

The Exploration and Integration of Ideological and Political Education Elements in University English Language Teaching

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Abstract: This article aims to explore the excavation and integration of ideological and political education (IPE) elements in university English language teaching (ELT), with a view to realizing the organic integration of language teaching and IPE, and cultivating compound talents with solid language skills and noble morality. In the process of research, this article first expounds the basic connotation and characteristics of IPE elements and the IPE resources in university ELT, and then puts forward the integration strategy of IPE elements and ELT objectives. Through the ingenious integration of curriculum design, the innovation of teaching methods and means, and the construction and training of teachers, this article explores a set of effective ways to integrate IPE elements. Furthermore, in order to assess the actual effect of the integration of IPE elements, an evaluation system with multiple dimensions is constructed. The integration of IPE elements can improve students' ideology literacy and language skills, and promote their comprehensive development. To sum up, this article holds that the excavation and integration of IPE elements in university ELT is of great significance and an effective way to achieve the goal of talent cultivation in tertiary education.

1. Introduction

Under the background of globalization, English, as the main language of international communication, plays an important role in China's tertiary education system [1]. Traditional university ELT focuses on the teaching of language skills, ignoring the cultivation of students' ideological and moral quality [2]. In recent years, with the country attaching great importance to IPE, it has become an important direction of tertiary education reform to integrate IPE into various courses [3]. University ELT is an important platform to cultivate students' international vision and cross-cultural communication ability, and the excavation and integration of IPE elements will help improve students' comprehensive quality [4]. It can also promote students' in-depth understanding and inheritance of Chinese culture and enhance cultural self-confidence. The purpose of this study is to explore how to effectively explore and integrate IPE elements in university ELT, so as to realize the organic integration of language teaching and IPE and contribute to the cultivation of high-quality talents with international competitiveness.

Through combing the relevant literature, this study found that the research on the integration of IPE elements into curriculum teaching has achieved certain results. Some studies mainly focus on the combination of moral education and subject teaching, emphasizing the cultivation of students' moral quality and civic quality through subject teaching [5]. Other studies pay more attention to the specific practice of IPE in various courses, and put forward many useful explorations and attempts [6]. However, the research on the path of IPE elements mining and integration in university ELT is relatively few, and it lacks systematicness and depth [7]. Based on the relevant research results and the characteristics and reality of university ELT, this study further discusses the integration strategies and methods of IPE elements in ELT.

2. The excavation of IPE elements in university ELT

2.1. The basic connotation and characteristics of IPE elements

IPE elements refer to various elements that can guide students to establish a correct world outlook, outlook on life and values, and cultivate students' good moral quality, social responsibility and national feelings in the process of education and teaching [8]. It is not limited to the teaching of political theory knowledge, but also covers many aspects such as moral ethics, cultural inheritance, legal consciousness and international vision. IPE elements have the characteristics of permeability, hidden education and long-term influence (see Figure 1), which can subtly shape students' ideas and improve their comprehensive quality.

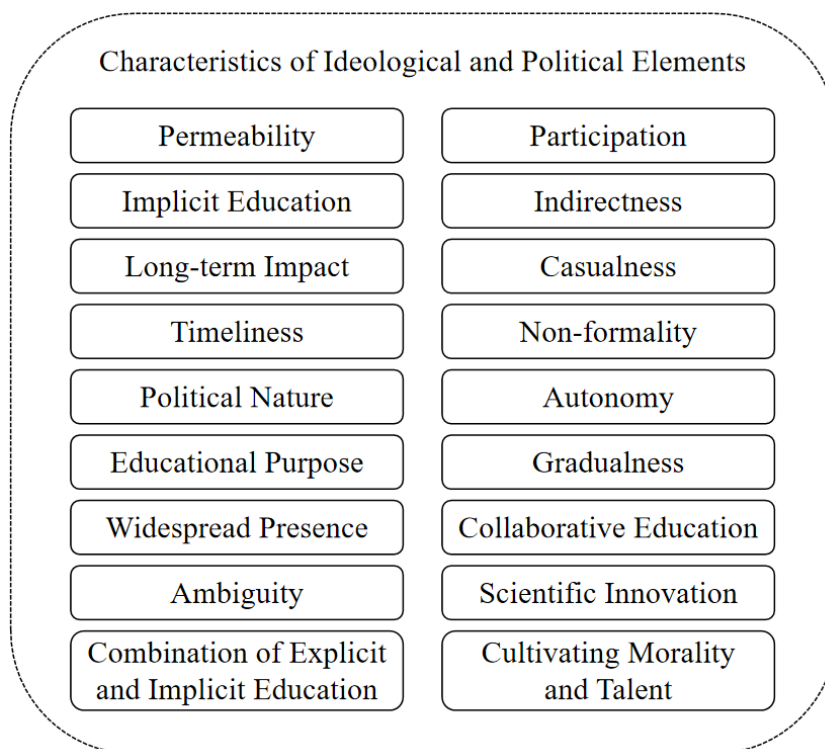


Figure 1 Characteristics of IPE elements

In university ELT, the integration of IPE elements means guiding students to understand and identify with socialist core values while learning language, cultivating their cultural self-confidence and international vision, and turning them into compound talents with both professional knowledge and noble morality.

2.2. Analysis of IPE resources in ELT

University ELT contains rich IPE resources. These resources are the soil into which IPE elements are integrated [9]. English textbooks are a treasure house of IPE, which contains language knowledge points and many contents about culture, history and society. These can be the materials for IPE. For example, by explaining the cultural customs of English-speaking countries, students can be guided to compare Chinese and foreign cultures and enhance their cultural confidence; By analyzing the moral concepts in English literary works, students' moral cognitive level can be improved.

Classroom teaching activities are an important part of IPE resources [10]. By organizing interactive activities such as group discussion, role-playing and debate, students' language use ability can be exercised, and students can be guided to think about social problems and cultivate their critical thinking and sense of responsibility. In addition, English teachers' own words and deeds are also part of IPE resources, and teachers' role models can subtly influence students and transmit positive energy.

2.3. The integration strategy of IPE elements and ELT objectives

To realize the integration of IPE elements with ELT objectives, scientific and reasonable strategies are needed. First of all, ideological and political requirements should be reflected in the design of teaching objectives, and ideological and political objectives such as cultivating students' moral quality and social responsibility should be included in the ELT objective system to ensure the synchronization of IPE and language teaching. Secondly, we should pay attention to the infiltration of IPE elements in the selection of teaching content, and select materials that conform to the law of language teaching and reflect the spirit of IPE, so that students can receive IPE while learning language. Thirdly, in the application of teaching methods, we should innovate the way of ideological and political integration. Through new teaching methods such as situational teaching and task-driven teaching, students can understand the connotation of IPE in participation and experience, and improve the effectiveness of IPE. Finally, a comprehensive evaluation system should be established in teaching evaluation. The evaluation system not only assesses students' language use ability, but also assesses students' ideology literacy and moral quality, ensuring the deep integration and common realization of IPE elements and ELT objectives.

3. The integration path of IPE elements in university ELT

3.1. Integration of curriculum design level

On the macro level of curriculum design, the integration of IPE elements is a key step in university ELT reform. First of all, we need to make a comprehensive survey of the current English curriculum system, make clear the position and role of each course in IPE, and ensure the consistency between ideological and political goals and language teaching goals. This requires course designers not only to be proficient in linguistic knowledge, but also to have a profound theoretical foundation of IPE. In this way, the ideological and political contents such as socialist core values and Chinese excellent traditional culture can be skillfully integrated into the curriculum outline, textbook compilation and teaching arrangement. For example, teachers can introduce English expressions of traditional festivals in China in the intensive reading course, which not only learns the language, but also promotes the national culture; Incorporate the positive image of China in China celebrity speeches or international events in listening training to enhance students' national pride and international vision. Through this curriculum design, IPE has become an indispensable part of university ELT.

3.2. Innovation of teaching methods and means

The innovation of teaching methods and means is the micro-practice of effectively integrating IPE elements into university ELT. Traditional teaching methods focus on the mechanical training of language skills, but ignore the guidance of students' thoughts and feelings and the shaping of values. Therefore, we should actively explore and practice new teaching methods that are student-centered and pay attention to the cultivation of emotions and values. For example, project-based learning, flip classroom, cooperative learning and so on. Under these teaching modes, teachers can design tasks or projects that contain IPE elements, so that students can actively learn and cooperate in the process of completing tasks, so as to naturally absorb and internalize ideological and political content in language practice. Teachers can also use modern information technology to broaden teaching channels, enhance the interest and interactivity of IPE, and improve the teaching effect.

3.3. Construction and training of teaching staff

Teachers are the direct executors of the integration of IPE elements into university ELT, and the construction and training of teachers is very important. Schools should strengthen teachers' ideology literacy training, improve teachers' understanding and recognition of IPE and enhance their consciousness and ability to integrate IPE elements into teaching by organizing regular ideological and political theory study and attending seminars on IPE. Schools should also encourage teachers to carry out teaching research and reform, explore more effective ways to combine IPE with ELT, and

form a case base for reference by peers.

Establishing a reasonable incentive mechanism is also a strategy. The school commends and rewards teachers who have made outstanding achievements in ideological and political integration to stimulate teachers' enthusiasm and creativity. By building a team of teachers with profound language skills and high ideological and political awareness, we can provide a solid talent guarantee for the integration of IPE elements in university ELT.

4. Evaluation and reflection on the integration of IPE elements in university ELT

4.1. Construction of evaluation system

Constructing a scientific and reasonable evaluation system is the key to ensure the effective integration and continuous improvement of IPE elements in university ELT. This system includes the improvement of students' ideology literacy, the development of language skills, the innovation of teaching process and the improvement of teachers' ideological and political teaching ability (see Table 1).

Table 1 Evaluation System for the Integration of IPE Elements in University ELT

Evaluation Dimension	Specific Contents
Enhancement of Students' Ideological and Political Qualities	Students' understanding and identification with ideological and political knowledge; Shaping of students' values and moral qualities; Cultivation of students' sense of social responsibility and commitment
Development of Language Skills	Improvement in students' listening, speaking, reading, writing, and translating skills; Enhancement of students' cross-cultural communication abilities; Actual performance of students' language application abilities
Innovation in Teaching Process	Organic integration of IPE elements with language teaching; Innovative practices in teaching methods and means; Improvement in classroom atmosphere and interactivity
Improvement of Teachers' Ideological and Political Teaching Abilities	Teachers' understanding and grasp of IPE; Teachers' ability to design and implement ideological and political teaching; Teachers' ability to research and reflect on ideological and political teaching

By regularly evaluating the implementation effect of the integration of IPE elements in university ELT, we can find out the existing problems and deficiencies in time and provide the basis for subsequent improvement.

4.2. Challenges and countermeasures

Facing the challenges in the process of integrating IPE elements into university ELT, we should take targeted measures to deal with them. This article holds that we should first strengthen teacher training, improve teachers' understanding and teaching ability of IPE, encourage teachers to innovate teaching methods, and naturally integrate IPE elements into language teaching. Secondly, deepen the reform of teaching materials, select English materials rich in ideological and political value, and ensure that teaching materials not only conform to the law of language learning, but also effectively convey ideological and political information.

The establishment of a more perfect evaluation and feedback mechanism can not be ignored. This not only assesses students' learning achievements, but also assesses teachers' teaching practice, forming closed-loop management and promoting teaching and learning. Relevant departments should also strengthen inter-school exchanges and international cooperation, learn from successful experiences, constantly enrich the ways and methods of integrating IPE elements, and build a new university ELT model with China characteristics.

5. Conclusions

Through systematic and in-depth research and analysis, this study profoundly reveals the importance and practical significance of the excavation and integration of IPE elements in university ELT. It is found that the ingenious integration of IPE elements into university ELT can

improve students' language skills, effectively guide students to establish a correct world outlook, outlook on life and values, and enhance students' cultural self-confidence and sense of social responsibility. This has laid a solid foundation for cultivating high-quality talents with international vision and deep patriotic feelings. In this process, ELT is no longer just the teaching of language knowledge, but also an important way to shape students' all-round quality and inherit Chinese culture. By optimizing curriculum design, innovating teaching methods and strengthening the construction of teachers, the integration effect of IPE elements in university ELT can be significantly improved. In this way, students can receive IPE imperceptibly while learning the language, and realize the double promotion of knowledge and morality. This is an innovation of the traditional teaching mode, and it is also a positive response to the talent training goal of tertiary education. We hope that we can jointly promote the IPE in university ELT to a new height and contribute to training socialist builders and successors with comprehensive development in morality, intelligence, physique and beauty.

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