

Study on Ideological and Political Education in Comprehensive English Course for English Majors from the Cross-cultural Critical Perspective

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Abstract: Under the background of the new era, ideological and political education in the curriculum is an important requirement of higher education. As one of the core compulsory courses in the English major, the comprehensive English course is an important way to implement ideological and political education in the curriculum and fulfill the task of moral education. In response to the issue of how to implement ideological and political education in the comprehensive English curriculum, this paper first proposes the theoretical guidance of cross-cultural thinking teaching philosophy and the Production Oriented Approach teaching method to implement ideological and political education in the curriculum. Then, it discusses the principles adhered to in the practice of ideological and political education in the comprehensive English curriculum, as well as the content of ideological and political education in the curriculum, to discuss the fundamental task of implementing ideological and political education in the curriculum and achieving the goal of moral education unconsciously.

Keywords: Ideological and Political education in Curricula, Comprehensive English course, Cross-cultural Critical Thinking Teaching.

1. Introduction

The ultimate goal of education is to cultivate people, and "cultivating virtue and nurturing people" is one of the fundamental tasks of education, highlighting the indispensable role of education in shaping individual character. As a comprehensive educational concept, the ideological and political education aims to align various courses with ideological and political theory courses through the construction of a comprehensive education pattern for all staff, the whole process, and the entire curriculum, forming a synergistic effect, and making "cultivating morality and nurturing talents" a fundamental task of education (Xiao Qiong, Huang Guowen, 2020). At present, universities are widely carrying out ideological and political construction, striving to organically integrate value shaping while imparting knowledge and cultivating abilities. The work of higher education teachers should shift from teaching to education. While paying attention to the professional growth of students, imparting professional knowledge and cultivating professional abilities, teachers should also focus on guiding them to form correct worldviews, outlooks on life, and values.

Comprehensive English course is a fundamental course for English majors, with a large number of class hours, and its importance is self-evident. This course not only covers various aspects of English learning, including the cultivation of skills such as listening, speaking, reading, writing, and translation, but also aims to comprehensively improve students' understanding, appreciation, and application abilities. Its teaching content is extensive, and the text genres are diverse, providing students with a window to deeply understand society and life. For first and second grade students, this course is of great significance in stimulating their learning motivation, meeting their learning needs, improving their language expression ability and professional competence. However, students still lack language production,

discourse interpretation, and cross-cultural thinking abilities and their awareness of connection with real life is relatively weak. Therefore, through comprehensive English courses, it is necessary for students to draw on humanistic knowledge and national cultural knowledge, cultivate cross-cultural communication skills, critical thinking ability, self-learning ability, and team cooperation awareness. In the process of language learning and cultural cognition, students should establish their own cultural confidence, stimulate patriotism, form correct value orientation, and continuously improve their ideological and political literacy in learning.

The core goal of ideological and political education in the curriculum is to cultivate students' socialist core values, enhance national awareness, national pride, and international perspective. The comprehensive English course for English majors aims to improve students' English language proficiency, cross-cultural communication skills, and critical thinking abilities. The two complement each other in educational goals, jointly committed to cultivating English professionals with comprehensive qualities and international perspectives.

2. Theoretical Foundation

2.1. Cross cultural critical thinking Teaching

Cross cultural critical thinking ability mainly includes two aspects, namely cross-cultural ability and critical thinking ability. The research on intercultural competence began in the 1960s and is one of the core issues in cross-cultural communication research. Sun Youzhong (2017) established a cross-cultural competence model from the perspective of foreign language education, based on China's national conditions and a comprehensive study from multiple perspectives. The research on critical thinking skills is also receiving increasing attention from the academic community. "Cross cultural critical thinking ability generally refers to the

ability to summarize, appreciate, evaluate, and critically think about different cultures on the basis of mastering cross-cultural knowledge, and to deeply understand and evaluate the differences between domestic and Western cultures, thereby achieving effective communication and exchange between different cultures." [Duan Guixiang, 2019] Sun Youzhong proposed the "Cross cultural Critical English Ability Model" on the basis of cross-cultural ability research. We have published a relevant English textbook called "Language Intercultural Thinking Integrated Approach" and conducted extensive teaching practices, providing excellent ideas for the cultivation of cross-cultural thinking abilities in universities.

2.2. The Production Oriented Approach (POA)

The Production Oriented Approach (POA) is a localized foreign language teaching theory that is in line with China's national conditions and rich in Chinese characteristics, proposed by the renowned foreign language educator Professor Wen Qiufang in 2015. This theory emphasizes the important role of language output in language learning, dividing the teaching process into three stages: motivation, enablement, and assessment. The Production Oriented Approach advocates student-centered approach, integrating the acquisition of knowledge, the development of abilities, the cultivation of thinking, and the shaping of values (Wen Qiufang, 2015). As a driving force and goal of teaching, all teaching processes revolve around language and educational goals, which coincides with the requirements of national curriculum and ideological construction to cultivate socialist successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

The Production Oriented Approach is a foreign language teaching theory with Chinese characteristics, advocating the concept of "holistic education" that covers intelligence and moral character in talent cultivation, which is consistent with the purpose of ideological and political education in the curriculum. The design of ideological and political education in comprehensive English courses based on Production Oriented Approach (POA) plays an important role in achieving the concretization and operability of ideological and political education in courses, improving the effectiveness of ideological and political education in comprehensive English courses, and providing important reference for deepening the reform and practice of ideological and political education design in English related courses.

The teaching of comprehensive English courses is guided by the foreign language teaching philosophy of "cross-cultural thinking and education", integrating the Production Oriented Approach (POA) teaching theory, and based on the unity of foreign language learning tools and humanities, promoting the joint improvement of students' language application ability, critical thinking ability, cross-cultural communication ability, and moral core literacy. It also emphasizes the strengthening of students' information technology ability and digital literacy, and constructs a hybrid teaching model, so as to better achieve the goals of ideological and political education in the curriculum.

3. Principles of Ideological and Political Education in Comprehensive English Course

3.1. Cultivating cultural confidence on the basis of a cross-cultural perspective

Culture contains rich connotations and can be said to be synonymous with human civilization. At the same time, there are many cultural differences between countries, and there are also many difficulties in cultural exchange, especially in terms of values. The articles in the comprehensive English course are all selected from classic English works, with moderate difficulty, authentic language use, rich language phenomena, and rich cultural content. They comprehensively introduce Western culture, which can not only enhance students' language knowledge and skills, but also stimulate their minds, broaden their horizons, and guide them to pay attention to, think about, and comment on various issues from far to near.

Based on a cross-cultural perspective, ideological and political education can better achieve the organic unity of knowledge transmission, ability cultivation, and value guidance. In comprehensive English teaching, cultural content covers multiple aspects, such as the cultural connotations of vocabulary, etiquette and customs, values and ways of thinking, literature and art, as well as history and geography. In English learning, vocabulary is the foundation of language, and often contains rich cultural connotations behind it. For example, certain vocabulary or expressions may have specific meanings or usage in specific cultures, while they may be completely different in other cultures. Therefore, in the process of learning vocabulary, it is very important to understand its cultural connotations. Different cultures have different social etiquette and customs, such as greetings, table manners, and holiday celebrations. Understanding these etiquette and customs helps students better integrate into different cultural environments and avoid misunderstandings or awkward situations in cross-cultural communication. Different cultures have different values and ways of thinking, which can affect people's behavior, decision-making, and communication. By understanding the values and ways of thinking of different cultures, students can gain a deeper understanding of other cultures and improve their cross-cultural communication skills. Literature and art are important forms of cultural expression. By studying literary and artistic works from different cultures, students can gain an understanding of their history, traditions, aesthetic concepts, and deepen their understanding of different cultures. Understanding the historical and geographical background of a culture is crucial for understanding its cultural characteristics and values. By learning about the history and geography of different cultures, students can better understand the development and evolution process of different cultures. Students should learn to have a correct understanding and treatment of foreign cultures, enhance their cross-cultural communication skills, and become a bridge for future cultural exchanges between China and foreign countries.

Therefore, in teaching, guiding students to pay attention to Western cultural background knowledge while emphasizing the integration of Chinese and Western cultures, emphasizing both knowledge and literacy, deepening English major students' understanding of different cultures, and

comprehensively experiencing the charm of their own language and culture from a cross-cultural perspective, guiding students to tell their own stories well, and achieving the integration of language teaching and cultural teaching. For example, in a unit, the article is called "The Green Banana". Students are required to discuss the author's views on culture in the article, and then talk about the unique cultural treasures of their own country, enhancing their awareness of cultural exchange and cultural dissemination ability. By setting up the cross-cultural tasks mentioned above, combining knowledge exploration with value guidance, students are guided to actively extract cross-cultural knowledge that interests them based on learning textbook content, helping them to independently and dynamically construct a cross-cultural knowledge system, and achieving the cultivation of critical thinking and cross-cultural abilities.

3.2. Cultivating critical thinking on the basis of text themes

The essence of education is to cultivate people. Students should develop the habit of independent thinking, the ability to criticize and analyze, and the courage to pursue truth. Through course learning, they should learn how to think and master the methods and approaches to explore truth. Enabling students to have morality and be clear about right and wrong is of utmost importance in comprehensive English courses. The ability to think critically is crucial for foreign language majors. It can not only improve their cross-cultural communication skills, language understanding and application abilities, but also cultivate their critical thinking, expand academic horizons and research abilities, and adapt to changing social needs.

The articles selected in the comprehensive English course involve fields such as literature, ethics, philosophy, social issues, or science, which can stimulate students' interest and curiosity, and stimulate deep thinking and discussion. In teaching, integrate the theme content of each unit learned, explore the ideological and political elements contained in each unit, and condense the ideological and political elements of the curriculum. By discussing topic content, sharing classroom and online viewpoints, while cultivating students' comprehensive language application and critical thinking abilities, we can silently achieve ideological and political education, and subtly shape students' correct worldviews, outlooks on life, values, and cultural views. By doing so, we can delve into the connotation of the textbook, connect with the demand for social talents, and deeply integrate with ideological and political education in the curriculum.

The ideological and political education based on the cultivation of critical thinking ability can be achieved through the following aspects: students can better understand and evaluate the content of the article by carefully reading the article, understanding the theme, viewpoints, and arguments, analyzing the logical relationships and argumentative structure in the article; During the reading process, students try to ask some questions in order to think more deeply about the theme of the article and cultivate their critical thinking. After reading, analyze the viewpoints in the article, evaluate their rationality and credibility, consider whether the author's arguments are sufficient, whether the logic is rigorous, and whether their viewpoints are valid, as well as consider other possible viewpoints or explanations; On the basis of analyzing and evaluating the viewpoints of the article,

students form their own opinions based on sufficient reasons and evidence; Students can share their viewpoints with others and listen to their opinions. By participating in discussions, they can further exercise their critical thinking ability, learn how to express their opinions, and listen to feedback from others.

3.3. Implementing ideological and political education on the basis of the reality of students' life

When the learning content is closely linked to students' life experiences, feelings, and interests, students are more likely to resonate, and their interest and participation in the course will also be higher, which is conducive to enhancing their understanding ability and cultivating their practical application ability. Integrating ideological and political content with students' daily lives can help them better understand and identify with socialist core values, thereby guiding them to form correct worldviews, outlooks on life, and values. Make ideological and political education more closely aligned with the actual needs of students, thus achieving educational goals more effectively. This teaching method can make ideological and political education more targeted and effective, and improve educational effectiveness. Therefore, in the design of ideological and political education, students should be guided to connect with social reality, pay attention to the current world, better cultivate their sense of social responsibility and critical thinking, improve their problem-solving ability, promote the combination of theory and practice, and cultivate their comprehensive qualities. The cultivation of these abilities is of great significance for the comprehensive development and social adaptation of students.

4. The Content of Ideological and Political Education in Comprehensive English Courses

In professional teaching in universities, the explicit teaching content is subject knowledge. Course ideological and political education should adhere to the principle of implicit education, excavate ideological and political elements from existing professional teaching content, and link course ideological and political education with the knowledge module of the course in terms of content, integrating ideological and political education into professional courses. Therefore, the content of ideological and political education in courses at different levels can be implicit in professional teaching.

Firstly, at the national level, the main purpose of ideological and political education is to cultivate students' patriotism, such as ideal beliefs, patriotism, national spirit, and other aspects. Its main content includes international understanding, national identity, and social responsibility. In the unit of "The Green Banana" in the Comprehensive English 1 course (textbook is Modern College English Intensive Reading Volume 1), by understanding and discussing the theme of cross-cultural concepts and multiculturalism in this lesson, students can be guided to establish a global awareness and an open mindset, learn to respect the diversity and differences of world cultures, and thus realize the importance of cross-cultural communication, so as to better understand the connotation and value of a community with a shared future for mankind. Students can actively acquire knowledge, change their mindset, and integrate patriotism, cultural

confidence, political identity, and other aspects into their professional learning through implicit education.

Secondly, from a personal perspective, the main content of ideological and political education courses can include the cultivation of personal values and ideals, such as humanistic literacy, scientific spirit, deep learning, personality development, and practical innovation (Tian Hongyun, 2021). The stage of higher education is a crucial period for the formation of one's outlook on life and the world. The relevant elements of ideological and political education should be combined with the themes of language, literature, society, culture, etc. in textbooks, and linked to the real life of students. Linking humanistic knowledge with individual experience and real life can transform abstract concepts into concrete cognition, thus better shaping their outlook on life, values, and career. By reading Arthur Miller's essay "The Rite of Spring", students can connect their daily experiences in horticulture and planting. Through text analysis, they can gain a profound understanding and recognition of themes such as environmental protection, the relationship between humans and nature, and the important influence of nature on character building, thereby achieving the goal of ideological and political education in the course. By reading Wilde's fairy tale "The Nightingale and the Rose", students can further form their own judgments on the correct view of love by analyzing and summarizing the love concepts of different characters in the story.

5. Conclusion

Integrating ideological and political education into comprehensive English courses is an important task and direction of foreign language education in universities. This article is based on the concept of cross-cultural thinking, guided by the Production Oriented Approach, and explores the methods and strategies for carrying out ideological and political education in comprehensive English courses from two aspects: the principles and content of curriculum ideological and political education. This article believes that ideological and political education in comprehensive English course can be based on the principles of cultivating cross-cultural perspectives and critical thinking abilities, while also taking into account the real-life situations of students. The content of ideological and political education courses can be selected from both national and individual levels, closely

integrated with the theme of professional learning, and organically integrated to achieve the goal of ideological and political education through implicit means. In short, integrating ideological and political education into comprehensive English courses can effectively cultivate students' language proficiency, correct values and outlook on life, enhance their cultural confidence and patriotism, and implement the fundamental task of cultivating morality and nurturing people. I hope that this study can provide some reference and inspiration for foreign language teachers in universities to integrate ideological and political education into comprehensive English courses.

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