



A Study on the Integration of Ideological and Political Elements in "English Speech and Debate"

Li Dai¹, Jun Guo²

¹Northwest Normal University, Lanzhou, Gansu, China

²Lanzhou City University, Lanzhou, Gansu, China

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Abstract: The integration of "Curriculum Ideology and Politics" and English major curriculum is a necessary practice to implement the "Opinions on Further Strengthening and Improving Ideological and Political Education for College Students" issued by the CPC Central Committee and the State Council. Taking the integration of ideological and political elements of "English Speech and Debate" as the main research object, this paper comprehensively sorted out the integration of ideological and political elements of the course from five aspects: determining the moral education objectives, optimizing the teaching content, reforming the teaching methods, reconstructing the curriculum evaluation system, and improving the ideological and political awareness of teachers. It also tries to provide a reference path for the integration of curriculum, ideology and politics for English majors.

Keywords: English major, speech and debate, curriculum ideology and politics, teaching reform

Introduction

President Xi Jinping pointed out at the National Conference on Ideological and Political Work in Universities that "classroom based teaching should be well used as the main channel" and "all kinds of courses and ideological and political theory courses should play their respective roles in the same direction to form synergistic effects". In order to break through the bottleneck of ideological and political education and professional education, the exploration and practice of curriculum ideological and political education have been carried out in colleges and universities. The natural characteristics of international cultural exchange of English major make the cultivation goals for perfecting students' cultural identity, strengthening students' cultural confidence and enhancing students' competitiveness in international communication more prominent. "English Speech and Debate" in the traditional sense is an important platform course for English majors to get familiar with the characteristics of the English language, understand the culture of speech and debate in English-speaking countries, track the hot spots of international current affairs, and cultivate oral expression ability and language critical thinking ability.

However, how to complete the course of intrinsic goals and use its original characteristics and integrate the ideological and political education into the teaching of each link with the function of "recessive ideological instruction", together with other courses to build common pattern of "whole course education" is "English Speech and Debate" is an important subject in the construction of the course. Therefore, This paper will take the integration of ideological and political elements of "English Speech and Debate" courses as the main research object, and comprehensively sort out the integration of ideological and political elements of this course from five aspects: determining the moral education objectives, optimizing the teaching content, reforming the teaching methods, reconstructing the evaluation system, and improving teachers' ideological and political awareness. The research and analysis of English major "curriculum ideological and political" integration can provide a reference path.

1. Determination of moral education objectives of "English Speech and Debate"

English language and characters carry western culture and values and world outlook of western society. In the process of language learning, students will inevitably absorb Western culture and be influenced by Western values. If the mother tongue culture as the subject is in the state of "aphasia", it will lead to students' value orientation deviate from the socialist core values, some even lose the excellent culture and traditional virtues of the Chinese nation, and lose their cultural confidence and national confidence. Therefore, combining with the characteristics of the curriculum of "English Speech and Debate" training, the author thinks that the moral education goal should be around critically learn western culture and promote students cultural confidence the two core, makes the student to the curriculum content involves every important issues can be from the perspective of comprehensively to measure and compare, rather than just listen to "ra", leading to cognitive biases.

The goals of moral education can be further refined from the two cores, such as: 1) To have an understanding of current international hot issues and a correct political stance. 2) Familiar with the core elements of Chinese and Western culture with strong cultural confidence. 3) Have a certain understanding of the excellent cultures of various nationalities in the world, and have a strong sense of national confidence and multicultural coexistence. 4) More concerned about the changes in the world pattern and China's future development, with a sense of responsibility. This kind of detailed moral education objectives can help teachers further optimize the curriculum content and teaching design according to the established teaching objectives, and truly realize the efficient integration of ideological and political elements with the curriculum.

2. Optimization of teaching content of "English Speech and Debate"

After determining the goal of moral education, teachers have the direction in the specific selection of teaching materials, teaching resources and teaching content optimization. Generally speaking, "English Speech and Debate" are important forms of cross-cultural communication and information release in social life. People express their feelings and opinions, share information and persuade others through these means. At the same time, English majors will have more opportunities to engage in foreign exchanges and contacts. Therefore, English major curriculum should pay attention to the patriotism education, moral education, the contents of culture education during the daily teaching, and classroom teaching and activity after class really enhance national self-confidence of students. It also allows them to voice China's voice, spread Chinese culture, and build up a sense of national pride and honor in international exchanges and exchanges.

The openness of "English Speech and Debate" makes the selection of these courses operable. The original teaching content of this course is not limited to specific language texts, but focuses on learning "English Speech and Debate" skills. The theme and content of speech and debate are largely determined by the teachers themselves, which provides a great space for the implementation of "classroom thinking and politics". Teachers of the course can incorporate moral education objectives. In the course of "English Speech and Debate", the "contact point" and "integration point" should be found with socialist core values, national feelings, international vision, critical thinking, academic accomplishment, craftsman spirit and other related ideological and political elements to guide students to establish correct values and dialectical thinking mode. Carefully screen out the teaching content is helpful to improve students' English language ability and ideological morality, and we should integrate and refine the ideological and political education resources, so that students' English expression ability and ideological and political cultivation can be improved together.

At the same time, teachers should also pay attention to the development of ideological and political education resources, actively explore and expand texts and audio-visual materials of important media at home and abroad, and organically combine language teaching with ideological and political education. Finally, to "guide students to pay attention to and discuss current events from the correct political standpoint, and express their views in the form of speech"; To improve students' Chinese cultural literacy, to be familiar with the contents of Chinese cultural classics such as *The Analects of Confucius* in line with socialist core values, and to be able to conduct speeches and debates in English. Teachers should guide students to dabble in world culture with strong national pride and confidence, awaken their sense of historical responsibility and era mission to inherit Chinese civilization, and realize the in-depth integration of English teaching and "curriculum ideology and politics".

3. Reform of teaching methods of "English Speech and Debate"

Compared with other courses for English majors, the classroom teaching of "English Speech and Debate" is more practical and students' participation is relatively high, but there are still "monophonic" and "one speech" phenomena. Whether imparting knowledge or guiding value, it is difficult to achieve the desired effect by the teacher's unilateral indoctrination. In order to achieve the goal of "curriculum ideology and politics" in the way of "moistening things silently", we must rely on the reform of teaching methods to achieve effective teaching and promote learning. Especially in the face of the new era of college students, they have active thinking, strong ability to obtain information, do not like to hear and teach, traditional teaching mode and preaching content is difficult to touch their heart.

Therefore, teachers should investigate the current learning style of college students and take online and offline mixed teaching as the guidance. Through case teaching discussion teaching project learning scenario simulation teaching and other methods, let students actively participate in classroom teaching activities. To learn in situational context, and in practice, discussion and analysis to promote students to internalize what they have learned, felt and understood. At the same time, we should enhance the use of Internet resources, give full play to their ability to collect and analyze information, and accept the subtle influence in the interaction with teachers, so as to realize the dual role of knowledge imparting and value guiding. "English Speech and Debate" requires students to be able to think independently on various topics, clearly state their views and discuss with others from multiple perspectives, so as to gain a more objective and comprehensive understanding of

problems in thinking and debate. Therefore, the reflective characteristics of this course provide a variety of possibilities for the reform of course teaching methods. Teachers of this course can combine classroom teaching with digital and networked learning by using tools such as "Rain Classroom" and wechat of enterprises, as well as learning power platform and various online MOOC resources. In the classroom, the relevant materials containing ideological and political elements that have been mined are firstly used to lead the classroom teaching, and the teaching is organized according to the problem discovery, analysis and solution. Then, students are instructed to describe the problem in English orally and in written form, analyze the problem, express their position and state their reasons through critical speech and debate. After class, rich network learning resources can be used to imperceptibly integrate ideological and political content into learning activities. Students work in groups, choose ideological and political topics they are interested in, make speeches and debate, record videos, and show or share them after teachers' guidance and improvement. On the other hand, we should also give full play to the role of extra-curricular practice activities. By organizing and carrying out cultural discussions with distinct themes, public English speeches, English debates, on-site interviews, campus plays and other activities, we can improve students' practical English ability and deepen their thinking in ideological and political fields.

4. Reconstruction of the evaluation system of the course "English Speech and Debate"

The evaluation method of "English Speech and Debate" should be closely combined with the course content and teaching method, and the online and offline teaching effect and student performance should be fully incorporated into the evaluation system. In particular, we should pay attention to whether the results of ideological and political education are reflected in students' practice and drills. Teachers can actively encourage students to carry out self-evaluation and mutual evaluation in the display and sharing of practical achievements, group cooperation and competition, and bring the results of self-evaluation and mutual evaluation into the evaluation system. For example, in one semester, four speeches and one classroom debate are selected as the basis for the evaluation of students' scores. The five scores are composed of students' self-evaluation, classmates' evaluation and teachers' evaluation in a proportion of 20%, 30% and 50%. The final score of the course is the average score of the five scores. At the same time, teachers should also pay attention to the self-growth of each student in the course, and take the diachronic value construction and the improvement of thinking and language level as an important part of the evaluation system. So as to truly make up for the teacher evaluation as the basis, only classroom teaching as the reference, only the final assessment results as the criterion of the single evaluation standard.

5. The improvement of teachers' ideological and political consciousness

To realize curriculum ideology and politics, teachers take the leading role. The moral cultivation of teachers is the key to the success or failure of "curriculum ideology and politics", and directly affects the level and quality of education and teaching. English major teachers should strengthen their own political accomplishment and strive to become practitioners of socialist core values and disseminators of advanced culture. Through teaching by words and deeds, teachers' personality charm should guide students to form correct socialist values and become disseminators of advanced culture. "English Speech and Debate" teachers should not only have rich and solid professional knowledge, but also improve their ideological and political literacy, strengthen the understanding of current events, and grasp the direction of ideological and political. In ordinary lesson preparation or teaching activities, we should not forget to organically integrate professional content with ideological and political content, and integrate ideological and political literacy into teaching activities, so as to play an exemplary role for students imperceptibly with our own behavior and personal cultivation. However, for most English teachers, the common problem is the lack of ideological and political literacy, which leads to the lack of sensitivity to ideological and political education and the inability to capture the ideological and political elements in English teaching, which lead to the failure to realize the organic combination of knowledge teaching and value guidance. Teaching organizational units and supervision units, therefore, collective lesson preparation and discussion can be utilized and the teacher's ethics training, education "courses" based teaching reform project training and other measures can be adopted to strengthen the teachers' consciousness of "moral cultivation", cultivate and improve teachers' ability of "moral education", and further to develop teachers' active research in the teaching of the course, strengthen the consciousness of ideological and political education function.

Conclusion

"Ideological and political elements" is not an abstract concept, but should be explored in combination with specific moral education goals and courses. After determining the specific goal of moral education and digging out the specific "ideological and political elements", teachers should also design the classroom teaching carefully in the way of "explicit and

implicit combination". The mode of "study and inquiry" is used to guide students to think and share actively. The effect of ideological and political integration of the course is tracked and analyzed with the evaluation system of "three-dimensional and multiple". With "Value leading" as the general principle, "ideological and political elements" will be truly integrated into the course of "English Speech and Debate".

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