The Feedback Effect of Patriotism Ideological and Political Education on College English Teaching

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Abstract: Under the background of globalization, college students' sense of identity with local culture is weakened and they have blind worship of western culture. By integrating patriotic ideological and political education into college English teaching, this paper strengthens teachers' and students' ideological and political awareness, excavates ideological and political elements in textbooks, innovates teaching practice, and establishes a cross-disciplinary resource integration and sharing mechanism. First of all, through in-depth excavation and integration of China traditional cultural elements in the teaching materials, we can compare the cultural differences and enhance students' sense of identity with local culture. In teaching practice, students are guided to critically analyze western culture, and at the same time, current events in China are introduced in English, so as to enhance students' national consciousness and historical vision. Finally, a cross-disciplinary resource sharing platform is established to promote the maximum utilization of teaching resources and guide them to form correct values. The results show that the average score of students' language skills has increased from 7.49 to 9.12 after the teaching innovation, and the sense of local cultural identity has also been significantly enhanced, indicating that the integration of ideological and political education into English teaching has improved students' English ability and played a role in cultivating students' global vision and local position. Therefore, the integration of patriotic ideological and political education into teaching can not only improve students' language skills, but also cultivate students' all-round quality under the background of globalization and realize the coordinated development of knowledge, ability and consciousness.

1. Introduction

In the tide of globalization, English teaching bears the dual mission of language skills training and cultural inheritance, especially in enhancing students' international vision and local cultural identity. In this context, the integration of patriotic ideological and political education provides a new perspective and method for college English teaching, aiming at cultivating students' global competitiveness and cultural self-confidence.

This paper not only analyzes the application of ideological and political education in teaching, but also shows the changes of students' language skills and local cultural identity before and after teaching innovation through empirical data, thus verifying the effectiveness of the method. In addition, this paper also puts forward a set of comprehensive teaching strategies, aiming at realizing the coordinated development of students' knowledge, ability and consciousness, which is of great significance for cultivating compound talents with international vision and local position.

The paper first introduces the research background and related work, and summarizes the importance and challenges of teaching under globalization; then it explains the research methods, including strengthening awareness, exploring textbooks, innovating teaching practices, and establishing a cross-disciplinary resource integration and sharing mechanism; and it presents the results and discussions, analyzes the changes in students' language skills and local cultural identity before and after teaching innovation, and explores the innovations and challenges of teaching practice; finally, it summarizes the research conclusions and puts forward inspiration and suggestions for future university English teaching.

2. Related Work

Under the background of globalization, English teaching not only carries the task of cultural inheritance, but also shoulders the heavy responsibility of international communication. Chen et al. [1] incorporated Chinese cultural symbols into college English teaching, guiding college students to think about and accept Chinese cultural symbols, cultivating students' cultural awareness, and helping students establish correct cultural views and values. Elbes and Oktaviani[2] studied the impact of character building in everyday conversation course materials on English education freshmen. Based on the interdisciplinary and technological integration concept of the new liberal arts, Su Heguan [3] adopted the "five integrations" in the system, namely the organic integration of local culture + English, online + offline, theoretical teaching + practical teaching, and process evaluation + final evaluation, to achieve the construction of local culture English teaching materials, the optimization of teaching models and methods, and the improvement of teaching evaluation. Ariastuti and Wahudin [4] conducted an investigation on the learning styles of English education majors. Xu Hezhao [5] refined the three roles played by the big language model in the application of English teaching, namely, language consultant, language partner and language evaluation expert, and showed how to use the cue project to play the three roles of the big language model in teaching.

Putri and Sari[6] investigated and analyzed the obstacles encountered in online teaching in middle schools and their countermeasures. If Chinese culture is ignored in teaching, it will lead to the lack of Chinese culture in English learning, which will not only affect students' cross-cultural communication, but also be detrimental to the inheritance of Chinese excellent culture. Zhao [7] aimed to improve students' cross-cultural communication ability and improve the international discourse power of Chinese culture. Poedjiastutie et al. [8] analyzed the social and cultural problems faced by English teaching in remote areas of Indonesia. Wang and Zhang [9] analyzed the advantages of the combination of Outcome-Based Education(OBE), flip class and cloud class, then discussed the college English teaching mode based on "OBE+ flip class+cloud class" and explained the implementation effect of the teaching mode. Renganathan[10] systematically reviewed the research results of English education in Malaysian schools. On the basis of the above research, this paper discusses the feedback effect of patriotic ideological and political education on college English teaching. Patriotism education is not only an important way to cultivate college students' sense of national identity and responsibility, but also the key to improve their cross-cultural communication ability. By integrating patriotic ideological and political education into college English teaching, we aim to explore how to better stimulate students' enthusiasm for learning and

enhance their cultural self-confidence, and how to effectively spread and carry forward China spirit and China values through the platform of language teaching.

3. Methods

3.1 Strengthening Ideological and Political Awareness

The feedback effect of patriotic ideological and political education on English teaching is first reflected in strengthening consciousness, which not only involves teachers and students' understanding of the importance, but also relates to how to integrate it into college English teaching [11-12]. Teachers, as communicators, need to deeply understand their functions and integrate patriotism into teaching contents and methods, so as to enhance students' sense of identity with local culture and critical thinking about western culture. At the same time, students also need to realize that ideological and political education is not only the study of political theory, but also an important part of the formation of personal values and world outlook. By enhancing their understanding, students can better understand cultural diversity and national interests under the background of globalization.

The teaching contents include China traditional culture, historical stories and modern development, so that students can learn more about culture while learning the language. By adopting the methods of debate and role-playing, students are encouraged to discuss cultural differences and international hot issues, so as to enhance their awareness in practice. Combining the educational goal with the language teaching goal, students can express their understanding of China's development achievements and their views on international affairs in English through English speeches and writing, so as to cultivate their international vision and local position.

The feedback function of this educational model is that students can not only maintain their confidence in local culture under the background of globalization, but also understand and respect different cultures with an open mind, and finally form a correct world outlook and values.

3.2 Excavating the Elements in English Textbooks

The excavation of elements in English textbooks includes the integration of traditional cultural elements in China and the comparison of cultural differences [13-14]. By integrating China cultural elements, teaching can deepen their understanding and recognition of local culture. This kind of integration can help students learn English and get in touch with rich knowledge of China culture by excavating the traditional festivals, historical stories and philosophical thoughts of China in the teaching materials. This kind of teaching practice is helpful to cultivate students' cultural self-confidence and keep their respect and pride in local culture under the background of globalization.

By comparing and analyzing the differences between Chinese and western cultures in English teaching, students can understand the characteristics of different cultures more comprehensively. This contrast can not only help students build their communicative competence, but also promote them to form critical thinking, correctly treat the differences between different countries and establish cultural self-confidence. By analyzing the differences in geographical location, religious concepts and historical development, students can understand the roots of cultural differences and form an objective cultural view on this basis.

To sum up, excavating the elements in English textbooks can not only enrich the teaching content, but also enhance students' cultural identity and intercultural communication ability. This teaching strategy helps foreign language learners to achieve the goal of "learning a foreign language well, telling the story of China well and conveying the voice of China".

3.3 Innovative Teaching Practice

Critical analysis of western culture and introduction of current events in China in English are two important aspects of innovative teaching practice [15]. The ability to critically analyze western culture is an essential quality in the context of globalization. Through English teaching, students learn how to analyze and evaluate western culture, ideas and concepts rationally and objectively. The cultivation of critical thinking is helpful for students to have their own independent judgment when they come into contact with foreign cultures, ideas and concepts, rather than accepting them completely.

Introducing current events in China in English is a way to cultivate students' international vision and local position. In college English teaching, combining the current international situation and the actual situation in China, let students express their understanding of China's development achievements and their views on international affairs in English. This kind of teaching practice can enhance their national consciousness and historical vision. In this way, students can better spread the voice of China and tell the story of China in international communication.

Through the innovative teaching practice of critically analyzing western culture and introducing current events in China in English, patriotism education can have a positive feedback effect on college English teaching. This will not only help students to form a comprehensive world outlook and values, but also enhance their cultural self-confidence and national identity while improving their English ability, laying a solid foundation for cultivating compound talents with international vision and local position.

3.4 Cross-Disciplinary Resource Integration and Sharing Mechanism

By building an efficient cross-disciplinary resource sharing platform, we can integrate teaching resources from different disciplines, break down barriers in disciplines, schools, and regions, and thus improve resource integration and utilization efficiency. Such a platform can promote the sharing and optimization of educational resources, making the teaching content richer and more diverse, and the teaching methods more flexible and diverse. At the same time, it can carry out diversified teaching modes such as course discussion, case analysis, and speech competition to stimulate students' interest and improve their participation and learning effect. In addition, with the help of modern technologies such as online courses, online discussions, and mobile learning, students are provided with a more convenient and flexible learning method to adapt to the learning needs and habits of different students. The establishment of this cross-disciplinary resource integration and sharing mechanism can not only promote the maximum utilization of educational resources, but also improve the quality and effectiveness of patriotic ideological and political education in college English teaching, and achieve the optimal allocation of educational resources and the maximization of teaching effects.

4. Results and Discussion

4.1 The Effect of Integrating Patriotic Ideological and Political Education

The integration of patriotic ideological and political education has enhanced students' sense of identity with local culture. Through data analysis, we can see the changes in students' sense of identity with local culture. This change is not only reflected in the data, but also reflected in the examples of changes in students' attitudes and behaviors through case studies. For example, the adjustment of the content of college English textbooks has increased the proportion of Chinese culture and effectively curbed the excessive Westernization of content. Many teachers consciously

incorporate Chinese stories and Chinese elements into their teaching. This teaching practice helps students enhance their understanding and identification with local culture while learning the language, as shown in Table 1.

Table 1: Local cultural identity

Indicator	Before Integration	After Integration	Change Description
Students' Identification with Local Culture	3.5/5	4.5/5	An increase of 1 point indicates a stronger identification with local culture among students.
Proportion of Chinese Culture in Textbooks	20%	60%	An increase of 40% indicates a significant enhancement of Chinese cultural elements in the textbooks.
Frequency of Teachers Integrating Chinese Stories and Elements	Once per month	Four times per month	An increase of three times indicates a more frequent integration of Chinese culture in teaching practices.
Frequency of Students Participating in Chinese Cultural Activities	Twice per semester	Five times per semester	An increase of three times indicates a higher level of student engagement in cultural activities.

Patriotism ideological and political education has enhanced students' critical thinking about Western culture. Teaching feedback shows that the depth and breadth of students' analysis of Western culture have improved. Through ideological and political education, students learned how to view Chinese and Western cultures rationally and analyze Western culture critically. At the same time, they introduced Chinese current affairs in English, which enhanced students' national consciousness and historical perspective. Figure 1 shows the results of students' critical thinking on Western culture before and after the integration of patriotic ideological and political education into English teaching:
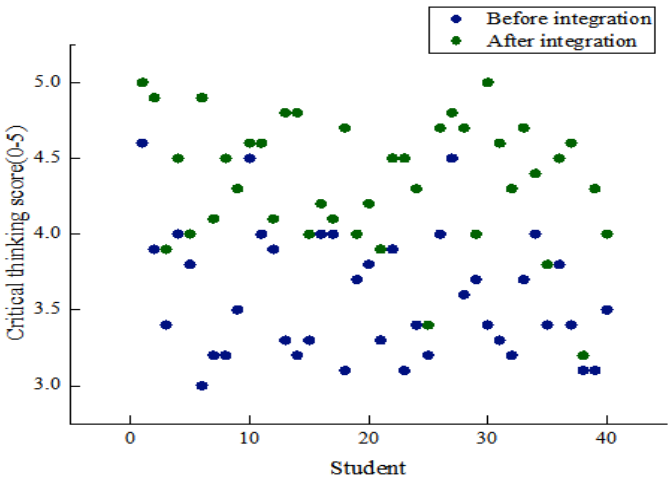

Figure 1: Critical thinking scores

As shown in Figure 1, among the 40 students, the critical thinking scores before the patriotic ideological and political education is integrated into English teaching were lower than after the integration. Specifically, the scores of the first student before and after integration are 4.6 and 5 respectively, the second student is 3.9 and 4.9 respectively, and the other students also has varying degrees of growth. By comparing the scores before and after integration, it can be observed that the students' ability to analyze Western culture, judgment, and independent thinking have been significantly improved after the integration of ideological and political education. This improvement will help students form a more comprehensive and objective cultural cognition in the context of globalization, and enable them to handle and analyze the differences and conflicts between different cultures more rationally.

Finally, through patriotic ideological and political education, students have achieved balanced development in global vision and local standpoint. Emphasizing international vision, historical perspective, multi-cognition and national consciousness, it promotes the construction of consciousness and personality of students on top of knowledge and ability cultivation. This education model not only improves students' English ability, but also strengthens cultural confidence and national pride.

4.2 Innovation and Challenges in Teaching Practice

The feedback effect of patriotic ideological and political education on college English teaching is also reflected in the innovation and challenges of teaching practice. In terms of innovation in teaching methods, by integrating Chinese current affairs into English teaching, it not only improves students' language skills but also enhances their national consciousness and historical perspective. This teaching method deeply explores the ideological and political elements in the text, cultivates students' sense of family and country, and correct outlook on life, world and values, enables students to deeply understand the concept of love in an international perspective and connect it with the core socialist values. At the same time, the design of thematic discussions and summaries helps students realize that there are many kinds of love in the world, and through learning, they can internalize these values into their own spirit and actions. Figure 2 shows the comparison results of students' language skills before and after the teaching innovation:
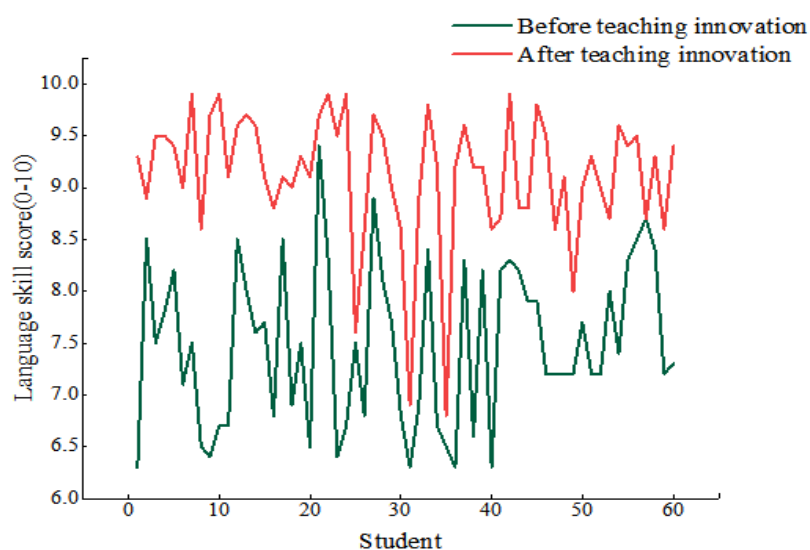

Figure 2: Language skills scores

Through Figure 2, the average score of each group of data is calculated. The average score before the teaching innovation is about 7.49, while the average score after the teaching innovation is 9.12. The average score after the teaching innovation is significantly higher than before the teaching innovation, indicating that the teaching innovation has a significant positive impact on students' English language skills. Further analysis shows that the average language skill score of students increases by 1.63 points after the teaching innovation, which is a positive trend and shows that the teaching innovation has effectively improved students' English language skills. In general, the comparison results of students' language skill scores before and after the teaching innovation show that the teaching innovation has achieved remarkable results in improving students' English language skills.

Facing misunderstandings and prejudices in cross-cultural communication, college students' cultural concepts are impacted, and bad cultural values have eroded cultural values and ideas. Therefore, college English teaching, while imparting language knowledge, also focuses on cultivating students' correct cultural values. Strengthening cultural confidence and enhancing identification with festival culture is one of the strategies to meet this challenge. By integrating the nation's excellent traditional culture with ideological and political education, we can promote and develop the excellent socialist culture with Chinese characteristics and enhance national self-esteem and self-confidence.

4.3 The Feedback Function of Education to Teaching

The feedback effect of patriotism education on teaching is reflected in the consciousness construction based on the cultivation of knowledge and ability and the balance between international vision and local position. First of all, on the basis of knowledge and ability training, education is not only to impart language knowledge, but also to build students' consciousness in the teaching process. This kind of consciousness construction enables students to internalize the spirit of patriotism and form correct values and world outlook while learning English. Through ideological and political education, students' personality is cultivated, and they learn how to stick to their own cultural position in the context of global multiculturalism, while respecting and understanding other cultures.

In terms of the balance between international vision and local position, education emphasizes the cultivation of students' global awareness and cross-cultural communication ability, so that students can communicate and communicate effectively on the international stage. At the same time, education also strengthens students' national identity and cultural self-confidence, so that they can maintain their own cultural characteristics and value orientation in the face of different cultural shocks. This educational model helps students to form a comprehensive world outlook, not only to understand and respect global multiculturalism, but also to uphold and spread China's excellent culture and realize the organic combination of local culture and international vision.

4.4 The Coordinated Development of Education and Teaching

The coordinated development of education and teaching is particularly obvious in the mutual promotion of teaching contents and methods. Among them, content integration is an effective way to combine the contents of ideological and political education with teaching contents. For example, by comparing the cultural differences in China, strengthening the guidance of positive value orientation and strengthening the edification of national consciousness, the course has the dual functions of imparting knowledge, cultivating ability and political education. At the same time, the innovation of methods is also the key. Adopting the mode of "teacher-student cooperation evaluation" can improve students' participation and sense of gain, improve students' cooperative

spirit and critical thinking, and improve students' personality shaping level. In the evaluation and feedback of teaching effect, we should construct a multi-dimensional evaluation system of English curriculum ideological and political education, stimulate teachers' enthusiasm and innovation, establish a three-level evaluation standard system of "curriculum-college-school", and focus on evaluating the penetration and integration of elements in English curriculum. With the help of cloud computing platform, we can quantitatively analyze students' ideological tendencies and behavior patterns, and compare the educational effects of students before and after the implementation of curriculum ideological and political education, so as to promote the steady and effective construction of English major curriculum ideological and political education. The collaborative development process is shown in Figure 3:
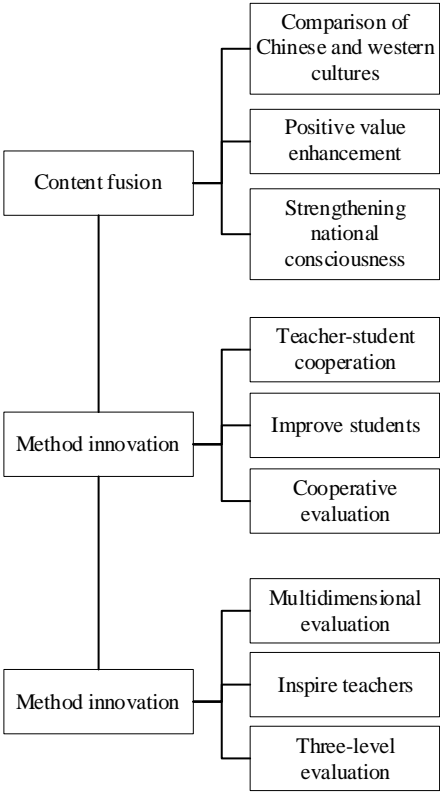

Figure 3: Collaborative development process

5. Conclusion

Through the research on the coordinated development of patriotism education and college English teaching, this paper analyzes how to improve students' national identity, cultural self-confidence and communication ability through teaching innovation under the background of globalization. Through empirical research, this paper shows the improvement of students' language skills and local cultural identity after patriotism education is integrated into English teaching. This teaching mode not only solves the problem of how to effectively inherit and carry forward China culture in English teaching, but also enhances students' critical thinking ability on western culture, laying a solid foundation for cultivating compound talents with international vision and local position. However, the research sample and implementation scope of this article are relatively limited, mainly based on the teaching practice and student feedback of specific universities. In addition, due to the complexity of cultural identity and cross-cultural communication ability, evaluation indicators and methods may need to be further diversified and deepened. Future research

can expand the sample range, increase students from different regions and cultural backgrounds, and explore more dimensional evaluation systems to comprehensively evaluate the actual effect of teaching innovation.

Acknowledgement

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