

# The Current Situation and Countermeasures of Ideological and Political Courses for English Majors in Colleges and Universities from the Perspective of Students' Needs

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## Abstract

In order to strengthen the ideological and political work in colleges and universities, the central government has put forward the requirements for colleges and universities to adhere to the requirements of all-round education in the whole process of personnel training. The ideological and political education for students should be emphasized in every educational link in the process of cultivating talents in higher education. At present, some college teachers believe that ideological and moral education is the responsibility of ideological and political teachers and counselors. Under this circumstance, according to the specific problems of college English curriculum ideology and politics, on the basis of careful analysis, this paper explores solutions, which can play a reference role in enriching college English major curriculum ideology and politics to a certain extent.

## Keywords

College English majors; Course ideology and politics; Student needs; Countermeasure research.

## 1. Introduction

### 1.1. Research Questions

This research aims to discover the problems and attributions of current college English majors in the process of curriculum ideological and political development from the perspective of students' English learning needs, realize the integration of knowledge transfer and value guidance in college English classrooms, and realize the transformation of ideological and political courses into curriculum. The creative transformation of ideology and politics improves the research on ideology and politics of English majors.

### 1.2. Research Methods

This research was conducted at the mesoscopic and microscopic levels respectively. At the meso-level, the methods involved include literature research; at the micro-level, questionnaires and interviews are mainly used.

#### (1) Literature research method

On the basis of the original research, this paper inquires and analyzes the domestic and foreign literature on "Research on the Ideological and Political Issues of College English Majors from the Perspective of Student Demand" through the library website and other channels, and considers the current college English majors' ideological and political development of curriculum from multiple perspectives. Problems and attributions in the process, and clarify the implementation countermeasures of ideological and political courses for English majors in colleges and universities from the perspective of students' needs.

#### (2) Questionnaire survey method

This study conducted a sample survey of English majors in colleges and universities in Changzhou, Wuxi and other places. The survey was conducted in the form of electronic questionnaires. A total of 200 questionnaires were collected, and SPSS software was used to analyze and summarize the results of the questionnaires to understand colleges and universities based on the needs of students. The development of ideological and political courses, as well as the real needs of college English majors for the development of ideological and political courses in colleges and universities, in order to obtain countermeasures to optimize the ideological and political courses of college English majors.

### (3) Interview method

This survey conducted in-depth one-on-one in-depth interviews with teachers of English majors in colleges and universities in Changzhou, Wuxi and other places to understand their awareness of curriculum ideology and politics in professional courses and the college's development and evaluation of English teachers' curriculum ideology and politics from the perspective of teachers.

## **2. The Practical Problems Faced by the Ideological and Political Courses of English Majors in Colleges and Universities from the Perspective of Students' Needs**

Through the questionnaire survey of college English majors and interviews with teachers, it is found that there are many problems in the implementation of ideological and political courses in college English majors, mainly in the following aspects. These problems have seriously hindered the development of ideological and political courses in English majors, affected the ideological and political education of English majors, and even more seriously affected the growth of English majors.

### **2.1. The Curriculum Ideological and Political Awareness of English Major Educators Needs to Be Strengthened**

In one-on-one interviews with teachers, we found that many English major teachers believe that ideological and political work is the responsibility of school ideological and political educators, and has little to do with English major teachers. Therefore, many foreign language teachers are only satisfied with teaching language skills and professional knowledge, while ignoring the mission of maintaining ideology; more knowledge imparts professional knowledge and skills, but they do not undertake the mission of becoming students' ideological and soul mentors.

In the questionnaire survey, when students were asked "the degree of influence of teachers on your ideology and cultural literacy", 27.1% and 61.68% of the students believed that they had "far-reaching influence" and "some influence", and a small number of students believed that teachers less self-influence.

It can be seen that when English majors believe that teachers have a certain influence on the overall ideology and cultural quality of students, because teachers lack a certain degree of ideological and political awareness in the teaching process, they cannot achieve the true purpose of educating people in colleges and universities.

### **2.2. The Cultural Self-confidence of English Majors Needs to Be Improved, and the Emphasis on Local Culture Is Not Enough**

During the questionnaire survey, we found that 45.79% and 7.48% of the students respectively indicated that they would not take the initiative to pay attention to or never pay attention to English reports related to China. When asked about the students' views on foreign culture and traditional Chinese culture, 95.33% of the students indicated that both cultures have their own

advantages, but there are still a small number of students who believe that foreign culture is superior to Chinese culture.

It can be seen that students have a love and optimism about traditional Chinese culture, and a small number of students think that Chinese culture is inferior to foreign cultures, lack of cultural confidence, blindly admire foreign cultures, and lack enthusiasm to understand local culture. How to enhance the cultural self-confidence of English majors and improve their enthusiasm for understanding local culture has become an increasingly urgent task for English major educators.

### **2.3. The Teaching Form Is Single, and the Selection of Teaching Materials Is Unbalanced**

When asked "What are the ideological and political problems in the current "Basic English" curriculum?", 59.81% of the students said that "the curriculum is less practiced". Although the classroom is the main front of teaching, due to the single teaching form of college English teachers, there is no positive interaction with students in the teaching process, which affects the quality of teaching.

Teaching material is an important carrier and tool for teachers to carry out teaching activities and students' learning. The team members took the textbook "Comprehensive Course" edited by He Zhaoxiong, the textbook used in the "Basic English" course of our school, as an example, and through the selection and analysis of the textbook, it was found that most of the contents in the textbook are foreign language originals from British and American countries. Cultural options are few and far between. In terms of content, foreign language textbooks pursue the "original taste" of the textbooks, and large-scale selection of materials to introduce the economy, technology, geography, humanities, and political systems of British and American countries. The lack of introduction and inheritance of the national culture has seriously hindered. The development and implementation of curriculum ideology and politics in English majors.

It can be seen that the teaching form of ideological and political courses in English majors is single, and there are not many "ideological and political" educational resources that can be used and excavated in textbooks, and the objective conditions for the implementation of ideological and political courses in "Basic English" are limited.

### **2.4. The Construction of the Ideological and Political System of the Curriculum Needs to Be Improved, and the Evaluation Mechanism Is Lacking**

When asked students "whether teachers have a clear ideological and political content assessment in your professional course assessment", about 40% of the students pointed out that the evaluation of course ideological and political content is "a few courses have" or even "all courses do not". And in the one-on-one communication with teachers, many English teachers admitted that although everyone is paying more and more attention to the ideological and political courses of English majors, there are not enough methods and measures, especially in terms of effect evaluation and overall design. Teachers face heavy teaching tasks and various assessment pressures. If there is no corresponding evaluation mechanism, it will not only be difficult for teachers to make achievements in ideological and political English courses, but also the learning effect of students cannot be guaranteed.

## **3. Implementation Countermeasures of Ideological and Political Courses for English Majors in Colleges and Universities from the Perspective of Students' Needs**

In view of the practical problems faced by the current ideological and political implementation of English majors in colleges and universities, it is necessary to strengthen the construction of

English major teachers based on the actual situation of college English majors, give students the correct ideological and political value orientation of courses, improve the content compilation of English major teaching materials, and improve the curriculum. The construction of the ideological and political system is an effective implementation strategy to improve the ideological and political courses of English majors in colleges and universities.

### **3.1. Strengthen the Construction of English Major Teachers, and Enhance the Ideological and Political Education Awareness and Ability of English Teachers**

Teachers of English majors are the key practitioners in promoting the implementation of curriculum ideology and politics. It is necessary to update the teaching concept of English majors, focus on cultivating teachers' awareness of educating people, and grasp the same direction of "teaching" and "education" in teaching work.

First of all, we must make teachers clear the practical necessity and significance of curriculum ideology and politics, correct the wrong teaching concept of English major teachers who are only satisfied with teaching language skills and professional knowledge, so that they can undertake the mission of becoming students' ideological and soul mentors, and actively guide students to establish Correct ideological concept, pay more attention to the needs of students' spiritual level. At the same time, improving teachers' awareness of ideological and political education is an important guarantee for the realization of curriculum ideology and politics. Using ideological and political theory to arm teachers' minds, enhance teachers' cultural self-confidence, and use teachers' exemplary leading role to conduct correct ideological guidance and behavioral demonstrations for students. Finally, to improve teachers' ability in ideological and political education in professional courses, to explore ideological and political elements in the course, to stimulate students' patriotic enthusiasm in a subtle way, to improve students' cultural self-confidence, and to correctly guide students when they find ideological deviations.

### **3.2. Improve the Political Discrimination of English Majors and Cultivate the Feelings of the Local Culture and Country**

Schools and teachers should integrate curriculum ideology and politics into professional courses from the perspectives of full participation, whole-process integration, and all-round penetration, and continuously promote curriculum ideological and political construction. The ideological and political education is integrated into the syllabus, teaching materials, teachers' teaching methods, and extracurricular development of professional courses, so as to help improve students' political discernment in all directions and increase their emphasis on local culture. First of all, in the process of designing lesson plans before class, teachers naturally integrate patriotism education, organically combine with the content of English majors, and infiltrate Chinese cultural elements and feelings of family and country into all aspects of the curriculum. Secondly, teachers should organically combine cultural content with language content in the classroom, and through their own good cultural literacy, mobilize the enthusiasm of students to correctly view the cultural differences between China and the West, and establish their own cultural confidence. Finally, in terms of the selection of extracurricular textbooks and curriculum settings, Chinese cultural works such as "The Great Learning", "The Analects of Confucius" and "Mencius" can be selected for reading, so as to continuously improve students' attention to Chinese local culture.

### **3.3. Improve English Professional Teaching Materials and Integrate Ideological and Political Elements**

As an important carrier of English teaching, textbooks carry the function of educating people. The editor must first have the ideological and political awareness of the curriculum, and do a good job in the compilation of textbooks to optimize the teaching content. At the same time, it

is necessary to add relevant ideological and political elements such as knowledge of traditional Chinese culture and national and social hotspots in the textbooks, strictly select Western materials, and adjust the proportion of Chinese and Western cultural content in English major textbooks. It is also necessary to pay attention to the important educational significance of Chinese culture to students in terms of "quality", and prevent the ideological erosion of students by Chinese and Western values in purely Western culture. Infiltrate the content of ideological and political education in the content of chapters and unit objectives, so that professional knowledge and ideological and political elements form a complete and unified whole, so that to a certain extent, ideological and political elements such as Chinese culture's values, moral concepts and other ideological and political elements are fully infiltrated into English majors in the textbook.

### **3.4. Strengthen the Construction of the Ideological and Political System and Mechanism of Courses, and Establish and Improve the Ideological and Political Evaluation Mechanism for English Majors**

First of all, establish a full-staff collaborative work system, provide sufficient institutional guarantee for the implementation of ideological and political courses, clarify the basic ideological and political ideas, teaching objectives and implementation principles of English courses, and establish an effective long-term mechanism to ensure the correctness of ideological and political courses for English majors. Implement path directions. Secondly, strengthen the construction of the selection and employment mechanism of English major teachers, strictly select the teaching team, and when introducing and hiring teachers, not only should examine the professional knowledge and teaching ability of teachers, but also pay attention to teachers' ideological ideology and curriculum ideological and political implementation awareness and ability. Finally, establish and improve the ideological and political evaluation mechanism for English majors, formulate detailed evaluation rules for ideological and political courses, design reasonable evaluation methods, combine quantitative evaluation and qualitative evaluation, and conduct "two-way evaluation" of classroom effects from students' values and teachers' teaching ability. Improve the teacher recognition mechanism to help promote the ideological and political construction of English majors.

## **4. Conclusion**

This study uses interviews and questionnaires to explore the practical problems and attributions faced by the ideological and political courses of English majors in colleges and universities from the perspective of students' needs from the perspectives of educators, students, textbooks and curriculum ideological and political systems. And some countermeasures have been given to these practical problems: colleges and universities should strengthen the construction of English major teachers, innovate teaching methods according to the needs of students' ideological and political education, so as to enhance students' cultural self-confidence, improve English teaching materials, and establish and improve the ideological and political evaluation mechanism for English majors.

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