

Research on the Cooperative Education Mechanism of Culture Teaching in College English and Curriculum Education from Ideological and Political Perspective

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Abstract: This paper first analyzes the importance, necessity and urgency of integrating Chinese culture into college English teaching under the background of curriculum ideology and politics, and then explores the feasibility of the cooperative education mechanism between college English culture teaching and curriculum ideology and politics under the guidance of the Guiding Outline of Curriculum Ideology and Politics Construction in Colleges and Universities and the College English Teaching Guide (2020 edition).

1. Importance and Necessity of Chinese Culture Teaching in College English

In June 2020, the Ministry of Education issued the "Guiding Outline of Curriculum Ideological and Political Construction in Colleges and Universities" to comprehensively promote the curriculum ideological and political construction in colleges and universities. The outline clearly puts forward that the content of ideological and political construction should strengthen the education of Chinese excellent traditional culture and vigorously carry forward the national spirit with patriotism as the core and the spirit of the times with reform and innovation as the core. Educate and guide students to deeply understand the ideological essence and value of the times in Chinese excellent traditional culture, such as caring, valuing the people, being honesty, advocating justice, respecting harmony and seeking great harmony, and educate and guide students to inherit the Chinese context [1]. At the same time, the College English Teaching Guide (2020 edition) also points out that the course nature of college English is both instrumental and humanistic: College English teaching should be integrated into the ideological and political teaching system of school courses, so that it can play an important role in the implementation of the fundamental task of moral education in colleges and universities. College English courses should cultivate students' ability to understand and interpret Chinese culture and spread Chinese culture [2]. Thus, Chinese culture teaching is an important part of college English teaching in the new era.

Foreign research on the relationship between language learning and the formation of World View is also the focus of linguists' research. Wilhelm von Humboldt, a German linguist, put forward in *On Language: On the Diversity of Human Language Construction and Its Influence on the Mental Development of the Human Species*: Language is indispensable for the development of human spiritual strength; Language is also indispensable for the formation of a Weltanschauung (World View)

[3]. This view was inherited by Neo-Humboldtians, a small group of linguists, and developed into the Neo-Humboldt theory. The new Humboldt school holding this theory can be divided into two schools: one represented by Weisgarber in Europe and the other represented by the American linguists Sapir and B.L. Whorf. Weisgarber believes that there is a *Zwischen Welt* between the objective world and the subjective world, that is, language. Different languages have different "Weltbilder Sprache". Another linguist of this school, W. von Bourg, argues that we think that we have mastered the language, but in fact, people are mastered by the language. Weisgarber therefore believes that linguistics is to analyze and reveal the world view of each language through language. Sapir's and Wolff's views are similar to Weisgarber's. Their views are called Sapir-Wolff Hypothesis, and they also believe that different languages have different world views. Therefore, language learning and the shaping of world outlook are closely linked. Language learning is cultural learning. It is necessary to consciously join the excellent cultural learning in the process of language learning, which has a great influence on the shaping of language outlook and world outlook.

2. Urgency of Teaching Chinese Culture in College English

The particularity of language courses determines that college English teaching must be combined with cultural communication, which is both language teaching and cultural teaching. However, the current college English teaching only pays attention to the cultivation of students' basic language skills and the study of British and American cultures (Zhang Bei, Malan, 2004) [4], but ignores the cultivation of students' ability to accurately understand and express Chinese culture and cross-cultural communication in the process of English learning. It also fails to organically integrate Chinese cultural knowledge into curriculum tasks and curriculum design. Therefore, the phenomenon of "China cultural aphasia" is quite common (Cong Cong, 2000) [5]. However, college students are in an important period when their views on world, life and values are formed. Due to their lack of ability of value judgment and value choice, they are easy to get lost in face of western multiculturalism with English as the carrier.

Under the background of curriculum ideological and political education, college English teaching should actively integrate into the school curriculum ideological and political education system, integrate Chinese excellent traditional culture and socialist core values into foreign language teaching, and guide students to express Chinese culture in English, which is conducive to strengthening college students' China position and cultural confidence. Integrating ideological and political teaching into college English teaching is also an inevitable requirement for deepening college English teaching reform. In the reform of college English, it is necessary to innovate teaching content and form continuously and strengthen students' practical pragmatic ability. The cultivation of college students' English ability includes the cognition of various social phenomena with language as the carrier and the dialectical thinking and understanding of the culture and value system behind the language. In this process, it is very necessary to adhere to the integration of the socialist core value system.

In recent years, there have been many studies on the integration of Chinese culture into English teaching, but most of them only stay in the exploration of one or two courses, such as the courses of China Characteristic Cultural English Teaching and China Local Cultural English Teaching by Zhang Ye and Gu Weixing, which have not formed a systematic curriculum system. Most people's studies, such as Wu Yang, Liao Yanyi and Luo Ling, also focus on learning in the first classroom. On the basis of combing the existing research, this study, under the guidance of the Guiding Outline of Ideological and Political Construction in Colleges and Universities and the College English Teaching Guide (2020 edition), sums up, analyzes and discusses the curriculum of the first class of Chinese culture in college English, and explores how to carry out the study and practice of Chinese culture in college English in the second class outside the first class. In the teaching design of the first classroom, we

should carry out online and offline mixed teaching mode, improve and integrate existing high-quality online resources, and reform teaching methods and means to improve the teaching efficiency of the course. In the teaching evaluation mode, the learning-promoting evaluation mode is introduced, and the teaching evaluation runs through the whole teaching process to cultivate students' autonomous learning ability.

3. Feasibility of Chinese Culture Teaching in College English

This study tries to explore the feasibility of integrating Chinese culture teaching into college English curriculum system from the following aspects.

3.1 Take the first classroom as the research subject, integrating the contents of teaching materials and integrating into Chinese culture.

College English Teaching Guide (2020 edition) points out that the selection of teaching materials should consciously integrate the socialist core values and Chinese excellent traditional culture, and guide students to establish a correct world outlook, outlook on life and values (40). However, the current college English teaching materials do not involve much about traditional Chinese culture, and most of them are hidden, appearing in translation exercises such as Chinese-English translation after class. Therefore, in the course design, English materials and discussion topics related to Chinese culture should be consciously added to increase the explicit presentation of Chinese culture, such as changing the implicit presentation into the explicit presentation in the language teaching of reading, listening, writing, speaking and translation, and consciously increasing the study and practice of Chinese culture in the existing college English courses.

In addition, try to offer various types of Chinese culture English courses. For example, English optional courses or college English extension courses related to Chinese traditional culture or local characteristic culture are offered to all majors. Suggested courses can be *Chinese Culture in English* or *English rambling about Minnan culture*. Courses such as Comparison and Exchange of Chinese and Western Cultures or Appreciation of Chinese and Western Cultures are offered for English majors to cultivate students' critical thinking ability, international vision and cultural confidence. In the compilation or selection of teaching materials, new courses should consciously strengthen cultural confidence, adhere to the subjectivity of Chinese culture, adhere to the right to speak Chinese culture, and fully reflect Chinese characteristics and Chinese style. (39) As an extension of English learning, these courses are designed to help students learn to express the essence of Chinese culture in English while deeply understanding Chinese culture, cultivate students' awareness of cross-cultural communication, make students become messengers of cultural exchange, introduce Chinese culture with thousands of years of civilization to foreigners, promote Chinese culture, and let the people of the world fully and deeply understand the Chinese nation.

Moreover, College English teachers should make full use of the online teaching platform to provide students with online and offline autonomous learning paths and rich autonomous learning resources by combining classroom teaching with modern information technology. Teachers can not only improve and expand the teaching content by using the existing high-quality curriculum resources online, such as China University massive open online course Network, but also make their own micro-lessons on specific topics and MOOC (massive open online course) to promote Chinese culture, so as to achieve Flipped Classroom. The mixed teaching mode combining online and offline pays attention to the cultivation of students' autonomous learning ability, provides students with as many online learning resources as possible in the limited credit setting system, and can also cultivate students' autonomous learning ability.

3.2 Extend Second Classroom teaching and integrate Chinese culture learning into students' extracurricular activities.

With the help of the platform of school public lectures, English lectures on Chinese culture for students are held regularly. With the help of the school's existing English corner, we can discuss Chinese culture on different topics, improve students' ability of oral English expression, deepen students' understanding and speculative ability of Chinese and Western cultures, improve students' cross-cultural communication ability, and introduce Chinese culture to foreign teachers and students by telling them the story of China, publicizing China culture and spreading China's voice.

It is also suggested to carry out various English competitions that integrate Chinese culture, English culture and world multiculturalism, such as Chinese culture translation competition, knowledge competition of English expression of Chinese culture, Chinese and Western literature and poetry recitation competition, etc. Teachers can instruct students to participate in national English competitions, such as national English contest for college students, FLTRP Cup national college students' English speech contest, reading contest and writing contest, and carry out English Drama Competition and English Debate Competition in departments and universities, so as to promote learning by competition, promote teaching by competition and combine learning with competition, tell the story of China well in English, convey China culture in English, and strengthen China's position and cultural confidence. In addition, universities and colleges can also use the winter and summer vacations and practice week to organize and lead the student team to carry out innovative and entrepreneurial practices related to local culture, so as to gain a deep understanding of local culture. Students can take English as the carrier, be given full play to the communication advantages of new media such as WeChat official account, mobile phone software and applets, enhance students' sense of identity and pride in local culture. These will surely help expand the influence of local culture, and encourage students to participate in and experience English learning team activities (34).

3.3 Apply Learning-Promoting Evaluation Model as the evaluation system of college English culture teaching, and cultivate students' autonomous learning ability.

Modern educational assessment requires that teaching evaluation is no longer the last step of teaching and learning, but it should go through the whole teaching process and provide feedback to learning. The Guide points out that College English curriculum evaluation should cover all aspects of the curriculum system and comprehensively use various evaluation methods and means to deal with the relationship between internal evaluation and external evaluation, formative evaluation and summative evaluation, quantitative evaluation and qualitative evaluation, so as to realize the promotion of evaluation to curriculum development (25) This proposal is similar to the concept of the learning-promoting evaluation model. The learning-promoting assessment model pays attention to the learning process, and unifies the traditional summative assessment and formative assessment through multidimensional comprehensive analysis. Therefore, this course system will introduce the learning-promoting assessment model as an evaluation means, explore online and offline mixed teaching, and organically integrate the first classroom and the second classroom of culture teaching of college English. In that way students can monitor, plan and reflect on their own learning independently, cultivate their awareness and behavior of independent assessment in future learning, and enhance their autonomy in learning. This study will combine three evaluation methods of learning-promoting evaluation: learning period evaluation, learning evaluation and learning evaluation to set up courses and teaching, and arrange related evaluation activities, such as combining online and offline mixed teaching mode, designing online self-evaluation and peer evaluation for students. Students adjust their learning progress, improve their learning methods and promote their own learning through online self-assessment. Among these, peer-to-peer evaluation can be divided

into two forms: quantitative evaluation of peer's works by quantitative scoring and qualitative evaluation of peer's works by feedback. Learning-promoting assessment refers to that evaluation is learning, so evaluation activity is learning activity and evaluation task is learning task. Combining evaluation task with learning task can effectively improve students' enthusiasm and participation, and give full play to students' main role, thus promoting students' autonomous learning.

4. Conclusion

By analyzing the importance, necessity and urgency of integrating Chinese culture into college English teaching under the background of curriculum ideology and politics, and exploring the feasibility of the cooperative education mechanism between college English culture teaching and curriculum ideology and politics under the guidance of the Guiding Outline of Curriculum Ideology and Politics Construction in Colleges and Universities as well as the College English Teaching Guide, this paper tries to provide some practical methods to combine English teaching and Chinese culture learning. Meanwhile, it is undeniable that these methods need further improvement while being applied.

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