

The Excavation of Ideological and Political Teaching Elements and Practical Analysis in the English Teaching Course of Foreign Trade Correspondence

-- Taking 7C principle as an example

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Abstract: In recent years, the development of curriculum ideological and political work and related research have received extensive attention. The English course of foreign trade correspondence can present the advantages of Ideological and political construction in many aspects. In view of the problems existing in the current ideological and political teaching of the English course of foreign trade correspondence, such as stiff integration, low degree of professional fit, excessive "Ideological and political" and single teaching method, this study takes the "7C" principle of foreign trade correspondence as the breakthrough point, integrates the "patriotism, dedication, integrity and friendliness" of the individual level values of citizens in the socialist core values with the "7C" principle, finds the similarities, and uses the teaching methods and means of classroom discussion, case analysis and vivid deduction to explore and practice the ideological and political elements. Finally, it proposes to set assessment standards for ideological and political teaching, open more doors to "curriculum ideological and political" and cultivate students' curriculum imperceptibly. Ideological and political education literacy.

Keywords: English Course of Foreign Trade Correspondence, Ideological and Political Teaching Elements, 7C Principle.

1. Introduction

In 2016, General Secretary Xi Jinping stressed the importance of curriculum ideological and political work at the National University Ideological Work Conference, and the implementation of curriculum ideological and political work and related research have received extensive attention. Some scholars believe that the course of Ideological and political education is the innovation of teaching methods, ideas and connotation;^[1]The course of foreign trade correspondence can present the advantages of Ideological and political construction in many aspects. The main content of the foreign trade correspondence course is to enable students to master the basic writing skills of business English, so as to smoothly communicate with foreign customers in practical work, perform foreign trade contracts, and achieve win-win results. In the course of foreign trade correspondence, there are many contents that can be used as ideological and political carriers, such as the 7C principle of foreign trade correspondence writing principles, namely clearness, correctness, conciseness, completeness, courtesy, concreteness and consideration. These writing principles of foreign trade correspondence are generally used in business correspondence writing.^[2] The ideas adhered to in these principles have something in common with the socialist core values and the concept of traditional Chinese virtues, which can cultivate students to establish a correct world outlook, outlook on life and values. In addition, the ideological and political teaching program is designed based on the 7C principle of the English course of foreign trade correspondence, combined with the relevant knowledge of foreign trade practitioners on how to adapt to the needs of future positions, so as to effectively combine knowledge construction, ability training and ideological and political education. In the process of the transformation from "course teaching" to "Course Ideological and political" in the

teaching design of the English course of foreign trade correspondence, the integration of Ideological and political elements can realize process education. It is conducive to the realization of the "Trinity" talent training goal of value building, knowledge imparting and ability training. Finally, China is rich in historical elements of foreign trade, and a large number of Ideological and political elements can be excavated in the ideological and political teaching design of the course of foreign trade correspondence. As we all know, China's foreign trade history is ups and downs, rich and colorful, and has a certain sense of the times, which can arouse the resonance of the times of students. If it can be inserted into the ideological and political course teaching design of foreign trade correspondence, it can greatly enrich the ideological and political resource library of foreign trade knowledge teaching.^[3] It can be seen that mining and practicing the ideological and political teaching elements of the English course of foreign trade correspondence has certain theoretical and practical significance.

2. Problems in the Ideological and Political Teaching of the English Course of Foreign Trade Correspondence

In the current ideological and political teaching practice of "foreign trade English correspondence" course, finding and establishing appropriate ideological and political entry points is the key link to effectively improve the effectiveness of teaching reform. It is worth noting that the course itself contains rich ideological and political education resources, such as the principle of integrity in international trade rules, cultural confidence in cross-cultural business communication, the spirit of contract in contract performance, and the concept of rule of law in trade dispute settlement.^[4]These contents

naturally provide a solid foundation for teachers to organically integrate ideological and political elements into professional teaching and a variety of entry possibilities. However, the real dilemma is that some teachers' exploration of the ideological and political resources contained in the curriculum is insufficient in depth and breadth, and they fail to fully sort out and refine these elements. As a result, in the process of classroom teaching, the integration of Ideological and political content is often superficial, and only simple knowledge infusion or slogan propaganda can be carried out. This makes the ideological and political theory and the specific business knowledge and communication skills of foreign trade correspondence lack of deep-seated and organic correlation, which is hard to form a joint force of education.^[6]

At the same time, the ideological and political theory itself has a certain degree of abstraction and systematicness. If teachers only stay at the level of simple explanation of theoretical concepts and lack of vivid case support, situational simulation or value discrimination, it is very easy for students to feel obscure and difficult to understand, resulting in understanding obstacles. This cognitive estrangement not only directly affects students' learning experience, but also easily frustrates their learning enthusiasm, leading to students' Alienation and even exclusion from the ideological and political education of the curriculum, and loss of interest in in-depth exploration. A deeper problem is that at this stage, some teachers fail to closely link the ideological and political content of the course with the students' current learning needs, future career development and daily life experience. The ideological and political content of the course often appears to be "superior", lacking life elements and vivid cases that are close to students' life reality and reflect social hot spots, and its interest and attraction are naturally greatly reduced. This sense of alienation in content undoubtedly sets obstacles to the further promotion of the teaching reform of the course of "foreign trade English correspondence", and affects the effect of Ideological and political education. Specifically, these problems are mainly reflected in the following three key aspects: 1. the integration of Ideological and political education is stiff, and the degree of fit is low: some teachers have a tendency of simplification and labeling in teaching because they fail to deeply understand the real intention of "salt in water" and subtle influence of ideological and political education. They often introduce the macro political theory knowledge into the classroom without transformation, and fail to find the internal logical connection point with the specific business scenarios of foreign trade correspondence (such as inquiry, offer, counter-offer, payment, transportation, claim, etc.). This "two skin" phenomenon leads to a low degree of consistency between the professional content of the course and the ideological and political elements, and the integration is far fetched. The teaching effect is naturally greatly reduced, and students are difficult to feel the actual connection between the ideological and political elements and the major.^[5] 2. neglect of professional characteristics and excessive "Ideological and political": in the process of Ideological and political teaching, some teachers fail to fully respect and grasp the teaching characteristics and internal laws of foreign trade correspondence as a highly professional and practical course. In order to highlight the ideological and political education, sometimes far fetched or even cutting the size of the teaching means are used, such as over interpreting the political meaning of ordinary business letters, or forcibly joining the ideological and political discussion in unnecessary

links. This practice makes the teaching of professional courses deviate from its core goal of imparting professional knowledge and cultivating core professional skills (such as standardized writing of letters and telegrams, effective business communication, and dealing with trade practices), showing an excessive tendency of "Ideological and political", which undermines the preciseness and effectiveness of professional teaching. 3. single teaching method and lack of Interactive Innovation: the current ideological and political teaching mode generally has the problem of simplification, and a large number of classes still adhere to the traditional linear process of "teachers' explanation of Ideological and political points+simple case analysis+return to professional knowledge explanation". This approach lacks sufficient interactive, experiential and innovative design, such as scenario simulation, role play, debate based on real cases, project-based learning and other in-depth participation links.^[6]The result is that students are basically in a passive state of acceptance, and their participation is very low. It is difficult to stimulate their active thinking and value recognition, and their enthusiasm for learning is seriously inhibited, so the attraction and appeal of Ideological and political education is impossible. See table 1.

Table 1. problems in the ideological and political teaching of the English course of foreign trade correspondence

Existing problems	Specific performance of existing problems
The integration of Ideological and political education is stiff, and the degree of fit is low.	The professional content of the course does not fit the ideological and political elements well, and the integration is far fetched. The teaching effect is naturally greatly reduced, and students can hardly feel the actual connection between Ideological and political education and the major
Professional characteristics are ignored , and excessive "Ideological and political" exists.	The teachers deviate from the core goal of imparting professional knowledge and cultivating core professional skills (such as standardized writing of letters and telegrams, effective business communication, and handling of trade practices), showing a tendency of excessive "Ideological and political", which undermines the strictness and effectiveness of professional teaching.
The teaching method is single, and there is a lack of interactive innovation.	The ideological and political teaching mode is generally single. A large number of classes still adhere to the traditional linear process of "teachers' explanation of Ideological and political points+simple case analysis+return to professional knowledge".

These deep-seated problems have seriously restricted the quality and effectiveness of Ideological and political teaching in the course of "foreign trade English correspondence". To solve these problems, we need to innovate through systematic and scientific top-level design and teaching practice. This includes in-depth optimization of the overall teaching design scheme, careful excavation and effective integration of professional teaching content and ideological and political elements, Vigorously Innovating Teaching Methods and

evaluation system to significantly improve the interaction of the classroom and students' participation. The ultimate goal is to achieve the deep, natural and organic integration of Ideological and Political Education in professional courses, and truly achieve the synergy of value building, knowledge teaching and ability training.^[7]

3. The Excavation of Ideological and Political Teaching Elements and Practical Analysis based on the 7C Principle in the English Teaching Course of Foreign Trade Correspondence

In the exploration of the ideological and political teaching elements of the English foreign trade correspondence course, it is not difficult to find that the content of the writing "7p principle" in the foreign trade correspondence course is interlinked with the socialist core values, which can be used to practice the ideological and political content of the course. The 7p principles, namely clearness, correctness, conciseness, completeness, courtesy, concreteness and consideration, are the same as many of the values of the individual level of citizens in the socialist core values, namely, "patriotism, dedication, integrity and friendliness", and "7C principles". In this process, students can learn about the trade rules and cultures of different countries, so as to improve their world vision, international vision and openness. In practice, the following methods can be adopted.

First of all, in the introduction link, first from the perspective of international trade, understand the trade rules and cultures of different countries, so as to improve students' world vision, international vision and open mind. And guide students to understand the main content of the "7p principle" and interact with students on the concept of socialist core values. Discuss with students the content of the values of the socialist core values at the citizen level, that is, the similarities between "patriotism, dedication, integrity, friendliness" and "7C principle".^[8]

Secondly, in the process of explaining the knowledge points, it is necessary to carry out two-way linkage between the "patriotism, dedication, integrity and friendliness" and the 7C principle of citizens' personal value norms. (1) As for the "patriotism" in the "patriotism, dedication, integrity and friendliness" values of citizens' personal level, the importance of patriotism can be illustrated through case analysis in the teaching of foreign trade correspondence course. For example, when a foreign customer deliberately devalues China in order to lower the price, if the Chinese business personnel only focus on facilitating the transaction and fail to argue, and finally choose to reduce the price to meet the customer's needs, it reflects the lack of national consciousness. On the contrary, the business personnel with strong patriotism will refute it with an unassuming attitude, and resolutely safeguard the national dignity and image even if the transaction fails. This teaching link needs to focus on cultivating students' deep patriotism, so that they can deeply understand the primacy of customers' communication of national interests. If employees lack national identity, they will easily lose their way driven by commercial interests. Patriotism should be the core principle of foreign trade correspondence writing. The writing of business negotiation correspondence must adhere to the bottom line of national dignity. Failure to abide by this bottom

line is tantamount to damaging national interests and should be morally condemned. (2) Among the values of citizens at the individual level, "dedication" emphasizes loyalty, diligence and sense of responsibility to the profession. The consideration of the "7C principle" in foreign trade correspondence requires that consideration and care be reflected in business communication, which is essentially integrated with professionalism, and both advocate a proactive attitude in dealing with affairs. In the practice of foreign trade exchanges, Chinese sellers should establish and carry forward the fine tradition of hard work and dedication of the Chinese nation, ensure timely delivery of orders by optimizing production processes and flexibly scheduling resources, and actively help customers solve urgent needs, such as dealing with supply chain disruption or urgent needs. This kind of dedicated and considerate behavior can not only improve customer satisfaction, but also reap deep feelings, solid trust and sincere friendship in the long-term cooperation. When teaching the ideological and political course, teachers can further expand the content, such as guiding students to compare and analyze the common words and expression habits of foreign trade correspondence in different countries, and deeply understand the international business etiquette and cultural differences, so as to enhance cross-cultural communication ability and professional quality.^[4](3) As for the "integrity" in the values of citizens at the individual level, in the practice of international trade, "integrity" is of key significance as an important part of the core values of "patriotism, dedication, integrity and friendliness". Although the "7C principle" followed in the field of foreign trade correspondence does not directly explain the concept of "integrity", the commercial reputation of trade subjects constitutes the core foundation of economic and trade activities. The commitment of both parties can significantly improve the efficiency of business processes and ensure the smooth implementation of emergency orders or small orders. However, a single breach of trust can lead to damage to business reputation, and then lead to continuous cooperation barriers. Therefore, in the teaching of the English course of foreign trade correspondence, integrity education should be organically integrated into the "7C principle" framework to guide students to recognize the value of integrity as the core professional quality of foreign trade practitioners. In the teaching process, we can expand the introduction of transnational trade integrity cases, organize seminars through the empirical analysis of dishonest trade behavior in specific countries, and deepen students' understanding of international business ethics. (4) The "Friendliness" in the values of citizens at the individual level is significantly consistent with the "Politeness" principle emphasized in the "7C principle" of foreign trade correspondence. In foreign trade practice, the importance of politeness and friendliness should be emphasized when communicating with new customers. In the cultural context of the Chinese nation, hard work, kindness and friendship, as the traditional virtues accumulated through five thousand years of historical process, have been deeply integrated into the spiritual blood of the Chinese people. Western society also attaches great importance to the value of "Friendliness". Whether in the east or the west, friendliness has an indispensable significance and role for individual well-being, life satisfaction and social harmony. In teaching practice, we can further explore the universal principles followed by trade exchanges among countries, and effectively expand the implementation path of "curriculum ideological

and political education", so as to gradually cultivate qualified socialist builders and successors.^[9]

Finally, in the teaching methods and means, the following methods are adopted for the course Ideological and political education. (1) Classroom discussion method: some ideological and political tasks related to the content of the foreign trade correspondence course can be arranged to allow students to carry out flexible and diverse extracurricular activities. Pay more attention to current affairs and the latest policies and regulations, grasp the direction of national development, study and study excellent traditional culture and tap the ideological and political elements therein. (2) Case analysis method: when designing classroom teaching, collect appropriate extracurricular cases, such as social hot spots, major events, topics of interest to young people, extract ideological and political elements from them, and actively apply them to teaching in combination with course materials. In the teaching process, teachers of foreign trade correspondence course should guide students to summarize and think about similar cases, experience their thoughts, and then let students share their views, so as to gradually influence and internalize students' self cognition, externalize into positive behavior, and achieve the purpose of education. (3) Vivid interpretation method: for business creative performance or micro film shooting, it can be required to reflect the ideological and political elements, so as to guide students to express the intangible ideological and political content in tangible form, and stimulate students' creative enthusiasm and learning desire.

4. Conclusion

The above introduces the difficulties of Ideological and political teaching in the English Teaching of foreign trade correspondence, and explores the practice of Ideological and political elements from the perspective of the 7C principle. In the future teaching, we should explore as many ideological and political elements as possible to provide more materials for the ideological and political teaching of foreign trade correspondence in the English teaching. At the same time, for the teaching of Ideological and political elements, we should improve the evaluation methods, reform the traditional examination methods, scope, angles, etc., build a new curriculum evaluation and assessment system, combine the elements of Ideological and political education, increase the subjective, open, exploratory, practical examination design, and the ability to solve social practical problems from the correct perspective and values, open more doors to "curriculum ideological and political" and cultivate more

students in the subtle influence. Qualified socialist builders and successors.

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