

Research on the Construction of College English Reading Courses Based on Ideology and Politics Curriculum

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Abstract: In recent years, with the introduction of the concept of curriculum ideological and political teaching, great changes have taken place in foreign language education. The organic integration of English major courses as well as ideological and political courses is an urgent requirement for the reform of English majors in the new situation. As an important part of college English teaching, college English reading class penetrates ideological and political education in the course teaching. Thus, this conforms to the overall requirements of the country's curriculum ideological and political education. Based on the concept of curriculum ideology and politics, this article first elaborates on the necessity and feasibility of the integration of curriculum ideology and politics with college English reading. Then, it analyzes the current situation of college English reading courses, and finally proposes three ways to optimize the construction of college English reading courses.

Keywords: Ideology and politics curriculum; College English reading; Values; Curriculum construction

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1. Introduction

Leaders pointed out that at the National University Ideological and Political Conference in December 2016: "We must adhere to the central link of moral education, and put ideological and political work throughout the whole process of education and teaching, so as to realize the whole process of educating people and all-round education." Thus, emphasizing the importance of educating and guiding students to correctly understand Chinese characteristics, comprehensively and objectively understand contemporary China and the outside world; correctly understand the responsibilities of the times and historical missions, use the Chinese dream to inspire youth dreams, light up the ideal lamp for students, and illuminate the way forward; encourage students to consciously integrate their personal ideals and pursuits into the curriculum; and encourage students to consciously integrate their personal ideals and pursuits into the curriculum.

In January 2018, the Ministry of Education issued the *National Standards for Undergraduate Professional Teaching Quality in General Colleges and Universities (Foreign Languages and Literatures)* (hereinafter referred to as *National Standards*). In order to implement the principles and regulations of the *National Standard*, the Foreign Language and Literature Teaching Guidance Committee for Higher Education Institutions of the Ministry of Education published in 2020 the *Undergraduate Foreign Language and Literature Teaching Guide for General Higher Education Institutions* (hereinafter referred to as the *Guide*). The *Guide* guides foreign language and literature majors in colleges and universities to take the fundamental mission of cultivating talents, focus on improving the ability of talent training, actively

meet the needs of the country's economic and social development, accurately position the goals of talent training, continuously improve talent training programs, and optimize courses set up and consolidate professional courses, promote classroom revolution, promote teacher development, and earnestly achieve the goal of talent training.

2. The necessity and feasibility of the integration of curriculum ideology and politics with college English reading courses

“Ideological and political courses” and “ideological and political curriculum” are two different concepts. Essentially, the ideological and political curriculum is a kind of curriculum system, which emphasizes the political attributes of the curriculum and is an explicit ideological and political resource ^[1]. However, as a curriculum system, ideological and political courses are not closely related to professional courses. With the development of modern society, we need to innovate and practice from more aspects, and we also need to re-examine the ideological and political curriculum itself. To begin with, moral education involves not just a curriculum of ideological and political courses, but also a variety of disciplines. Second, moral education is about more than faith and politics; it is also about thinking and techniques. The ideological and political curriculum just compensated for the lack of ideological and political courses.

2.1. The connotation of curriculum ideological and political

The term “ideology curriculum” has yet to be defined either formally or academically. The currently accepted definition is that “ideological and political curriculum” refers to the formation of a full-staff, full-course, and full-course education pattern, in the form of constructing it to form a synergistic effect with various courses and ideological and political theory courses ^[2]. Ideological and political education curriculum is a kind of “great ideological and political concept” of ideological and political education, not a specific course or a class of specific courses. Political agencies, teachers, and various subject courses to infiltrate students, go in the same direction with ideological and political theory courses, and form a synergistic effect to achieve the desired ideological and political education effect.

2.2. The necessity of integrating curriculum ideology and politics into college English reading

Leaders said at the 2016 National Conference on Ideological and Political Work in Colleges and Universities that we must make good use of the main channel of classroom teaching. Ideological and political theory courses must be strengthened during improvement, and the affinity and pertinence of ideological and political education work should be enhanced to satisfy students ^[3]. For the needs and expectations of growth and development, all other courses must maintain a certain channel and plant a good field of responsibility, so that various courses and ideological and political theory courses can go in the same direction, forming a synergistic effect. In today's era, China is increasingly moving toward the center of the world stage, assuming more and more responsibilities in the construction of a community with a shared future for mankind, and “Chinese wisdom” is gradually being recognized by the world. Students majoring in foreign languages need to face a large number of foreign ideologies, cultural values, and mainstream Western discourse ^[4]. Due to the nature of the college English reading course, the corpus that students come into contact with every day is basically some “original” imported textbooks, which are full of many foreign ideologies. In this case, college English reading and ideological and political education fusion has its necessity. Through the combination of the two, students can strengthen their cultural self-confidence in the reading process, enhance their sense of national identity, and cultivate critical thinking skills.

2.3. The feasibility of integrating curriculum ideology and politics into college English reading

The concept of “ideological and political curriculum” means that all courses have the function of moral education. The English reading class is the frontier of the collision between Chinese and Western cultural thoughts. It is necessary to fully implement the party’s education policy and implement the fundamental task of moral education. The implementation of ideology and politics curriculum requires teachers to fully excavate the ideological and political resources hidden in the curriculum on the basis of imparting professional knowledge. Through careful design, the two can be integrated without leaving any traces, and finally achieve the fundamental task of moral education. English reading textbooks cover a wide range of topics and rich content, involving social, political, economic, cultural and religious aspects of English-speaking countries^[5]. They are the source of ideological and political education content. Many reading materials contain rich moral education resources and explicit and implicit political education resources, such as rich humanistic and ideological materials, have a distinct ideological nature, which provides a good soil for curriculum ideological and political and has unique advantages that other courses cannot match. Teachers can tap the ideological and political resources in the reading materials, and cultivate students’ good world outlook, outlook on life and values while imparting professional knowledge. Therefore, the possibility of the integration of ideology and politics curriculum with college English reading is very high.

3. The status quo of college English reading classes

The purpose of the college English reading course is to cultivate students’ English reading comprehension and improve their reading speed and reading skills. Besides that, through reading training it helps students to expand their vocabulary and absorb language and cultural background knowledge. However, as far as the current teaching practice is concerned, the following problems exist in the teaching of this course:

- (1) The students’ enthusiasm and participation are not high, and the teacher has not mobilized the students’ enthusiasm for the reading class. Although students already have a certain English language foundation, they have insufficient vocabulary, lack of reading skills and a single source of reading materials.
- (2) Insufficient input of cultural background. Classroom teaching is divided into time-limited reading, explanation of new words, analysis of long and difficult sentences, paragraph translation, and explanation of after-school exercises. The boring teaching mode, lack of input of cultural background knowledge and mastery of reading skills, lead to unsatisfactory teaching effects.

Incorporating ideological and political education into English reading courses can better make up for the above shortcomings. First of all, teachers should learn more about the level of students when imparting professional knowledge and teach students in accordance with their aptitude. Secondly, excavate ideological and political resources in the reading materials, supplement the cultural background knowledge in the reading materials, stimulate students’ interest in reading, and then achieve the goal of moral education,

4. Optimized construction of college English reading courses

College English reading courses are courses for non-English majors in colleges and universities. The curriculum syllabus requires that the three-dimensional goals of quality and value shaping, language ability training, and mutual learning of thinking modes are integrated as the main goals of teaching. Quality and value shaping refers to the cultivation of students’ value judgment ability and cultural thinking ability through the selection, excavation and application of reading materials. The goal of language ability training refers to the ability of students to express Chinese idioms, colloquialisms, and proverbs in English. Mutual learning of thinking modes refers to the perception of differences in thinking modes between China and the West through reading. In view of the above teaching goals, the author only makes the following three suggestions.

4.1. Enriching the content of the course

While teaching basic knowledge such as English reading skills, teachers enrich the content of the course by digging into the ideological and political resources in the reading materials and supplementing some reading materials with Chinese characteristics. The additional articles should include the thoughts of the new era in China, and should also select materials related to China in the eyes of Westerners, including traditional Chinese culture as well as modern and contemporary Chinese culture. Chinese idioms, idioms, and verses are the unique language and culture of Chinese. If this kind of Chinese culture is combined with related English expressions in English reading, the connotation of Chinese cultural English expression will be richer. Teachers can also select some articles on the comparison of Chinese and Western cultural values to cultivate students' critical thinking. Chinese and Western texts directly represent the historical and cultural differences between China and the West. Western traditions, particularly modern civilization following the Renaissance, emphasized people's initiative in the objective world, whereas China has always followed an attitude of respect for nature. Their social practice is to solve practical issues, apply scientific techniques to solve nature's secrets, and use all means available to explore, conquer, and use the objective world, including humans. These two very distinct beliefs might encourage students to consider a variety of topics, including environmental issues. Enriching the course's content can expose students to additional ideological and political resources, as well as assist them develop cultural self-confidence and correct values.

4.2. Enriching the form of the curriculum

By enriching the course content, students will not only master professional knowledge, but also expand their knowledge and understand Chinese culture, Chinese roads and Chinese wisdom in the course. However, in what form this process should be presented is still a question. Traditional English reading can be in the form of teacher explanations, students asking questions, and group discussions. This kind of teaching method is slightly simple, and it cannot help students fully absorb the ideological and political resources in the reading materials. In addition to the above-mentioned teaching methods, teachers can also use classroom debates and keynote speeches. Especially when it comes to some articles about the comparison of Chinese and Western values, teachers should consciously arouse students' desire to express and let students express their views to their heart's content. Finally, when the teacher makes a summary and evaluation, he should guide the students to establish correct values and ideological awareness, so as to achieve "no trace" in ideological and political affairs.

4.3. Optimized learning evaluation

Learning evaluation can be realized through the combination of student self-evaluation, peer evaluation, teacher evaluation, process evaluation and summative evaluation. Students' grasp of ideological and political concepts in English reading courses can be evaluated in two ways: explicit and implicit. The explicit method means that in addition to assessing students' language and reading ability, teachers can increase the content of assessment related to cultural awareness and value shaping directly related to the content of the text ^[6]. Hidden evaluation can be reflected in daily classroom activities such as classroom questions, group discussions, classroom debates, and keynote speeches for reading content. At the same time, teachers should guide students to re-evaluate and reflect on the evaluation results in a timely manner, discover and solve problems at any time, and promote the development of students' thinking ability and the formation of correct values.

5. Conclusion

Starting from the necessity of implementing ideological and political education in the English reading

course, this article puts forward three suggestions on the current teaching situation of the course and the optimization of the integration of the course into ideological and political teaching. Ideological and political curriculum is a new model of ideological and political education in colleges and universities in the new era. As an important course in the basic stage of college English and the frontier of cultural exchanges between China and the West, English reading should implement the Party's educational policy, implement the fundamental task of Lide to foster people, and combine the teaching of professional knowledge with value shaping and ability training. Improve the comprehensive literacy of students.

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