

Research on Practical Teaching Models of Curriculum-based Ideological and Political Education in University English Courses Guided by the Educator's Spirit

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Abstract

The Educator's Spirit tells us what values new teachers should have in this age. It also gives colleges real spiritual support and clear directions to carry out ideological and political teaching in all courses. This article first explains what the Educator's Spirit really means. Then it talks about how useful this spirit is for college education today. With all the above discussion, we take the Educator's Spirit as our main guide and come up with a practical teaching model to add ideological and political education into college English lessons. The model has four key parts: planning class activities, resetting teaching goals, adjusting assessment rules, and arranging after-class learning tasks.

Keywords

The Educator's Spirit; University English; Curriculum-based Ideological and Political Education; Teaching Practice.

1. Introduction

The report from the 20th National Congress of CPC clearly tells us our core task in education. Our top priority is moral education, and we need to train capable young people who support socialism. This guideline shows us exactly where higher education should head now. In 2023, on Teachers' Day, General Secretary Xi Jinping wrote a letter to all outstanding teachers across the country. For the very first time, he fully explained what the Chinese "Educator's Spirit" means. This spirit covers six key qualities that all teachers in the new era should keep in mind and live up to: They need steady beliefs, good personal morals, student-focused teaching skills, a hardworking and creative working style, genuine care for students, plus the awareness to spread local culture with global sight. Together, these six standards are what we rely on to build strong teacher groups[1].

English class is a key part of general college education. Apart from letting students gain global views, cross-cultural skills and humanistic knowledge, it's an important place to carry out curriculum ideological and political education[2]. Still, many difficulties show up when we try to add political education into daily English teaching. Things never go as well as we hope. We need a steady, practical teaching framework under the guidance of Educator's Spirit to deal with these common problems.

2. Profound Connotations and Contemporary Value of the Educator's Spirit

2.1. Interpretation of the Connotations of the Educator's Spirit

The Educator's Spirit is an important part of China's characteristic educational system, formed based on our country's own situation. We can break its main ideas down into six parts.

First, teachers need firm beliefs. We should put our country's interests ahead of our own, and always be loyal to our motherland. Our personal development is attached to the future of our nation, and this guides how we teach. Second, we must stick to good morals all the time. Everything we say and do should serve as a good example for kids. Being moral helps us improve personal charm, which can deeply influence our students. Third, we need skills to get students to think actively and care for their inner mind. We also have to change our teaching ways according to each student's good points and shortcomings. It means we follow teaching rules carefully and try our best to help every student grow fully. Fourth, we should keep a practical work attitude. We need to learn hard, teach carefully, chase the truth bravely and try new teaching ideas. All these help us make improvement gradually. Fifth, we truly love teaching and care about our students from the bottom of our hearts. Whenever we make a choice, we only think about what is good for children and their growth. Sixth, teachers have a duty to spread our traditional culture, and we also need to take an international view. We should actively introduce Chinese culture and help different countries understand and learn from each other[1].

These six parts aren't separate from each other. They back each other up and work together as a whole one. This is the spiritual goal every college teacher nowadays should keep trying to reach.

2.2. The Value the Educator's Spirit Brings to Contemporary Higher Education

The Educator's Spirit gives strong inner drive to help university education develop well.

First of all, it lets college teachers feel our mission more clearly. We know teaching students to be good people is the most important job. We shouldn't just teach book knowledge; we also need to help students build right values [3]. Besides, it encourages teachers to keep improving ourselves professionally. We're not just people who read textbooks to students. We need to keep thinking about our classes, break old limits little by little, and become real qualified educators.

Most importantly, it sets a clear standard for ideological and political teaching within regular courses. Teachers are supposed to weave ideological and political ideas into all lessons naturally. In this way, passing on knowledge, training students' abilities and shaping their values can all come together as one [5].

Take university English teaching as an example. The Educator's Spirit tells us plainly: we should not only focus on grammar, words and English speaking skills. We also need to help students love our motherland, be proud of Chinese culture, and own an open global view. With such teaching, we can train young people who can tell real Chinese stories well and let the whole world hear China's voice. These are just the kinds of talents our new era needs [2, 6].

3. Constructing an Innovative Practical Teaching Model Guided by the Educator's Spirit

We realize the actual problems that exist in ideological and political education for college English classes right now. Then we plan our teaching design based on the core ideas of the Educator's Spirit. We choose four practical angles to carry out this work: planning classroom activities, rearranging teaching goals, improving assessment rules, and extending learning outside the classroom. With these four parts, we create a complete teaching innovation model that can actually be used in daily teaching.

3.1. Improve Classroom Activity Design by Inspiring and Teaching Students

One key point of the Educator's Spirit is to open students' minds, care for their inner heart, and teach students according to their different features. When we design class activities, we can't

only pay attention to knowledge from textbooks. We should slightly add moral education into lessons. Students can accept these ideas willingly instead of being forced to learn them [8].

3.1.1. Teaching Design Based on the themes of every unit

We no longer use the old teaching ways that only focus on grammar practice or separate language skills. Teaching based on the theme of every unit works much better. It lets ideological and political ideas mix naturally with the teaching goal. Let's take environmental protection for instance. Students are not only required to memorize relevant words and sentence structures. We will also introduce China's efforts and great results in building an ecologically-friendly society. This combination makes political ideas not looking separate and stiff when learning English. Students can understand and accept this way of learning more easily.

3.1.2. Task-driven Teaching based on real situation

Teachers can set up realistic cross-cultural communication scenes, and give students practical tasks that include positive educational meanings [8]. I can show you with a simple oral English task. We let students introduce Chinese traditional festivals to foreign friends. When they get ready for this assignment, they will learn about the cultural meanings of the Spring Festival, Mid-Autumn Festival and other festivals on their own. When they talk about these customs in English, they will gradually feel proud of our Chinese culture. Students get positive value education while practicing their English. They learn from doing things, and think more as they keep learning.

3.2. Rearranging Teaching Goals with Global Awareness and Cultural Awareness

The Educator's Spirit tells us teachers should have an international view and pass on culture to nurture students. With this idea, we no longer think English is just a tool for communication. We set up three levels of teaching goals, covering knowledge, practical skills and personal values all together [6].

Our teaching goals are divided into three parts now, not just single language skills any more: language ability, cross-cultural ability and value shaping [5]. Language ability means the basic listening, speaking, reading, writing and translation skills students need to learn. Cross-cultural ability helps students understand different cultures, compare them and form a wide global perspective. Value cultivation aims to develop good qualities in students: love for our country, confidence in our own culture, the idea of a community with a shared future for mankind, and critical thinking skills. These three parts support each other. And cultivating good values guides the whole process of learning language and cross-cultural skills.

Based on the general goals of this course, we make step-by-step learning goals for each unit one by one [8]. The first basic level lets students learn basic language knowledge and finish easy skill practices. The middle level focuses on letting students use English freely in real conversations. The highest level is to help students build advanced thinking skills and hold good, steady values. Take the globalization unit as an example. At the basic stage, students learn all the useful words and phrases about this topic. When moving to the middle stage, they can talk smoothly about globalization in English. On the advanced level, they will form objective and positive views about what China contributes to worldwide development. With this layered way of learning, ideological and political education can be carried out little by little. It will not just stay on surface explanations, but finally be truly accepted and understood by students.

3.3. Rethinking Assessment Rules: Based on Hard Work, Seeking Truth and Constant Innovation

Every educator ought to uphold our professional spirit: keep working steadily, put knowledge into real practice seriously, chase the truth constantly, and dare to try new things bravely. Guided by such beliefs, we have to rethink the whole way we evaluate students' learning status.

We can no longer stick to those inflexible, old-fashioned evaluation standards. Instead, we should build multiple evaluation ways that pay attention to students' whole learning journey, especially for ideological and political classes [7].

3.3.1. Building Evaluation Systems Consisting of Different Learning Individuals

In the past, teachers were the only people responsible for scoring and judging students' schoolwork, but this way is no longer suitable for current teaching needs. For this reason, we plan to create a combined evaluation system, which includes teachers' scoring, students' self-evaluation and mutual assessment between classmates [5].

From the teacher's side, we will check students' daily classroom performance, homework completion condition as well as their overall learning progress throughout the semester. When students evaluate themselves, they need to think frankly about what they have learned and what parts they still fail to master in ideological and political courses, and this process can help them learn to sort out their own learning step by step. As for peer assessment, we usually carry it out in group tasks and themed projects. During this process, students can pick up advantages from each other and gradually form the same values together. This evaluation method with many learning individuals is much fairer and more complete. More importantly, it makes students not being passive and take the initiative to take part in their ideological and political study.

3.3.2. Mixing Formative and Summative Assessment together

We now place more importance on ongoing formative assessment in teaching. Students' performance in ideological class discussions, group debates, themed writing homework and after-school ideological reading will all count towards their final course scores[5]. Learning portfolios are a great tool for this kind of ongoing assessment, as they can record how each student improves their ideological understanding step by step over the whole semester.

Final exams are still used to test students' basic language abilities. At the same time, we add more ideological content to different exam parts. For example, we can put Chinese traditional culture, domestic and international news into reading, writing and translation exercises.

3.3.3. Using Online Skills to Innovate Assessment Method

We can use various online platforms and learning data tools to better observe how students learn and how they participate in ideological learning activities [7]. These tools help us record students' learning situations in a more detailed way. We are able to look through what students write in online discussion zones, which helps us know their real thoughts and personal values. Besides, by looking at students' daily learning data, we can find out those who fall behind or need extra help, so we can give them specific guidance in time. What's more, AI tools for essay checking are quite useful in daily teaching. They can not only fix students' grammar errors and inappropriate expressions, but also figure out what kind of values students show in their writing.

3.4. Extending Learning Beyond the Class with the Spirit of Enjoying Teaching and Caring for students

The educator's spirit is about enjoying teaching willingly, caring for students with sincerity, and being devoted to their growth. As a new teacher, I believe ideological and political education should not only happen in fixed class time. We need to extend this kind of education outside class. By doing so, we can build a complete and multi-level learning environment to better improve our students [4].

3.4.1. Designing Ideology-Oriented Homework

Homework does not have to be simple, repetitive language practice. Instead, we can design different types of homework with positive ideological meaning. For example, teachers can

require students to write short English passages to introduce traditional Chinese culture. In the process of writing, students can have deep understanding of the core value of Chinese civilization. Apart from writing tasks, we can also arrange some practical research work. One good choice is to let students interview international students about their feelings and views on Chinese culture. This kind of real practice helps students improve their cross-cultural communication skills in a natural way.

3.4.2. Building an Extracurricular Resource Repository

To better carry out ideological and political teaching in college English classes, we have sorted out and gathered plenty of extra learning resources. We have built a special resource library that contains all kinds of teaching materials for daily use [9]. This library includes English reading articles about traditional Chinese culture, as well as standard English translations of classic Chinese books. It also collects high-quality English news from official media like China Daily and CGTN, which shows the real development of our country. In addition, we add many educational English documentaries and movies, such as the English versions of *Amazing China* and *A Bite of China*. We also prepare materials for Chinese and foreign cultural comparison. These resources allow students to view cultural differences in a calm and objective way.

4. Conclusion

The Educator's Spirit guides every teacher in the new era. It provides rich theoretical support and clear value direction for us to explore new ways of doing ideological and political education in college English teaching. As college English teachers, we should always follow this spirit and put the fundamental task of moral education into our daily classes. Our main teaching goal is to educate excellent young students. These students are expected to have English skills, cultural confidence, a global vision and correct core values. By long-term research and practice in English teaching, we can make contributions to the development of high-quality college English teaching in our country.

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