

Study on the Integration Path of *Xi Jinping: The Governance of China* in the German Course-Teaching from the Ideological and Political Perspective

Jing Chen¹ Tao Deng²

¹ Xi'an Ming De Institute of Technology, Xi'an, Shaanxi 710124, China

² Northwestern Polytechnical University, Xi'an, Shaanxi 710072, China

¹ Email: chenjing@mdit.edu.cn

² Corresponding author. Email: dieter44@nwpu.edu.cn

ABSTRACT

Xi Jinping: The Governance of China serves as a vital resource for the incorporation of ideological and political dimensions in German language education. This paper aims to explore effective approaches and strategies in integrating ideological and political elements into the German classroom. By examining and analyzing the ideological and political aspects found within the German version of Xi Jinping's book, *The Governance of China*, the authors seek to enhance students' overall quality, as well as their ideological and moral development. Through extensive literature review, questionnaire surveys, field observations, interviews, teaching design, and implementation, the following conclusions can be drawn from the collected and analyzed data: German learners exhibit a favorable attitude towards the integration of ideological and political elements; teachers can introduce these elements through diverse teaching methodologies; students respond positively to the inclusion of ideological and political components; and by integrating ideological and political dimensions, students will enhance their critical thinking abilities, humanistic qualities, and sense of social responsibility.

Keywords: German class, Ideological and political elements, Integration path, Student response, Teaching design.

1. INTRODUCTION: CURRENT STATUS OF CHINESE AND OVERSEAS RESEARCH

On May 28, 2020, the Ministry of Education issued and implemented the Guidelines for the Construction of Ideological and Political Education in Higher Education Courses. The objective was to promote ideological and political education throughout the talent cultivation system and comprehensively enhance the construction of such education in colleges and universities. This initiative aims to fully leverage the educational role of each course and improve the quality of talent development.

For German majors in colleges and universities, the German version of Xi Jinping's book on the Governance of the Country serves as an excellent

resource for elements of ideology and politics. Additionally, its high-quality translation not only contributes to the study of German language but also provides valuable material for learning. The German edition, now available as a companion to the third volume, offers numerous examples that can be utilized in German language courses. Furthermore, since Marxism originated in Germany, teaching German professional courses can naturally incorporate ideological elements, such as the development of the German workers' movement and the origins of German proletarian political parties.

Therefore, the creation of a comprehensive and practical German corpus, along with its application in teaching practice, aligns with national policies and meets students' needs. Through in-depth exploration of these materials and the study of

effective paths for ideological and political education, teachers can greatly enhance the effectiveness of German language courses. Ultimately, this will cultivate German-speaking talents who possess a strong sense of national pride and honor, and who are adept at effectively conveying the "China Story". As China's higher education reform continues to deepen, the significance of ideological and political education within university courses becomes increasingly prominent. The integration of ideological and political elements into the German language classroom represents a meaningful exploration towards enhancing students' comprehensive qualities and their ideological and moral development

2. CURRENT STATUS OF CHINESE AND OVERSEAS RESEARCH

Internationally, there is considerable research on the integration of ideological and political elements in foreign language classrooms. Some education scholars and language teaching experts argue that foreign language education should not solely focus on language proficiency, but also on students' overall development. Consequently, they propose incorporating ideological and political elements such as society, culture, and ethics into foreign language classrooms, offering concrete examples and approaches. For instance, in English classrooms, studies have explored the design of teaching and learning activities centered around intercultural awareness, international cooperation, and understanding. These activities aim to foster students' cultural consciousness and social responsibility. Similar research and practices exist in the teaching of other languages like French and Spanish.

In China, although scholars have started examining the integration of ideological elements in foreign language classrooms, research specifically for German language instruction remains limited. However, there is a growing interest in this area. Some studies have explored the incorporation of ideological and political elements in English or other foreign language classrooms. They guide students to contemplate social issues and values through literature, film, and television resources, thereby integrating them with language knowledge and skills.

As societal development and education reform progress, the focal point of ideological and political teaching in colleges and universities is talent

cultivation and the enhancement of students' ideological and moral qualities. Traditional German language teaching primarily concentrates on language skills, often neglecting the cultivation of students' critical thinking abilities, humanistic qualities, and sense of social responsibility. By studying the path of integrating ideological and political elements, new content and methods can be introduced into German language instruction, allowing learners to develop their personal qualities holistically while acquiring language proficiency.

German and ideology may appear as separate disciplines, but they can actually integrate and mutually reinforce each other. Exploring this integration pathway promotes interdisciplinary collaboration and enhances teaching effectiveness. In the process of learning German, students also need to pay attention to social issues, cultivate humanistic literacy, and develop critical thinking abilities. Studying the integration of ideological and political elements caters to diverse learner needs in the German classroom, fostering motivation and active participation. German teachers frequently grapple with the challenge of cultivating students' comprehensive qualities and their ideological and moral development. By studying the path of integrating ideological and political elements, teachers can acquire specific teaching methods and strategies to enrich their German language instruction

3. RESEARCH METHODS

Upon reviewing the research, the author has devised a pedagogical framework for investigating the integration of Ideological and political elements within German language courses. The approach is outlined as follows:

3.1 Questionnaire Development

The teachers shall create a meticulously crafted questionnaire to gauge the attitudes, opinions, and expectations of German learners regarding the incorporation of Ideological and political elements within the classroom. This survey will be administered with a focus on categorizing respondents based on age, gender, and educational background, enabling a comprehensive analysis of the collected data from various angles.

3.2 Preparation for Field Observations

In collaboration with the teachers and upon receiving their consent, field observations will be

conducted within German-speaking classrooms to establish the focal points and objectives of the study. The process encompasses the following steps:

- **Definition of Observation Objectives:** Teachers should clearly define the aspects they intend to observe and study, such as how well the teacher integrates the ideological elements and how well the pupils react and participate as a result.
- **Acquisition of Permissions:** Before carrying out an observation, teachers must obtain permission from the relevant educational institution and the teacher. If deemed necessary, the purpose of the study should be explained, ensuring full compliance with the policies and procedures of the respective school or institution.
- **Data Summarization and Analysis:** Upon completion of the observations, it is vital for the teachers to carefully collate and analyze the collected data, and then use appropriate methods, such as qualitative or quantitative analysis, to interpret and summarize the observations in a meaningful manner.
- **Confidentiality of Observation Materials:** All notes and audio/video recordings related to all observations should be treated with a high degree of confidentiality. This ensures the protection of both the privacy of the teachers and students involved.
- **Adherence to Research Ethics:** Research ethics guidelines should be adhered to throughout the observation process. Professionalism and respect are upheld when interacting with teachers and students to ensure their rights and dignity are protected.

3.3 Interview Preparation

The teachers should meticulously design thought-provoking questions for face-to-face or online interviews. Select a group of German-speaking teachers and students as research participants and extend invitations for their valuable participation in the interviews. The interviews should encompass the following significant aspects

- **Determination of Interview Objectives:** The interviewer should be clear about the purpose and objectives of the interview. This can encompass areas such as teachers' instructional strategies, student

engagement, classroom ambiance, and more.

- **Selection of Interviewees:** Respondents, including teachers of German, students or relevant education specialists, need to be thoughtfully selected to ensure that they have relevant knowledge or insights into the integration of civic education elements in the German language classroom.
- **Guidance during Interviews:** A comprehensive interview guide needs to be drawn up well in advance of the interview, including a carefully organized list of questions or discussion topics. This will aid in organizing the interview process and ensure that all key areas are covered effectively.
- **Distribution of Questionnaires:** Respondents should have received a questionnaire before the interviews were conducted in order to gather basic information and preliminary views. This will provide a foundation for more focused and specific discussions during the interview sessions.
- **Mastery of Interview Techniques:** Interviewers need to master the skills necessary to conduct effective interviews. This includes active listening, skillful follow-up questioning, and adeptly steering the dialogue to elicit detailed and insightful responses.
- **Selection of Interview Environment:** Interviewers should select a quiet and comfortable environment that encourages respondents to express their views and opinions freely to ensure that the interview setting promotes an uninterrupted dialogue.
- **Choice of Recording Mode:** The interviewer needs to decide whether to record the interview in audio or video format for later review and analysis. Prior consent should be obtained from the interviewee before recording begins.
- **Confidentiality and Privacy Considerations:** During the interview process, the interviewer should fully respect the privacy of the interviewees by keeping the content of the interview strictly confidential and clearly informing the interviewees that their responses will be used only for the purpose of the study and that the results will be reported anonymously.
- **Adequate Time for Data Collection and Analysis:** The interviewer needs to devote sufficient time to collating and analyzing

interview data. Appropriate methods of data analysis, such as thematic or content analysis, can help to fully interpret and summarize findings.

- **Adherence to Research Ethics:** Interviewers need to be steadfast in their adherence to the principles set out in the Code of Research Ethics and maintain professionalism and respect for interviewees throughout the interview process

3.4 Pedagogical design

The pedagogical design should focus on creating a dynamic and interactive learning environment, where students actively engage with the ideological and political elements. It should promote critical thinking, analytical skills, teamwork, and ethical values, enabling students to become responsible citizens who are aware of their rights and responsibilities within society.

- **Role-playing activities can be organized:** Firstly, the teachers can assign roles to students and ask them to act out different perspectives or positions related to Ideological and Political elements, encouraging them to consider multiple viewpoints and develop empathy.
- **Debates or presentations can be conducted:** The class can be divided into teams and assigned specific topics or issues related to ideological and political elements.
- **Students can research, prepare arguments, and present their ideas in a structured debate format or through presentations, fostering public speaking skills and critical analysis.**
- **Project-based learning can be incorporated:** Assign students with projects that require them to investigate real-world problems or issues connected to Civics and Politics. They can conduct research, propose solutions, and present their findings to the class or even to external stakeholders, promoting independent thinking and problem-solving abilities.

The educators should engage in textual analysis, guiding students to critically examine relevant literary works, such as articles, news reports, or novels, in order to foster a more profound comprehension of Ideological and Political Issues and to facilitate their analysis and evaluation. They may conduct fieldwork by organizing visits to pertinent organizations, communities, or activities, exposing students to real-life scenarios and

enhancing their practical knowledge of Ideological-Political matters. They should also diligently prepare teaching resources: They can meticulously select suitable instructional materials and extracurricular readings that encompass topics related to the Ideological and Political elements. And they can curate an assortment of multimedia materials, including pictures, videos, audios, etc., to enhance the richness of the teaching activities. They can furnish support materials such as relevant literature, case studies, and interactive games to assist students in delving deeper into their understanding of Civics subjects.

In addition to the aforementioned pedagogical design strategies, there are further aspects that teachers can consider to ensure effective integration of Ideological and Political elements into the German language course. Firstly, teachers should implement suitable assessment methods to evaluate students' understanding and application of these elements. This can be achieved through diverse assessment tools such as group presentations, writing tasks, individual presentations, or questionnaires. By employing these methods, teachers can gauge students' proficiency in comprehending and utilizing Ideological and Political concepts effectively. Furthermore, teachers can foster a culture of self-assessment and peer evaluation among students, encouraging them to reflect on their own progress and allowing for mutual feedback. This practice not only promotes critical thinking and self-improvement but also enhances the overall learning experience. Additionally, it is crucial for teachers to engage in regular reflection and adjustment based on students' feedback and outcomes. By carefully assessing the effectiveness of their teaching strategies, teachers can identify areas for improvement and make necessary adjustments. This reflective process allows educators to refine their teaching techniques, modify instructional resources, and adapt their approach to better meet the needs of students in relation to the integration of Ideological and Political elements. By incorporating these practices, teachers can create a dynamic and comprehensive learning environment that facilitates the acquisition of both language skills and a broader understanding of Civics. This ensures that students not only develop linguistic proficiency but also cultivate critical thinking, social responsibility, and an appreciation for democracy and cultural diversity

3.5 Teaching Implementation and Assessment

In order to effectively implement the integration of Ideological Education elements into the German language classroom, a logical and systematic approach should be followed. This entails several

key steps, including designing teaching activities, implementing them in the classroom, and conducting assessments.

Firstly, teachers should design appropriate teaching activities that incorporate Ideological Education concepts into the German language curriculum. These activities can take various forms such as class discussions, project tasks, or multimedia presentations. For example, selecting themes related to German language and culture can prompt students to contemplate and discuss Ideological and Political issues relevant to these themes. The use of multimedia resources and case studies can further enhance students' understanding and ability to apply these elements. Secondly, teachers must possess solid knowledge of both German language/culture and Ideological and Political Education. They should employ diverse teaching methods and strategies, catering to the specific needs and circumstances of their students. By fostering a stimulating and engaging learning environment, teachers can pique students' interest and enthusiasm for learning.

To assess the effectiveness of the teaching approach, various assessment methods can be employed. Classroom observation and reflection enable teachers to make timely adjustments to their strategies and methods, ensuring ongoing monitoring of teaching effectiveness. Assignments and project tasks can be designed to evaluate students' comprehension and application of Ideological Education elements. Group discussions and oral presentations can also serve as assessment tools, providing insights into students' attitudes and values regarding Ideological and Political education. Furthermore, assessment should consider students' developmental needs and individual differences, thus incorporating self-evaluation and peer evaluation to promote self-awareness and collaborative learning abilities.

By following this logical sequence of designing, implementing, and assessing teaching activities, teachers can create an effective framework for integrating Ideological Education elements into the German language classroom. This approach not only enriches students' language skills but also fosters their awareness of societal issues and cultivates responsible citizenship.

The integration of Ideological and Political elements in the German-language classroom can be significantly enhanced through the aforementioned teaching design. This approach not only facilitates language learning but also prioritizes the cultivation

of critical thinking, humanistic qualities, social responsibility, and ideological development among students. By considering the distinctive characteristics of German language teaching and Ideological and Political education, teachers can effectively transform the German classroom into a platform for comprehensive Ideological and Political education, consequently elevating students' overall quality and moral consciousness.

4. CONCLUSION

Based on the valuable studies conducted previously, the author has been contemplating the implementation of Ideological and Political elements in the German classroom to enhance students' critical thinking skills, humanistic qualities, and value cultivation. The exploration of Pathways for Classroom Integration of Ideological and Political elements in the German Classroom serves multiple purposes: meeting educational requirements, fostering pedagogical innovations, facilitating interdisciplinary integration, catering to students' needs, and supporting the enhancement and development of teaching practices.

The findings of the author's research indicate that German learners exhibit a positive attitude towards the integration of Ideological and Political elements, particularly in relation to the German version of Xi Jinping on Governance. They believe that this integration has the potential to improve their overall quality and moral consciousness. Furthermore, field observations reveal that German teachers utilize various teaching tools, such as relevant literature, film and television resources, and discussions, when introducing these elements. Interviews with students further confirm their favorable response to the integration, as they demonstrate increased willingness to engage in related discussions and effectively apply the acquired knowledge in practical contexts. These results suggest the feasibility of incorporating the Ideological and Political elements of Xi Jinping on Ruling the Country into the German classroom, which positively impacts students' overall quality.

The outcomes of this study provide valuable guidance and insights for German teachers, contributing to the application and development of Ideological and Political elements in the German language instruction. However, further experimentation can be explored from a student stratification perspective by categorizing materials according to students' varying levels of German proficiency. This approach can enable the

identification of more effective paths and strategies to meet the specific needs of different student groups.

The research underscores the significance and potential benefits of integrating Ideological and Political elements in the German classroom. By continuing to explore innovative approaches and tailoring instruction to cater to diverse student abilities, educators can foster an enriched learning environment that not only enhances language acquisition but also cultivates critical thinking, humanistic qualities, and ethical values among German learners.

ACKNOWLEDGMENTS

Teaching Reform Project of Xian Mingde Institute of Technology in 2022: Research on the Integration Path of Ideological and Political Elements of "The Governance of China" in the German Classroom, JG2022YB03.

REFERENCES

- [1] S. Shulman, *Teaching as Community Property: Essays on Higher Education*, Jossey-Bass, 2004.
- [2] E. W. Eisner, *The Educational Imagination: On the Design and Evaluation of School Programs*, Macmillan Publishing Co., 1994.
- [3] A. Gutmann, *Democratic Education*, Princeton University Press, 1999.
- [4] N. Noddings, *Democratic Education in a Globalized World: Values, Practices and Debates*, Teachers College Press, 2017.
- [5] H. Giroux, *On Critical Pedagogy*, Continuum, 2011.
- [6] D. Kerr, R. Bowen, *Citizenship Education and the Modern State*, Routledge, 2020.
- [7] D. Lawton, D. Cairns, *Politics, Democracy and Primary School Citizenship: A Global Perspective*, Palgrave Macmillan, 2019.
- [8] A. Peterson, T. Bentley, R. Hansen, *Teaching Political Science and International Relations*, Palgrave Macmillan, 2017.
- [9] E. J. Epstein, *Political Folk Music in America from Its Origins to Bob Dylan*, McFarland & Company, Inc., 2019.
- [10] D. E. Campbell, *Why We Vote: How Schools and Communities Shape Our Civic Life*, Princeton University Press, 2016.