language education, it becomes possible to incorporate educationally valuable cases and materials into the teaching of language knowledge and skills. This strengthens the training of students' professional knowledge and skills, allowing them to consolidate what they have learned in listening, speaking, reading, and writing during foreign language instruction, thus enriching the content of their learning.

The depth and breadth of foreign language education are further expanded, gradually advancing the reform process within this field. As a result, foreign language education gains richer connotations, effectively bridging the gap for ideological and political education, while enhancing the professional skill levels and ideological qualities of foreign language students^[5].

4. Approaches and strategies of reform and practice of curriculum-based ideological and political education in foreign language majors

4.1. Clarifying teaching objectives

The ideological and political education in foreign language courses can adopt a "divide and conquer" approach to clarify the educational objectives of ideological and political teaching within the foreign language courses. In the teaching materials for foreign language courses, the goals of different units vary. The vocabulary, exercises, and texts contain certain differences, requiring students to analyze the structure of articles, understand their connotations, and proficiently use the related words and phrases. This process aims to develop strong listening, speaking, reading, writing, translating, and language skills, thereby enhancing language proficiency.

The reform of ideological and political education in foreign language courses should redefine and specify the teaching objectives concretely, uncovering the inherent ideological and political elements. This involves linking the content of the texts with ideological and political education and conducting a detailed analysis of the

knowledge, skills, and ideological objectives of each unit. Based on these clear teaching objectives, students are encouraged to emphasize their subjectivity, further integrating ideological and political education into their learning of professional knowledge and skills. By leveraging the positive impacts of ideological and political education, students can achieve personal growth and development, fostering the correct concepts under the influence of these ideological elements.

In goal design, teachers should strategically integrate knowledge objectives, skill objectives, and ideological and political objectives into a unified framework. This integration helps cultivate students' correct moral, life values, and worldview, enabling them to improve their professional knowledge and skills in foreign languages and cultivate a positive attitude. With clear foreign language teaching goals, this approach accelerates the pace of foreign language education reform and improves the quality of foreign language education, ultimately nurturing foreign language talents suitable for the needs of the times ^[7].

4.2. Strengthening the overall planning of the curriculum-based ideological and political education

The practical implementation of ideological and political education in foreign language major courses should be planned from a macro perspective to design course ideological and political programs and strengthen professional construction. It is essential to arrange professional courses reasonably and conduct unified planning. Under overall arrangements, the role of foreign language majors' course ideological and political position should be leveraged, enhancing the construction and innovation level of specialized teaching. A comprehensive course on ideological and political systems should be established, gradually detailing methods, objectives, assessment methods, etc., to fully utilize the functions of the system.

A specialized team of teachers and lesson preparation groups dedicated to the reform of ideological and political education in foreign language major courses should be formed. These groups should focus on the teaching content of foreign language major knowledge, incorporating global issues, current politics, and content related to the core socialist values during lesson preparation. This approach aims to permeate and convey patriotic thoughts to students, creating a favorable environment for course ideological and political education, fostering a nurturing effect on students, promoting the development of their knowledge and skills, and achieving the goals of professional and ideological and political education.

The study of political theory should be integrated into the daily assessment system, ensuring that teachers fulfill their responsibilities for nurturing and educating students. From a holistic and long-term perspective, overall planning should be implemented to drive the educational reform of foreign language major courses, enhance the effectiveness, of course, ideological and political reform, address the shortcomings in the current talent training model of foreign language courses, broaden the approach to ideological and political education in foreign language courses, and fully utilize classroom implementation for foreign language education through education.^[8]

As many universities have implemented talent development strategies involving two campuses in two countries, the challenge of integrating ideological and political education into foreign language courses has increased. The reform of ideological and political education in foreign language courses must leverage the functions of the classroom, introducing case studies and organizing group discussion activities to jointly implement both professional and ideological education on the classroom front. This approach aims to enhance the feasibility of overall planning for ideological and political education.

In addition, foreign language course instructors need to obtain support from diverse educational stakeholders

and collaborate with counselors to better understand the current ideological characteristics of students, grasp their dynamics, and address their difficulties. They should help students overcome psychological and ideological issues and encourage them to improve their knowledge and professional skills while alleviating psychological challenges. It is crucial to gain a deeper understanding of the emergencies and challenges students face, strengthen their cultural confidence, and activate their fighting spirit.

Under the guidance of teachers, students should learn the principles of being a good person and consciously engage in the inheritance of their homeland's culture and the modernization construction of their country. This will enable them to become competent builders and successors of socialism^[9].

4.3. Optimizing teaching content

The quality and relevance of the teaching content are decisive factors in the ultimate effectiveness of foreign language major courses. They also have a direct impact on the outcomes of the reform of ideological and political education in these courses. As ideological and political education increasingly deepens in the curriculum development of non-political courses, educators must adhere to the principle of simplifying complexity. They should optimize and highlight the teaching content, improve its quality, and use high-quality content to build an effective curriculum-based ideological and political education classroom in foreign language majors at universities. It is essential to break through the constraints and limitations of textbook content, go beyond the text itself, and expand the educational scope with the textbook as the core. By diversifying and broadening the content of teaching materials, educators can enrich the resources for classroom instruction.

In the education of foreign language majors, some materials consist of original English texts that often implicitly convey the social norms, values, and unique ethical and moral ideas of Western countries. This can potentially interfere with or even negatively influence the thinking of students in Chinese universities, leading to changes in their perspectives under the impact of diverse ideologies. Therefore, in the ideological and political education of foreign language majors, it is crucial to optimize the teaching content and promote the reform of ideological and political education. This involves building a high-quality curriculum-based ideological and political education system, using textbook content as the foundational basis, and digging its humanistic connotations. Educators should incorporate appropriate themes to convey Chinese stories, helping students develop an understanding of China's excellent traditional culture. This approach encourages students to correctly view the differences between Chinese and Western cultures and fosters cultural confidence in Chinese culture^[10].

When introducing related content of Chinese stories, it is crucial to emphasize that the content should be relevant to the theme of the course, rather than blindly introducing Chinese stories and materials. It is essential to compare the theme content appropriately and use Chinese stories for comparison. Only through comparison can students recognize the distinctive features of Chinese culture and clearly understand the differences between Chinese and Western cultures. Teachers should act as practitioners of educational reform, rigorously reviewing and optimizing materials, simplifying complexity, and conveying Chinese stories to input Chinese thoughts and traditional culture into students' minds. In the use of extracurricular materials, it is important to conduct strict quality control and review, selecting authentic books, newspapers, periodicals, etc., to maintain the humanistic nature of extracurricular text materials, and mining valuable ideological and political elements to implement in foreign language education activities.

In the growth path of students, foreign language teachers should guide and instruct them, actively exploring the entry point for the reform of ideological and political education in foreign language major courses, finding the entry point during the preparation of lessons, and skillfully integrating ideological and political elements into

the teaching content. This approach leverages concealed educational elements, and pursues natural inspirational functions, enhancing the effectiveness of classroom teaching ^[11].

4.4. Innovating teaching methods

In the practice of educational reform of ideological and political education in foreign language professional courses, the teachers of foreign language majors should innovate in teaching methods and approaches, develop teaching programs and plans that meet the needs of the reform of foreign language professional course ideological and political teaching, implement ideological and political education activities based on the instructional model of integrating inputs and outputs, improve the level of teaching of foreign language majors, and present the community of knowledge, skills, emotions, and values in the foreign language professional program in the teaching classroom. Professional courses exert great importance on the output of the classroom. Teachers should innovate the classroom teaching methods in the planning and formulation of teaching methods, centering on the needs of the output of the classroom of curriculum-based ideological and political education in foreign language professional courses, constructing vivid and specific teaching situations, and using task-driven methods, problem-oriented methods and other classroom teaching methods to motivate students to exercise their knowledge and skills. In the process of accepting the knowledge education of foreign language majors, students will be influenced by the subtly and improve the quality of ideology and Politics ^[12]. Teachers are encouraged to give full play to the function of the curriculum-based ideological and political education in foreign language majors, transform the single course teaching of cultural output into the pluralistic teaching of cultural and value output, form the collision of Chinese and Western cultures, cultivate the students' discursive ability and thinking concepts, and prompt the students to establish self-confidence, firm cultural self-confidence, enhance patriotic cohesion, and improve their comprehensive literacy. For example, under the application of the task-driven method, teachers can set up discussion sessions and debates in the curriculum teaching of foreign language majors, and through speech contests, debates and other activities, students can take advantage of the task-driven role to excavate the values in the foreign language professional knowledge and produce values under the cultural inputs to firmly embrace the excellent traditional Chinese culture, take the initiative to pass on and carry forward the traditional culture in China, put the socialist core values into practice, and make the socialist core values into practice and realize personalized growth and development ^[13].

Teachers can combine the content of classroom teaching, find the entry point of values, set up group debate activities, speech activities, etc., while students are free to choose the method of value output, explore the content of classroom teaching and the objectives of the task, collect materials, complete the task, and improve the hands-on practical ability, social skills, language expression ability, and critical thinking ability in the exercise of knowledge and skills. Teachers of foreign languages should build a certain teaching situation to implement classroom education. They should dig out the elements of political thinking and promote the reform of political thinking in foreign language courses, for example, teachers can expand the teaching theme, set up political thinking questions, and let students think about the content of their studies with the introduction of the questions. For example, in the global governance system, through the introduction of China's policy attitude, students can enhance the system confidence and cultural confidence in the current political news and historical events of the problem situation, understand China's system and culture, cultivate a new era of talents with good comprehensive literacy, prompting the foreign language major's curriculum ideology and politics to play out the due nurturing value and function and to improve the comprehensive literacy of foreign language professionals ^[14].

4.5. Leveraging the roles of multiple entities

The main body involved in the teaching reform of the foreign language major's curriculum-based ideological and political education has a diversified character, and the implementation of the teaching reform of the foreign language major's curriculum-based ideological and political education should focus on utilizing the functions of the multiple main bodies and implement them into the actual educational reform. The curriculum-based ideological and political education is a systematic project that is covered in all the curricula, which requires that all the teachers and students participate in it together. In the educational reform of curriculum-based ideological and political education in foreign language majors, it is necessary to emphasize the participatory nature of the multiple subjects, and the multiple subjects, such as teaching administrators, party workers, teachers, and students in schools, should work together to implement the pedagogical reform of curriculum-based ideological and political education and promote the construction of curriculum-based ideological and political education in foreign language majors from multiple perspectives. Considering to include party affairs workers in universities, such as party committees, as key educational entities, they must become ideological leaders in the reform of ideological and political education in foreign language major courses. They should study political theories and develop and design a distinctive ideological and political education system for foreign language majors, fostering integration between party construction activities and educational teaching. Under the joint management of the party and government, practical project activities should be carried out to create organic collaboration across multiple stages, thus fully leveraging the roles of educational entities in nurturing students. Teachers should become planners and practitioners of the ideological and political education reform in the curriculum. They need to possess strong moral education abilities, enhance their awareness of moral education, and utilize the functions of foreign language teachers to promote the teaching reform process of ideological and political education in foreign language courses. This requires a strong sense of responsibility, as they actively integrate the value orientation of ideological and political elements into classroom teaching across various aspects, such as the selection of teaching materials, the infiltration of value concepts, the cultivation of professional skills, and the training of competencies.

Teachers must ensure that they possess sufficient theoretical knowledge, cultural confidence, and ideological and political literacy. In their teaching activities, they should utilize ideological and political elements to provide individualized guidance and education to students. Through the exemplary role of teachers, they can encourage students to establish correct value perceptions and effectively cultivate students' good ideological and political literacy in an environment where education is imparted through virtue. Foreign language teachers should actively engage in communication and exchange, sharing knowledge and interacting culturally. A specialized training and exchange mechanism tailored for foreign language teachers should be established, inviting experts and scholars from the industry to conduct technical guidance, academic discussions, and themed seminars. This will help to infuse the concepts, thinking, and mechanisms of ideological and political education into the training of educators, promoting academic sharing, theoretical exchange, and experience sharing among teachers. Additionally, a case library for ideological and political education should be constructed, where outstanding teachers share typical cases and experiences, enhancing communication among educators. This will further consolidate the effectiveness of educational reforms in ideological and political education, thereby maximizing the primary functions of teachers

The subjectivity of students is irreplaceable and cannot be overlooked. Students should assume the primary role in the reform of ideological and political education in foreign language major courses, activating their subjective initiative and tapping into their internal learning potential. They should engage in the acquisition

of professional knowledge and skills, the cultivation of emotions and value concepts, and the enhancement of moral and political literacy. Students should become proactive explorers of ideological and political knowledge, transforming their passive status and participating in the practical reform of ideological and political education in foreign language courses. Together with teachers, they should strive to improve themselves in knowledge, abilities, value sentiments, and other aspects. Under the strategic guidance of teachers, students should develop self-construction awareness and capabilities, gradually advancing the construction of their systems, fostering inner resonance, and enhancing professional capabilities and ideological and political literacy through self-reshaping. Exemplary students and key minority talents in the student population should be targeted for cultivation within the reform of ideological and political education in foreign language courses. This will create peer education functions and demonstration-driven effects, constructing a strong ideological and political atmosphere ^[15].

5. Conclusion

This study explored the essence of ideological and political education in courses, combined with the favorable conditions for the reform of ideological and political education in foreign language major courses, and investigated the practical approaches and strategies for such reform. The research demonstrates that specifying teaching objectives, strengthening overall planning for ideological and political education in courses, optimizing teaching content, innovating teaching methods, and leveraging the roles of multiple entities are effective approaches and strategies for the reform of ideological and political education in foreign language major courses. This study offers valuable theoretical support and practical references for the reform of foreign language major courses, facilitating the dual enhancement of students' language skills and ideological and political literacy.

In the educational reform of higher institutions, it is essential to clearly define the ideological and political functions of foreign language major courses. In the practice of ideological and political education reform, accelerate the pace of curriculum-based ideological and political education construction. Integrate modern teaching theories, logical approaches, and the real-world needs of society for foreign language professionals. Embedding the concept of “cultivating virtue and nurturing people” throughout the process will drive the in-depth reform of curriculum-based ideological and political education. Enhancing students' subjectivity, centering on students, and implementing curriculum-based ideological and political education can establish a systematic teaching model that integrates theory with practice. Hastened practical steps of ideological and political education within specialized courses will also cultivate talents to meet societal development needs and national construction requirements.

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