

Exploration on the Integration of Patriotic Spirit into Uyghur Language Learning Practice

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ABSTRACT

Language learning is not only the process of acquiring knowledge and skills, but also an important field for shaping values. This article is guided by the concept of ideological and political education in the curriculum, and explores the theoretical basis, practical path, and implementation strategies for integrating patriotism into Uyghur language learning practice. Research has shown that integrating patriotism education into Uyghur language teaching and learning can help achieve the unity of knowledge transmission and value guidance, and cultivate compound language talents who possess both professional abilities and patriotism. The article constructs an integration path from four dimensions: teaching objectives, teaching content, teaching methods, and teaching evaluation, and analyzes it in combination with the practice of Uyghur language teaching, providing reference for the ideological and political construction of courses in minority language majors.

Keywords: Curriculum ideology and politics, Patriotism, Uyghur language learning, Value guidance, Fostering virtue through education.

1. INTRODUCTION

1.1 Research Background and Questions Proposal

Language is the carrier of culture and an important medium for transmitting values. The process of language learning is not only the process of mastering knowledge and skills such as phonetics, vocabulary, and grammar, but also the process of understanding culture, identifying with values, and shaping personality. In 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Curriculum", which clearly proposed to "comprehensively promote the construction of ideological and political education in higher education curriculum, and give full play to the educational role of each course", elevating the ideological and political education in curriculum to a strategic level. How to organically integrate patriotism into language learning practice and achieve the unity of "knowledge imparting" and "value shaping" in the teaching of minority language majors has become an important issue in current teaching reform.

Uyghur language, as one of the minority languages in China, carries rich ethnic cultural connotations. In Uyghur language teaching, students not only need to master solid language skills, but also need to establish correct views on the country, ethnicity, history, and culture. Therefore, exploring an effective path for integrating patriotism into Uyghur language learning practice is not only an inherent requirement for implementing the fundamental task of cultivating morality and talents, but also a practical need for cultivating compound language talents with correct values.

1.2 Research Significance

Theoretical significance: This study expands the research perspective on the integration of minority language education and ideological and political education, providing theoretical support for the implementation of curriculum ideological and political education in minority language majors such as Uyghur language.

Practical significance: This study constructs an integration path from four dimensions: teaching objectives, content, methods, and evaluation,

providing practical reference for Uyghur language teachers to carry out ideological and political education in the curriculum, and promoting the realization of the goal of "ideological and political education in every subject, and education for all teachers".

1.3 Research Methods

This study adopts a research approach that combines literature review and case analysis. By reviewing relevant literature in the fields of ideological and political education, patriotism education, and minority language teaching, a theoretical analysis framework is constructed; At the same time, combining specific cases from Uyghur language teaching practice, verify the feasibility and effectiveness of the integration path.

2. LITERATURE REVIEW AND THEORETICAL BASIS

2.1 Research on Patriotic Education

Patriotism is the core of the Chinese national spirit and the spiritual bond of unity, struggle, and self-improvement of the Chinese nation. General Secretary Xi Jinping pointed out: "Patriotism is the core of the Chinese national spirit and the spiritual bond that unites the Chinese nation in its struggle and drives its relentless self-improvement." The patriotic education in the new era emphasizes the integration of patriotism, national aspirations, and patriotic actions into the entire process of education and teaching, guiding young students to establish correct views on the country, ethnicity, history, and culture.

In the field of higher education, the implementation path of patriotism education is becoming increasingly diverse. Researchers have explored the integration of patriotism education from the perspectives of curriculum construction, campus culture, and social practice. Among them, integrating patriotism education into professional curriculum teaching to achieve the educational effect of "moistening things silently" has become an important direction for curriculum ideological and political construction. In colleges and universities, patriotism education puts more emphasis on building a strong sense of the Chinese national community and guiding students of all ethnic groups to enhance their recognition of the great motherland, the Chinese nation, Chinese

culture, the CPC, and socialism with Chinese characteristics.

2.2 Research on Value Integration in Language Education

Language education has a natural educational attribute. Language is not only a tool for communication, but also a carrier for cultural inheritance and value dissemination. Chinese and foreign scholars have extensively explored value education in language teaching. Wen Xu (2021) pointed out that linguistic courses should fully leverage their disciplinary advantages in ideological and political education, and integrate value guidance into the process of knowledge transmission. Huang Guowen and Xiao Qiong (2021) proposed six elements of ideological and political construction in foreign language curriculum, emphasizing the core position of value shaping in language teaching.

In the field of higher education, researchers focus on the relationship between language teaching, cultural identity, and ethnic unity. The teaching of minority languages is not only the imparting of language skills, but also an important channel for the inheritance of ethnic culture and the education of ethnic unity. In Uyghur language teaching, how to guide students to have a correct understanding of the integration and coexistence of various ethnic cultures while imparting language knowledge, and enhance the sense of community of the Chinese nation, is an important issue in curriculum ideological and political construction.

2.3 Theoretical Basis

Curriculum ideological and political theory: Curriculum ideological and political theory is an educational philosophy that emphasizes the synergy between various courses and ideological and political theory courses. The core lies in exploring the ideological and political education resources contained in professional courses, integrating value guidance into knowledge transmission and ability cultivation, and achieving all-round education for all staff.

- Constructivist learning theory: Constructivism believes that learning is a process in which learners actively construct meaning, emphasizing the important roles of context, collaboration, conversation, and meaning construction in learning. In Uyghur language teaching, creating real-

life situations and conducting cooperative learning can help students internalize their values in language practice.

- Cultural identity theory: Cultural identity is an individual's sense of belonging and identification with their culture. Cultural identity education in language learning aims to guide students to enhance their identification with Chinese culture through language and cultural exchange, establish cultural confidence, and transform patriotic emotions into conscious actions. In Uyghur language learning, cultural identity education is particularly important, and it is necessary to guide students to deeply understand the diverse and integrated pattern of Chinese culture.

3. THE NECESSITY ANALYSIS OF INTEGRATING PATRIOTIC SPIRIT INTO UYGHUR LANGUAGE LEARNING

3.1 Requirements for Implementing the Fundamental Task of Moral Education and Talent Cultivation

The fundamental task of education is to cultivate virtue and nurture people. General Secretary Xi Jinping emphasized “the need to integrate the cultivation of moral character into all aspects of ideological and moral education, cultural knowledge education, and social practice education”. As an integral part of humanities and social sciences, the Uyghur language major undertakes the important mission of cultivating language talents with patriotism and international perspectives. Integrating the spirit of patriotism into Uyghur language learning is a concrete manifestation of implementing the fundamental task of cultivating morality and talents, and helps to integrate education on socialist core values throughout the entire process of talent cultivation.

In the field of language education, the emphasis on cultivating students' awareness of the Chinese national community is more on fostering moral character. In the process of learning Uyghur language, students need to have a correct understanding of the integration and coexistence of various ethnic cultures, in order to enhance their sense of belonging to the Chinese nation.

3.2 The Need to Cultivate Compound Language Talents

The new era has put forward higher requirements for language talents. Language talents should not only have a solid language foundation, but also possess correct value orientation, profound cultural heritage, and a strong sense of social responsibility. The integration of patriotic spirit helps cultivate students' ability to consciously spread Chinese culture and tell Chinese stories well in language practice, making it a bridge connecting various ethnic cultures and serving the national development strategy.

3.3 The Need to Enhance Cultural Identity and Strengthen the Sense of Community of the Chinese Nation

Language learning involves a large amount of cultural content, and students not only learn the language, but also come into contact with and understand history, literature, art, folklore, and more. It is necessary to integrate the spirit of patriotism into language learning, guide students to deeply understand the diverse and integrated pattern of Chinese culture while studying culture, and to comprehend the blending and coexistence of various ethnic cultures. It is also necessary to enhance their identification with Chinese culture, and forge a sense of community for the Chinese nation.

General Secretary Xi Jinping pointed out, “We must take forging a strong sense of community for the Chinese nation as the main line and continuously consolidate the great unity of all ethnic groups.” In language teaching, students are guided to understand the common cultural genes formed by various ethnic groups in cultural exchanges through cultural comparison, historical analysis, and practical observation, thereby enhancing the "Five Identifications" and forging a sense of community for the Chinese nation.

4. THE PATH AND STRATEGY OF INTEGRATING PATRIOTIC SPIRIT INTO UYGHUR LANGUAGE LEARNING

4.1 Teaching Objective Level: Organic Unity of Three-dimensional Objectives

Teaching objectives are the direction of teaching activities. To integrate the spirit of

patriotism into Uyghur language learning, it is first necessary to achieve an organic unity of knowledge goals, ability goals, and value goals at the level of teaching objectives.

- Knowledge objective: it is to master the basic knowledge of Uyghur language, including phonetics, vocabulary, grammar, pragmatics, etc., laying a solid foundation for language application. Simultaneously, there is a need to understand the relationship between local culture and Chinese culture.
- Ability objective: It is to cultivate Uyghur language skills such as listening, speaking, reading, writing, and translation, and enhance cross-cultural communication and language application abilities. Students should be able to use Uyghur language for daily communication, translation practice, and cultural dissemination.
- Value goal: It is to infuse patriotism education into Uyghur language learning, guide students to establish correct views on the country, ethnicity, history, and culture, cultivate patriotism, national unity awareness, and social responsibility.

The three-dimensional goal does not exist in isolation, but rather permeates and collaborates with each other. The realization of value goals requires the transmission of knowledge and the cultivation of abilities, which can be naturally integrated through the method of "salt dissolves in water" to avoid rigid indoctrination.

4.2 Teaching Content Level: Exploring Ideological and Political Elements in Uyghur Language Materials

Teaching content is the carrier of value integration. Uyghur language textbooks and teaching resources contain rich ideological and political elements, which need to be deeply explored and organically integrated by teachers.

The patriotism and national feelings in the selection of classic texts: Teachers can select classic texts that reflect patriotism and ethnic unity themes in Uyghur language teaching, such as chapters that reflect the development and changes in Xinjiang as well as the exchange and integration of various ethnic groups, to guide students to feel the patriotism and national feelings while learning the language. For example, in conversation teaching, teachers design situational dialogues with the themes of "hometown changes", "national

development", and "ethnic unity", allowing students to express their love for their country through Uyghur language practice.

The spirit of the times in current affairs materials: Integrating current affairs materials into Uyghur language teaching, guiding students to pay attention to national development and understand the reality of Xinjiang Province. For example, selecting news reports or video materials on topics such as rural revitalization, ethnic unity, and social stability as materials for Uyghur language learning, allowing students to experience the pulse of the times and enhance their sense of mission while improving their language abilities.

4.3 Teaching Method Level: Situational and Experiential Teaching

Teaching methods are the key to integrating values. Adopting situational and experiential teaching methods can help students naturally internalize their values in Uyghur language practice.

- Role playing and situational simulation: teachers create real or simulated Uyghur language usage scenarios, allowing students to experience communication behaviors in different cultural backgrounds through role-playing. For example, teachers design situational tasks such as "introducing hometown to Uyghur friends", "telling the story of Xinjiang's development", "promoting ethnic unity", etc., then students can be naturally conveyed with patriotic emotions and cultural confidence in Uyghur language output.
- Theme discussion and value guidance: It is to conduct classroom discussions around themes with ideological and political connotations, guiding students to think deeply. For example, by organizing discussions on topics such as "language and identity", "cultural understanding in Uyghur language learning", and "ethnic unity and language exchange", teachers can provide timely value guidance to help students form correct value judgments.
- Project based learning and practical activities: It is to use projects as a carrier, combining Uyghur language learning with value practice. For example, teachers can organize students to carry out the project of "Telling Xinjiang Stories in Uyghur Language", to enhance Uyghur language proficiency and deepen patriotic emotions

in practice through data collection, script writing, audio and video production, etc.

4.4 Teaching Evaluation Level: Process Evaluation and Value Orientation

Teaching evaluation is the guarantee of value integration. Establishing a scientific evaluation system and incorporating value literacy into the evaluation dimensions can help promote the normalization of the integration of patriotism.

- **Process evaluation:** Teachers need to pay attention to the value performance of students in the Uyghur language learning process, such as the expression of viewpoints in classroom discussions, attitude performance in group cooperation, and value manifestation in project practice. Teachers evaluate through observation records, learning files, and other methods.
- **Diversified evaluation:** Using a combination of self-evaluation, peer evaluation, and teacher evaluation, a comprehensive evaluation is conducted from multiple dimensions such as Uyghur language proficiency, cultural understanding, and value recognition. For example, adding scoring dimensions such as "cultural expression" and "value stance" in oral assessment can guide students to consciously reflect the correct value orientation in Uyghur language output.
- **Developmental evaluation:** Teachers should emphasize the diagnostic and motivational functions of evaluation, help students recognize shortcomings, improve and enhance through timely feedback, and achieve value guidance in evaluation.

5. CONCLUSION

This study is guided by the concept of ideological and political education in the curriculum, and explores the path and strategy of integrating patriotism into Uyghur language learning practice. Research shows:

Firstly, the integration of patriotic spirit into Uyghur language learning is an inevitable requirement for implementing the fundamental task of cultivating virtue and nurturing talents. It has important value in cultivating compound Uyghur language talents, enhancing cultural identity, and forging a sense of community for the Chinese nation.

Secondly, the integration path can be systematically constructed from four dimensions: teaching objectives, teaching content, teaching methods, and teaching evaluation, achieving an organic unity of knowledge imparting, ability cultivation, and value guidance.

Thirdly, situational and experiential teaching methods can help achieve the educational effect of "moistening things silently" and avoid rigid indoctrination. In Uyghur language teaching, value guidance can be effectively achieved by creating real situations and conducting project practices.

Future research can be conducted in the following directions: firstly, empirical research can be conducted to quantitatively evaluate the effectiveness of integrating patriotism into language learning through questionnaire surveys, interviews, and other methods; Secondly, explore the path of digital empowerment and utilize information technology to develop ideological and political teaching resources for language courses; The third is to build a language curriculum ideological and political resource library, providing systematic teaching resource support for frontline teachers, and researching how to better serve national strategic needs.

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