

# *Exploring the Integration of Ideological and Political Education in the Teaching Practice of Comprehensive English Courses*

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**Abstract:** This paper analyzes the incorporation of ideological and political, namely ideopolitical, elements into classroom teaching, with the case of Comprehensive English II as an example. Comprehensive English II is a compulsory course set for first-year English majors. It places a strong emphasis on enhancing students' comprehensive English language skills through diverse teaching methods while valuing students' role as active learners and improving their English abilities. The goal is to lay a solid foundation for language proficiency development. This paper intends to delve deeply into the design of the ideological and political education system within the curriculum, the integration of ideopolitical education throughout the teaching process, and the development of ideopolitical teaching resources.

## 1. Introduction

The instillation of ideopolitical education in Comprehensive English courses is a lengthy process that requires multifaceted preparation in the initial stages. Comprehensive English II adopts a blended teaching mode. Each semester covers the teaching content of seven units from the textbook. Teaching tasks for one unit are completed every two weeks, encompassing main segments such as introduction, in-depth text analysis, review and reflection. Comprehensive English II also utilizes advanced online teaching platforms through which the teachers upload various learning resources, including videos, audios, texts, and images. Real-time data is employed to monitor students' completion of unit tasks.

## 2. Curriculum Development Tasks

### 2.1 Curriculum Content Development

In the process of ideopolitical education curriculum development in Comprehensive English II,

the curriculum team facilitates a well-rounded teaching system, which stipulates the teaching syllabus, curriculum standards, and lesson plans. From a macro perspective, in order to formulate the teaching syllabus, the curriculum construction foregrounds the principle of student-centralism and outcome orientation. When establishing the overall teaching framework, the curriculum team conducts a detailed analysis of students' learning conditions, textbook content, and the characteristics of specialized knowledge. Ideopolitical elements are identified through careful selection and are embedded into the overall teaching framework. This ensures that each semester's ideopolitical education has clear objectives and a reference framework, preventing deviations from the overarching direction of ideopolitical curriculum construction.

Apart from integrating ideopolitical elements into curriculum standards and lesson plans, the curriculum team also conducts preliminary assessments of teaching objectives before the course begins. Guided by learning objectives, students receive professional training in English language fundamentals. They also improve English language application, written communication, oral expression, and communicative skills. Ideopolitical education should prepare students for future employment as well. It helps students realize the role of English majors in the broader context of societal employment, understand the significance of specialized knowledge, and engage in learning consciously and proactively. This helps establish good study habits, form career aspirations, and foster unwavering beliefs.

In summary, this paper explores the integration of ideopolitical education in the Comprehensive English II course. It emphasizes the importance of a scientific teaching system and the pre-course assessment of teaching objectives, with a focus on fostering students' comprehensive capacities and preparing them for future employment. This integrated teaching approach is expected to provide English major students with a more comprehensive education experience.

## **2.2 Integration of Ideological and Political Elements**

From a micro perspective, the educational objectives for English language and literature majors explicitly illustrate the importance of cultivating students' humanistic qualities, patriotism, and comprehensive abilities. Comprehensive English II, as a core mandatory course for English majors, requires not only the establishment of an overarching teaching framework but also the subtle integration of ideological and political (ideopolitical) elements into classroom instruction and course content. Therefore, the development of curriculum standards and lesson plans must consider the specific characteristics of the teaching content and organically intertwine ideopolitical elements with professional learning. Taking Comprehensive English II as an example, the design of textbook content encompasses various themes, including education, culture, life, and nature. During the teaching process, instructors will combine unit themes and text content to identify hidden ideopolitical elements, incorporating them seamlessly into classroom instruction. In the process of post-class reflection, instructors not only employ traditional forms of reflective learning but also leverage modern information technology tools, utilizing online platforms to facilitate collaborative learning among students. Throughout the study of each unit, instructors post thought-provoking questions on the online platform, enabling students to engage in discussions and submit their answers online. This functionality breaks away from the traditional pen-and-paper classroom mode, providing students with convenience for collaborative learning, resource sharing, and peer assessments. In the process of constructing the ideological and political component of Comprehensive English II, students and instructors, as well as teaching and learning, interact and complement each other.

### 3. Integration of Ideological and Political Education throughout the Teaching Process

#### 3.1 Targeted Implementation of Ideological and Political Education in Conjunction with Course Content

In the ongoing integration of ideological and political education throughout the teaching process, the curriculum team will further align course content with the specific characteristics of the discipline and implement ideological and political education in a targeted manner. Building upon the initial development of the teaching syllabus, curriculum standards, and lesson plans, the curriculum team will mine potential ideopolitical materials in accordance with the teaching progress and objectives of each unit. Traditional foreign language classrooms tend to focus on language knowledge explanation, grammar analysis, discourse comprehension, reading, and writing skills enhancement, emphasizing test-taking abilities. In the process of constructing ideological and political education, the past course organization often overlooked the power of discourse behind language and cultural backgrounds. Starting from the perspective of language teaching and utilizing it as a vehicle, Comprehensive English II integrates ideological and political education, setting sail to tell the story of China, promote traditional Chinese culture, and enhance the influence of Chinese outstanding culture through the use of English.

#### 3.2 Specific Implementation Process

Comprehensive English II's curriculum plan combines course characteristics and systematically incorporates ideopolitical elements into classroom instruction, unit by unit, and theme by theme. Specific measures taken after considering the unit's teaching framework include:

(1) In the introduction section of each unit, regular classroom teaching tasks are set up to introduce vocabulary and English quotations that resonate with the students. This encourages independent thinking among students, allowing them to analyze the themes of the texts in the context of real-life situations. For example, classic phrases from government work reports can be unearthed and cleverly combined with the text or unit theme to engage students in classroom discussions. The goal is to subtly convey essential ideological elements to students during the process of ability development.

(2) In classroom instruction, the focus should not solely be on improving language skills but also on showcasing the character-building function of the English course and adhering to a student-centered, outcome-oriented teaching philosophy.

### 4. Conclusion

Comprehensive English II should also effectively utilize existing textbooks and teaching resources to further advance the development of the "Ideological and Political Education" curriculum. The teachers should return to the textbooks and unearth ideopolitical elements within existing teaching resources. Each unit in the textbook offers opportunities for in-depth exploration and research of ideological and political elements. In this process, the Comprehensive English curriculum team pays attention to current events, continuously seeks information, and enhances ideological and political awareness. Simultaneously, it ensures the depth, breadth, and warmth of ideopolitical elements' integration, making sure that the incorporation of ideopolitical elements is seamless, the materials are diverse, and the content is substantive. In curriculum development, instructors can employ post-class exercises and supplementary materials from the textbooks to guide student reflection, promote in-depth text reading, enhance comprehensive qualities, and effectively integrate ideopolitical elements. Regarding the development of teaching resources, apart

from utilizing online platforms for sharing resources and establishing a "Second Classroom," offline classes should also enhance interactivity, place students in a leading role, and unleash their subjective initiative. The curriculum primarily utilizes platforms like Superstar and DingTalk for blended online and offline teaching. Through the Superstar platform, online and offline learning tasks are assigned, covering pre-class, in-class, and post-class activities, forming an integrated teaching mode. This mode is task and project-driven, embedding unit knowledge points and maximizing students' utilization of post-class time. It focuses on improving students' learning effectiveness both inside and outside the classroom while nurturing their learning motivation.

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### Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

### Conflict of Interest

The author states that this article has no conflict of interest.

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