

Teaching Design of Ideological and Political Education in College English Course Based on Blended Teaching

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Abstract. In the context of constructing the “Curriculum Ideological and Political Education” in the new era, College English courses have unique advantages in curriculum ideological and political construction and serve as the “natural main battlefield” for curriculum ideological and political education. This article takes the blended teaching model of “online + offline” and “in-class + after-class” as the practical basis, guided by ideological values, explores ideological and political materials, and integrates ideological and political education into various aspects of classroom teaching. It aims to fulfill the fundamental task of “cultivating virtue and nurturing talents” and provides a reference for the teaching reform of ideological and political education in foreign language courses under the blended teaching model.

Keywords: Ideological and Political Education; Blended Teaching; College English.

1. Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities, President Xi Jinping emphasized that “cultivating virtue and nurturing talents” should be regarded as the central focus, and ideological and political work should be integrated throughout the entire process of education and teaching to achieve all-round education, all-process education, and all-dimensional education. The main channel of classroom teaching should be utilized, and various courses should align with ideological and political theory courses to achieve synergy [1]. College English courses, which possess both instrumental and humanistic attributes, are compulsory foundational courses for students in various majors in higher education. They have a wide coverage and a large number of class hours. Integrating ideological and political education into the course in a “subtle and imperceptible” manner can not only enrich the English classroom but also guide students’ value formation. Blended teaching is a new teaching model that deeply integrates offline face-to-face teaching with online teaching [2]. Given the current understanding and implementation of curriculum ideological and political education and blended teaching, it is necessary to further explore how to integrate the curriculum ideological and political model based on blended teaching into college English classrooms in order to better fulfill the fundamental task of “cultivating virtue and nurturing talents”.

2. Connotations of Ideological and Political Education in College English Course

According to *Guidelines for the Construction of Ideological and Political Education in Higher Education*, values shaping, knowledge imparting, and ability development are integrated and inseparable in order to fulfill the fundamental task of “cultivating virtue and nurturing talents” [3]. In the process of imparting language knowledge, College English courses inevitably involve the output of ideas. While learning language and cultural knowledge, students will unconsciously encounter the cultural genes and value paradigms contained in the language, which will subtly influence their ideological and moral character and behavioral norms, achieving the organic unity of knowledge imparting, ability development, and values shaping [4]. As the “natural main battlefield for curriculum ideological and political education” [5], integrating ideological and political elements into College English teaching can guide students to establish socialist core values, enhance their innovative spirit, national sentiments, and cross-cultural communication abilities, and improve their moral, humanistic, scientific, constitutional and legal awareness, national security awareness, and

cognitive abilities [6]. Therefore, College English courses serve as an important teaching carrier for integrating ideological and political education and knowledge system education, as well as teaching and nurturing talents in an organic unity.

3. Teaching Design of Ideological and Political Education in College English Course Based on Blended Teaching

The blended teaching model of combining online and offline methods has changed the traditional teaching approach. By integrating online and offline and in-class and after class activities, teaching activities extend to before class, during class, and after class, providing sufficient support for the integration of ideological and political education throughout the language learning process.

3.1 Setting the value goals based on the learning materials

Language serves as a carrier of culture. In practical teaching, instructors should carefully study and analyze the content of the textbook, accurately set the knowledge and ability goals for the classroom, and then explore, extract, and integrate the ideological and political elements contained in the content, and set value goals. When exploring materials, two aspects can be considered. First, the dual identity of military academy students and the training objectives should be considered. Students' firm ideals and beliefs, military professional spirits such as loyalty and pursuit of excellence, and combat spirits such as courage and sacrifice can be extracted as materials to resonate with students. For example, when introducing the topic of campus life, a comparison can be made between the lives of students in local universities and military academies. By sharing experiences from senior students as examples, students can be guided to reflect on and develop a sense of identity and mission regarding their dual identities as college students and soldiers. In the topic of technological achievements, learning about technological inventions in civilian fields in the textbook can be expanded to include China's leading technological inventions in the military field, such as the CJ-100 cruise missile, J-20 stealth fighter, and Type 055 destroyer. This enhances students' national confidence and pride, motivating them to strive for building a strong country in science and technology. In the leadership topic, by discussing the basic qualities and skills of leadership and incorporating real-life cases, such as the first female captain of the Chinese Navy, Wei Huixiao, and the captain of China's first aircraft carrier, Zhang Zheng, students can explore ways to enhance their personal leadership skills and reflect on their own shortcomings in leadership qualities and skills. This encourages students to strengthen their personal capacity development and strive to become outstanding naval officers. Throughout the English teaching process, relevant spiritual connotations and exemplary stories related to students' future positions are conveyed, aiming to improve their English proficiency while shaping and enhancing their moral awareness.

Extracting Chinese culture and socialist core values inherent in the textbook is another aspect we should take into consideration. The materials can cover various aspects such as humanities, society, and nature, emphasizing the cultivation of students' understanding of excellent traditional Chinese cultural spirits and socialist core values [4]. By critically examining Western culture and fully recognizing the profoundness of Chinese excellent traditional culture, students can inherit and enhance cultural confidence, introduce China to the world, promote Chinese culture, and demonstrate higher professional qualities and comprehensive abilities in international exchanges.

3.2 Before-class online independent learning

Before class, with the help of smart teaching tools such as Rain Classroom and LanMo Cloud Classroom, the fresh and meaningful teaching resources (including MOOCs, other audiovisual or textual resources) based on the hot topics that students are concerned about are carefully selected, and the learning task lists are therefore created. Then the content containing ideological and political education are posted on online learning platforms to encourage students to engage in learning discussions to stimulate their enthusiasm for learning. For example, in the topic of cultural heritage

protection, the relevant graphic introductions of Chinese cultural heritage included in the World Heritage List are given to students before class, guiding students to realize the diversity and richness of Chinese culture and fostering their cultural identity in a subtle way. Through English videos that introduce the threats faced by world cultural heritage, students can understand the dangers and challenges faced by cultural heritage and gradually develop an awareness of protecting cultural heritage. Finally, questions can be raised in the discussion forum to guide students' thinking and discussion. The questions may include why cultural heritage should be protected and how to protect them, laying the foundation for offline ideological and political promotion. In addition to putting ideological and political learning before class, the comments and feedback functions of independent learning platforms can be utilized to further understand students' ideological dynamics. Based on students' discussions, teachers can provide guidance and assistance in learning and life in a friendly manner, fully exerting the teachers' leading role in teaching and the students' role as the subject of learning.

3.3 In-class face-to-face instruction

As the core part of classroom teaching, face-to-face instruction should build upon the pre-class independent online learning content. Discussions can be used as a starting point to introduce the learning objectives of the class. Teachers can find appropriate angles in the stages of lead-in, body, summary and assignments to help students establish correct values and learning perspectives, highlighting the educational orientation of the curriculum. In the process of teaching practice, ideological and political elements can be integrated through various interactive teaching activities such as group presentations, role-playing and debates on Chinese and Western cultures. By utilizing online learning platforms, students can engage in peer-to-peer and teacher-student interactions, achieving an organic integration of knowledge transmission and value guidance in a subtle way. For example, in the topic of cultural heritage protection, during the lead-in phase, teachers should avoid rigid indoctrination and direct conclusions. Instead, they can gradually guide students to learn the content from the surface to the core, from the near to the far, through a series of effective language activities, helping students grasp the knowledge and language used to introduce measures for protecting cultural heritage. At the same time, students can learn about China's efforts and contributions in protecting cultural heritage (using examples such as the restoration workers of the Forbidden City and Dunhuang murals), firmly establishing the awareness of protecting cultural relics, and further enhancing cultural confidence. By appreciating the spirit of craftsmanship demonstrated by restoration workers, students' sense of responsibility and rigorous work style can be cultivated. In summary, during the in-class instruction phase, while creating and applying language in diverse contexts, it is important to find appropriate angles for ideological and political education, achieving the value objectives of the class in a subtle and influential way.

3.4 Post-class online consolidation and enhancement

After class, teachers can post learning materials for classroom explanations on the online learning platform for students to consolidate their understanding of the class content. At the same time, additional learning materials related to the topic can be given to students. Students can deepen their understanding of ideological and political content by reflecting in journals, engaging in theme-based writing, translation, oral production, and other effective forms, thereby achieving the consolidation, internalization, and transfer of textbook knowledge and ideological and political content [7]. After students submit their individual or group assignments, they can engage in learning exchanges through online voting, scoring, and leaving comments among peers. Through these exchanges, students can communicate their viewpoints and develop their critical thinking skills. Additionally, teachers can provide targeted feedback and evaluations based on students' reflections and task completion, integrating the correct worldview, outlook on life, and values into the teaching evaluation. In summary, in the process of post-class language consolidation, transfer, and evaluation, the focus

should be on education, further achieving the internalization of values and ultimately realizing the organic integration of the utilitarian and humanistic aspects of college English education.

4. Summary

Considering the characteristics and requirements of College English courses, a blended teaching model can be utilized. By fully utilizing and exploring the ideological and political elements of the courses and integrating them into various aspects of classroom teaching, an effective integration of ideological and political education and English language knowledge system can be achieved. Curriculum ideological and political education not only requires teachers to have solid professional knowledge and ideological awareness, but also always keep in mind the fundamental task of cultivating students' moral character. It is important to fully understand the connection between blended teaching and ideological and political education in foreign language courses. Only in this way can the subtle goals of course-based ideological and political education be better achieved.

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