

Design and Implementation Effectiveness Analysis of Ideological and Moral Education System in College English Course

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ABSTRACT

With the practice of ideological and moral education in universities across the country, the effectiveness of ideological and moral education in courses has become one of the focuses of attention for educators. College English courses are an important component of general education in universities, playing a crucial role in implementing the task of cultivating morality and nurturing talents. The article summarizes the connotation of ideological and moral education in college English course, and designs ideological and moral education in college English course from the aspects of course design, textbooks and teaching content, and teaching evaluation. Through a survey questionnaire, the effectiveness of ideological and moral education in college English course was investigated from the perspectives of student awareness, satisfaction, teaching content, and evaluation. Suggestions for improving the ideological and moral literacy of college English teachers and optimizing the ideological and moral materials of college English course were proposed, with the aim of further promoting ideological and moral education in college English courses.

Keywords: *College English, Ideological and moral education, Implementation effectiveness.*

1. INTRODUCTION

Since the central government issued the document “Strengthening and Improving the Ideological and Moral Construction of young children and the Ideological and Moral Education of College Students” in 2004, Shanghai has taken the lead in carrying out educational system reform in moral education courses of university, middle school, and primary schools. After nearly 20 years of exploration and reform, moral education has gradually transformed from ideological and moral course to curriculum ideological and moral education, achieving the integration of ideological and moral education throughout the entire process of school education and teaching, and gradually building a comprehensive and comprehensive education system for all staff and students — the full curriculum education model. The 20th National Congress of the CPC proposed that in the past decade, the core socialist values have been widely spread, the excellent traditional Chinese culture has been creatively transformed and innovatively

developed, the cultural cause has become increasingly prosperous, and the situation in the ideological field has undergone an overall and fundamental change. These achievements cannot be separated from the exploration and practice of curriculum ideology. Curriculum ideological and moral education is an important strategy to achieve the fundamental task of cultivating morality and nurturing talents, that is, “nurturing talents” should cultivate morality first. The cultivation of students’ values should be integrated into knowledge transmission and ability cultivation, which benefits to cultivate qualified and reliable successors for the country and the nation. This article explores the ideological and moral connotations, teaching design, and implementation effectiveness of college English course, and proposes improvement suggestions for prominent issues in implementation effectiveness.

2. THE CONNOTATION OF IDEOLOGICAL AND MORAL EDUCATION IN COLLEGE ENGLISH COURSE

According to *the Guidelines for College English Teaching* (2020), the college English course has both instrumental and humanistic nature, and its nature determines that the achievement of the teaching objectives of the course cannot be achieved without ideological and moral elements. At the same time, *the Guidelines* (2020) also clearly state that “college English teaching should be integrated into the ideological and moral education system of the school curriculum, so that it can play an important role in implementing the fundamental task of moral education in higher education institutions.” [2] The 2020 edition of *the Guidelines for Ideological and Moral Education in Higher Education Curriculum* (hereinafter referred to as *the Guidelines* (2020)) proposes that ideological and moral education in university courses should be integrated into classroom teaching construction, and ideological and moral content should be included in the curriculum design. The approval of the teaching syllabus and the evaluation of lesson plans are important contents. At the same time, the content of ideological and moral education in the course should also be implemented in various aspects such as setting course objectives, teaching outlines, and writing lesson plans and courseware. Ideological and moral education in the course should run through various teaching stages such as teaching, research, practical training, and homework. Fully utilize modern information technology to improve the classroom ideological and moral teaching mode, make full use of the first and second classrooms, carry out multi-form and multi-channel integration of ideological and moral content, and fully mobilize students' initiative and consciousness in learning.

The Outline (2020) clearly states that “the construction of ideological and moral education in the curriculum should revolve around improving the ability to cultivate talents”. Wen Qiufang (2021) believes that the specific implementation of curriculum teaching tasks requires classroom teaching to achieve, and she also proposes that the connotation of ideological and moral education in foreign language courses includes four elements: ideological and moral executors - foreign language teachers; The coverage of ideological and moral education - teaching content, classroom management, evaluation methods, and the words

and actions of teachers; Ideological and moral methods - the integration of education and foreign language teaching; The function of ideological and moral education - helping students establish correct world views, outlooks on life, and values. As executors of curriculum ideological and moral education, teachers are key figures in talent cultivation and need to improve their awareness and ability in curriculum ideological and moral construction; Teachers should continuously integrate ideological and moral elements into their teaching, gradually cultivating students' sharp ideological and moral awareness. *The Outline* (2020) provides educators with the direction of curriculum ideological and moral construction, always focusing on moral identity, patriotism, moral cultivation, cultural literacy, and other aspects. Political identity requires continuous promotion of the socialist ideology with Chinese characteristics into the classroom; The socialist core values can enhance students' patriotism and professionalism, and consciously take action to build a prosperous, democratic, and civilized socialist society. The transmission of excellent traditional Chinese culture from generation to generation is inseparable from students' understanding and comprehension of Chinese culture, allowing them to always be filled with Chinese sentiment. Constitutional legal education provides legal protection for the promotion of long-term stability and harmonious society. Therefore, the ideological and moral elements in the curriculum should be closely focused on these aspects, constantly establishing students' firm beliefs and ideal pursuits.

3. DESIGN OF IDEOLOGICAL AND MORAL EDUCATION SYSTEM FOR COLLEGE ENGLISH COURSE

Teaching design is the process of overall planning of the teaching system and a necessary prerequisite for smooth teaching practice. It is reflected in various aspects such as curriculum design, textbooks, teaching content, and teaching evaluation. The implementation of ideological and moral education in college English course requires specific implementation of various aspects such as college English curriculum design, textbooks and teaching content, teaching evaluation, etc., and the full exploration of ideological and moral connotations through each aspect.

3.1 The Design of College English Course

The curriculum of college English should always revolve around the fundamental task of “cultivating morality and nurturing talents”, and organically integrate the ideological and moral concepts and content of the curriculum. The curriculum should not only focus on the improvement of students’ basic language application abilities such as listening, speaking, reading, writing, and translation, but also on the cultivation of their cross-cultural communication and Chinese cultural dissemination abilities. The curriculum design should fully consider the starting point and needs of students in one’s own school. It should not only take care of students with slightly lower starting points, but also provide more room for improvement for students with slightly higher starting points. According to different teaching objectives, college English courses can be divided into compulsory courses and elective courses. For students with slightly weaker foundations at the time of enrollment, compulsory courses related to basic goals can be set up; For students who have a good foundation at the time of enrollment, compulsory courses related to improvement goals can be set. Based on the teaching objectives and actual situation of compulsory courses in college English, the ideological and moral content of college English courses mainly enriches students’ knowledge of Chinese and Western cultures, and cultivates their awareness of cultural differences between the East and the West. According to *the Guidelines* (2020), in the early stages of university education, the main goal is to cultivate students’ basic and improvement goals, and it is recommended to arrange no less than 4 class hours per week; The development goal curriculum for senior students can be arranged with 2 to 4 hours per week. To improve students’ communication skills, especially their productive abilities, it is advisable to limit the number of students in college English classes to around 35. With the continuous improvement and maturity of online courses, online courses should also be included in the curriculum of college English. Reasonable use or self-built online development courses should be utilized, and blended online and offline courses should be used to achieve complementary and mutually promoting classroom teaching and web-based learning, thereby improving the quality of college English teaching.

3.2 College English Course Ideological and Moral Textbooks and Teaching Content

The selection of ideological and moral elements in college English course textbooks should closely revolve around the requirements and content focus of the curriculum ideological and moral construction goals proposed in *The Outline* (2020). *The Outline* (2020) points out that the content of ideological and moral education in the curriculum should closely revolve around strengthening students’ ideals and beliefs, with love for the Party, patriotism, socialism, the people, and the collective as the main line. It should focus on optimizing the supply of ideological and moral content in the curriculum, focusing on moral identity, patriotism, cultural literacy, constitutional and legal awareness, moral cultivation, etc., and systematically carry out education on socialism with Chinese characteristics and the Chinese Dream, socialist core values, and the rule of law Labor education, mental health education, and education on excellent traditional Chinese culture.

The content of ideological and moral education in college English courses should at least highlight the cultivation of students’ language skills (listening, speaking, reading, writing, translation) and the content of ideological and moral concepts in the course. Different ideological and moral elements can be integrated into different courses, such as incorporating ideological and moral elements into the basic, improvement, and development levels of the General English curriculum. The writing of college English textbooks and the layout of teaching content in each unit can refer to the layout of “*New Era Mingde College English*”. The three sets of textbooks “*New Era Mingde College English*” have respectively integrated the content of socialist core values from the individual behavior level, social level, and national level. The 12 elements of socialist core values (patriotism, dedication, integrity, friendliness, freedom, equality, justice, rule of law, prosperity, democracy, civilization, and harmony) (Xiao Qiong and Huang Guowen, 2021) have all been phased into the college English textbooks, which enable students to simultaneously enhance their language skills and ideological and moral awareness.

3.3 Evaluation of Ideological and Moral Education in College English Course

The evaluation of ideological and moral abilities in college English courses should not only evaluate students' basic language skills, such as English listening, speaking, reading, writing, and translation, but also evaluate their patriotism, ideological and moral cultivation, and integration of Chinese and Western ideological and moral literacy. The assessment and evaluation of ideological and moral education in college English courses adopt a combination of procedural and summative evaluations. Process evaluation accounts for 50% of the total score, and summative evaluation accounts for 50% of the total score. In terms of process evaluation, the effectiveness of ideological and moral elements in educating students is reflected through online learning, presentation of unit themed ideological and moral content, news presentation, participation in various college English course ideological and moral competitions, and classroom performance. 60% of the training scores reflect students' language skills in process evaluation, which is 30 points; Ideological and moral evaluation occupies 40% of 50 points, ie 20 points; In terms of the score distribution of the ideological and moral evaluation part of the course, online learning tasks and exercises for students account for 40%, which is 8 points; The presentation of unit themed ideological and moral content accounts for 20%, with a total of 4 points; Reading and presenting news accounts for 20%, which is 4 points; Participating in course ideological and moral competitions accounts for 20%, which is 4 points.

4. ANALYSIS OF THE IMPLEMENTATION EFFECTIVENESS OF IDEOLOGICAL AND MORAL EDUCATION IN COLLEGE ENGLISH COURSE

In order to investigate the current implementation status of ideological and moral education in college English course, clarify the satisfaction and problems of students with the integration of ideological and moral education in college English course, a survey questionnaire is designed to conduct a survey, in order to improve the shortcomings of ideological and moral education in college English course and further

improve the system of ideological and moral education in courses.

4.1 Survey Subjects

The survey subjects were students from the experimental class of the research group in 2023. The questionnaire used the Questionnaire Star to form QR code, and the QR code was sent to the survey subjects through WeChat. A total of 246 students participated in this survey questionnaire. The questionnaire covers issues such as students' awareness, satisfaction, teaching content, and evaluation of ideological and moral concepts in college English courses.

4.2 Survey Results

4.2.1 Students' Cognition of Ideological and Moral Concepts in College English Course

Survey data shows that students have a better understanding of the concept of "ideological and moral education in college English course". In response to this question, the questionnaire has five options: A. Very familiar; B. Relatively familiar; C. Generally; D. Not very familiar; E. Very unfamiliar. The number of students who chose answers A and B reached 136, accounting for 55.28%; The level of understanding of "course ideology and moral" among students is relatively ideal, with a total of 145 people choosing "very familiar" or "relatively familiar" in their lives, accounting for 58.95%. Therefore, it can be seen that students have a certain understanding of the concept of "course ideology and moral", indicating that the ideology and moral teaching of college English course has a certain effect, but the number and proportion of people who understand it are not too high. Therefore, there is still a long way to go in college English course ideology and moral teaching.

This questionnaire also involves the question of whether ideological and moral education is necessary in college English courses. 184 students, accounting for 74.79%, selected for their necessity; The number of people who believe that learning English knowledge is as important as ideological and moral education is 197, accounting for 80.08%. This reflects the importance that students attach to the cultivation and guidance of values. They believe that the cultivation of values, the acquisition of knowledge, and the cultivation of abilities are essential contents of talent nurture.

4.2.2 *Student Satisfaction with the Effectiveness of Ideological and Moral Education in College English Course*

After practicing ideological and moral education in college English course, 75.2% of students believe that their basic knowledge and application skills of the English language have been improved, their social knowledge and international perspective have been expanded, and their patriotism has been cultivated. 73.58% of students have improved their learning enthusiasm, and their core values, national pride, and social responsibility have been enhanced. At the same time, students also pointed out the problems and shortcomings in ideological and moral education in college English course, such as their belief that the integration of English learning and ideological education is not sufficient, the goals of ideological and moral education are not clear, and teachers need to improve their own ideological and moral literacy. Students also proposed that there can be some improvements in the content and methods of ideological and moral education in college English courses in the future. For example, 68.7% of students hope to guide their value orientation in a more intuitive and visual way by adding specific case stories; Secondly, 54.07% of students believe that teacher-student interaction and topic discussion should be strengthened; 51.22% of students hope to be given more opportunities for personal sharing, which is a concrete manifestation of the ideological and moral output of the course and also reflects their values, outlook on life, and worldview. In summary, the survey shows that students have a positive attitude towards the content of ideological and moral education in college English course, but it also proposes the direction of future ideological and moral education content, which helps college English teachers to improve and grasp the teaching content.

5. SUGGESTIONS FOR IMPROVING IDEOLOGICAL AND MORAL EDUCATION IN COLLEGE ENGLISH COURSE

5.1 *Enhancing the Ideological and Moral Literacy of College English Teachers*

“The education plan is based on teachers.” [2] Teachers are the leaders of the classroom, the disseminators of knowledge, and the shapers of students’ souls, bearing the dual responsibility of

“imparting knowledge and leading values.” [7] *The Outline* (2020) clearly states that “comprehensively promote the construction of ideological and moral education in university courses, and ensure that all universities, teachers, and courses bear the responsibility of educating students.” [3] As practitioners of ideological and moral education in English courses, university English teachers must actively adapt to the new situation of higher education development, continuously improve their educational level and ability, continuously enhance one’s awareness of ideological and moral education in the curriculum, enhance one’s sensitivity to national culture and pride, learn and understand socialist values, and enhance one’s ideological and moral literacy. In addition, at the school level, high-quality resource sharing channels should be provided for teachers, and a curriculum ideological and moral construction exchange platform should be built at the school level. Modern information technology and network platforms should be used to provide teachers with online or offline observation and learning opportunities.

5.2 *Optimizing Ideological and Moral Materials for College English Course*

Curriculum ideological and moral education is a strategic measure to cultivating morality and nurturing talents, and an important channel for cultivating their worldview, outlook on life, and values. The ideological and moral materials for college English course should revolve around “strengthening students’ ideals and beliefs, with love for the Party, patriotism, socialism, the people, and the collective as the main thread, and revolve around moral identity, patriotism, and moral cultivation”. For example, college English ideological and moral materials can choose to reflect the basic concepts of socialist core values, and the teaching content should appropriately incorporate concepts such as “prosperity, nationality, civilization, harmony, freedom, equality, justice, rule of law, patriotism, professionalism, integrity, and friendliness”. Excellent traditional Chinese culture should also be included in the category of ideological and moral materials in the curriculum. College students are inheritors and disseminators of Chinese culture, and should be familiar with the essence of excellent traditional Chinese culture. In short, ideological and moral materials for college English courses should be integrated into English language teaching, running through the entire teaching process, allowing students to perceive patriotism and

enhance cultural confidence in the process of English language learning.

6. CONCLUSION

The reform of ideological and moral education in college English course has achieved significant results in curriculum design, textbooks and teaching content, and teaching evaluation. However, the path of ideological and moral education in college English course still has a long way to go. The integration of ideological and moral education, effective evaluation systems, and long-term education mechanisms still need to be continuously improved.

ACKNOWLEDGMENTS

Fund Project: This article is a phased achievement of the 2021 Education Reform Project of Sichuan Minzu College titled “Design and Practice of the Teaching System for College English ‘Course Ideology and Moral Education’” (Project No. JG202141). This article is a phased achievement of the 2023 Education Reform Project of Sichuan Minzu College titled “Practice and Research on the Construction of Blended ‘First-Class Courses’ in College English Based on the OBE Concept” (Project No. X-JG202342).

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