

# A Study on the Path of Integrating Ideological and Political Elements into College English Teaching

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**Abstract:** Curriculum ideological and political education is a new requirement put forward by the country for education and teaching, and implementing curriculum ideological and political education has become one of the important tasks of university education. Facing the new requirements of ideological and political education in the curriculum, college English teachers are facing new opportunities and challenges. The paper analyzes the current situation of college English curriculum teaching and elaborates on the necessity of integrating ideological and political elements into college English curriculum. How to effectively integrate ideological and political elements into college English teaching and cultivate comprehensive talents with comprehensive moral, intellectual, and physical development is of profound significance. The article attempts to explore the path and feasibility of ideological and political integration in college English classroom teaching from the perspectives of "quantity", "quality", and "teacher ideological and political considerations".

**Keywords:** Ideological and Political Elements, College English Teaching, Integrating path

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## 1. INTRODUCTION

In 2017, the college English teaching guide issued by the ministry of education clearly stated that core socialist values should be organically integrated into college English teaching.

So, how to organically integrate ideological and political education with college English teaching is a question worth pondering for every college English teacher. Ideological and political education in colleges and universities is an effective way to cultivate and carry forward core socialist values and help college students establish correct world outlook, outlook on life and values. It is also an important part of China's higher education. Teachers integrate theoretical knowledge and conceptual connotations of ideological and political education into their teaching through purposeful, planned, and organized teaching activities, guiding students to establish correct ideological and political concepts and moral behavior norms.

The integration of ideological and political elements into professional courses is an effective way to improve teaching quality and strengthen students' ideological and political education. While conducting professional subject knowledge teaching activities, it subtly and correctly guides students' ideological and political concepts, which helps students to have a deeper understanding of the core connotation of ideological and political education. At present, the proportion of British and American cultural materials in "College English" textbooks is relatively large, while the proportion of materials related to Chinese culture is relatively small. The author believes that one of the two articles in each unit can be used to tell a good "Chinese story", involving Tang poetry, Song poetry, qin, chess, calligraphy and painting, scenic spots, and historical sites, etc.

For example, if one of the articles involves British and American culture, covering various aspects such as politics, economy, technology, culture, education, ethics, religion, morality, etc., then the other article can be selected with themes like or related to Chinese cultural content. In this way, the theme of the article runs through both China and foreign

countries, and cultural translation not only broadens the field of vision, but also introduces "ideological and political elements" into "college English", cultivating the "cultural confidence" of college students. By comparing and comparing, we aim to enhance students' sense of national responsibility and pride, and truly cultivate and deliver comprehensive applied talents and reserve forces for the country. The English textbooks in universities usually use national planning textbooks, which reflect the development of society and have a clear sense of modernity and practicality.

Therefore, as a college English teacher in the new era, it is necessary to fully explore the rich humanistic connotations of college English courses, be good at discovering the entry points of ideological and political education in textbooks, deeply explore the ideological and political elements in textbooks, and conduct heuristic teaching from the perspective of ideological and political education on the basis of the textbooks used, integrating and comparing Chinese and Western ideas and cultural knowledge, enhancing students' understanding and awareness of cultural similarities and differences, and expanding their horizons. The key to the smooth integration of ideological and political elements into college English teaching lies with teachers. Firstly, college English teachers should not only possess high professional abilities and qualities, but also possess ideals, beliefs, and noble moral sentiments. They should set an example by example, teach by example, strictly demand themselves, continuously strengthen personal cultivation, pay attention to their words and actions, never forget to spread positive energy to students, and always be a guide in students' thinking.

## 2. THE PROPOSED METHODOLOGY

### 2.1 The necessity of integrating ideological and political elements into college English courses

College English teachers should bear in mind their mission of teaching and educating people, strengthen their ideological and political awareness, and enhance their comprehensive

literacy through channels such as independent learning, collective learning, training, and research. They should enrich their ideological and political knowledge and traditional Chinese cultural knowledge, understand the latest political news, dialectically view Western culture, and consciously and systematically integrate ideological and political elements into their teaching, so as to truly improve one's own ability in ideological and political education. The practical section includes the application of collaborative innovation theory in college English, the basis and specific courses for the curriculum design of applied college English, the use of SWOT to analyze the development of college English teachers, and the investigation and analysis of the current situation of college English learning; The reference part mainly draws on the characteristics of English teaching in the University of Hertfordshire preparatory course and the characteristics of in-service education and professional development of foreign language teachers in the European Union, as well as the relevant enlightenment.

In addition, the book also takes Zhejiang University of Science and Technology as an example to study and analyze the basic content, development problems and countermeasures of college English curriculum construction in detail, which provides important reference value for college English teaching research and practice. The integration of ideological and political elements into the "College English" curriculum not only ensures quantity, but also ensures quality. Teaching according to individual needs and aptitude are undoubtedly two powerful tools to ensure the effective integration of ideological and political elements into the teaching process of college English. Teaching according to individual needs and aptitude are two important teaching methods and principles in teaching. In teaching, teachers choose learning methods that are suitable for each student's characteristics based on their cognitive level, learning ability, and personal qualities. They utilize the students' strengths, make up for their shortcomings, stimulate their interest in learning, establish their confidence in learning, and promote their comprehensive development.

In addition to delving deeper into the ideological and political elements in textbooks, teachers can use instructional design to help students shape the three perspectives in the process of analyzing and solving problems, and consciously practice correct values in the context. Teachers must pay attention to classroom teaching design and appropriately incorporate ideological and political elements according to the teaching theme. The most common teaching theme is based on units, and the specific teaching process can start with discourse, vocabulary, and exercises. The differences between Chinese and Western cultures, values, ways of thinking and customs involved in the text can all be the entry point of ideological and political thinking. Compare and interpret them with China's excellent traditional culture and Core Socialist Values to guide students to think and improve their cultural self-confidence. CET-4 and CET-6 are national teaching examinations hosted by the department of Higher Education of the Ministry of Education of the People's Republic of China, the ability to pass the National College English Proficiency Test has a significant impact on students' degrees and employment.

## 2.2 The "Ideological and Political Consideration" of "Teachers" in the Integration Path of Ideological and Political Elements

In recent years, the National College English Test Band 4 and Band 6 Committee has made partial adjustments to the exam format. After the reform, the translation section of the Band 4 exam focuses on examining traditional Chinese cultural content and has added a short news listening format. However, these two parts of the examination have a direct relationship with ideological and political elements. Integrating ideological and political elements into college English curriculum teaching is of great significance. English is an important language tool for communication and exchange. Many teachers in the teaching process of college English courses often only focus on imparting basic English knowledge and skills, while neglecting the important educational concept of cultivating morality and cultivating talents.

Integrating ideological and political elements into college English curriculum teaching not only allows teachers to have a deeper understanding of the importance of education, but also helps to improve the effectiveness of English teaching. The firm ideological beliefs of teachers are a force that can stimulate students' self-reflection and self-regulation. At the same time, teachers are also the pioneers and leaders of "cultivating morality and cultivating talents", and their behavior runs through the entire curriculum teaching process. Teachers should clarify the training objectives and requirements of "college English", fulfill their responsibilities as teachers, and not be limited to being classroom educators, but should lean towards the roles of organizers and guides. In the classroom, teachers should demonstrate their own noble professional ethics, "being upright as a model and learning from others as a teacher". Under the influence of listening and watching, students can also greatly improve their humanistic literacy and moral character.

College students in the new era are quick in thinking, flexible in mind, broad in vision, and have a strong sense and ability to accept new things. Therefore, teachers should keep pace with the times, constantly pay attention to social current affairs news, and properly introduce relevant ideological and political elements such as current political hot spots close to life into teaching in combination with students' own needs and characteristics, to help students understand the world development pattern, feel the speed of Chinese century's rise, and enhance students' national pride. In the first lesson of school, teachers should seize this opportunity to introduce the development of their major and future employment prospects to students, and gradually deepen ideological and political education through the content that students are interested in.

Similarly, when providing guidance on translation question types to students, teachers can not only impart translation skills, but also provide students with relevant expansion or infiltration of traditional Chinese cultural knowledge based on the translation content related to traditional Chinese culture that appears in past real and simulated questions. Such translation topics are mostly close to our real life, such as Chinese knotting, tea culture, Chinese food, etc., which are easy to arouse students' interest and resonance. Some English teachers lack a clear and clear understanding of the integration of ideological and political elements into English curriculum teaching.

They believe that the correlation between professional subject education and ideological and political education is not strong, and they only need to focus on teaching English knowledge and skills to help students improve their English language abilities, while ideological and political education should be entrusted to specialized ideological and political teachers. Although many English teachers have rich professional knowledge and outstanding teaching abilities, they lack a deep understanding of the connotation of ideological and political education, making it difficult to closely integrate ideological and political elements with college English teaching content.

### 3. CONCLUSION

The organic integration of ideological and political elements with college English is imperative, which can fundamentally improve the current situation of the lack of mother tongue culture in college English classrooms. This not only improves students' language application ability, but also cultivates their good qualities, improves their ideological and political literacy, and achieves the fundamental goal of "cultivating morality and cultivating talents" in education. To improve students' cross-cultural communication skills, help them establish correct worldviews, outlooks on life, and values, enable them to have a correct understanding of the cultural differences between China and the West, enhance their cultural confidence, enhance their sense of national pride, and cultivate new era college students with an international perspective, good language skills, and moral integrity for the country.

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