

A Review of the Curriculum Ideology and Politics for English Majors Based on the Analysis of Learners' Needs

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Abstract

The professional course is the basic carrier of the construction of course ideology and politics, and at present, the research on English course ideology and politics has attracted the attention of the academic community. By analyzing the connotation of English curriculum ideology and politics and using relevant software, we have reviewed the research on English course ideology and politics in colleges and universities in the past five years, sorted out the number of relevant papers and the trend of themes, and commented on the connotation of "Lifelong Education for Virtue and Humanity", the source and excavation of the elements of English course ideology and politics politics, the path of implementation of English curriculum civic politics and the evaluation of English course ideology and politics politics, etc., and on the basis of which, we further analyzed the insights brought by the research on civic politics in English professional curriculum. On the basis of this, we further analyze the inspiration brought by the research on the ideology and politics studies of English curriculum.

Keywords

Curriculum Ideology and Politics; English Majors; Learners' Needs.

1. Introduction

1.1. Background

General Secretary Xi Jinping emphasized in his speech at the National Conference on Ideological and Political Work in Colleges and Universities that "classroom teaching should be used as the main channel, and ideological and political theory courses should be strengthened in improvement, enhance the affinity and relevance of ideological and political education, and meet the needs and expectations of students' growth and development, and that other courses should be guarded with a good section of the canal and planted in good fields of responsibility, so as to make the various types of courses and the ideological and political theory course The same direction, the formation of synergistic effect." The key to the implementation of the fundamental task of cultivating moral integrity in colleges and universities lies not only in the ideological and political courses, but also in the ideological and political courses. The Guideline for the Construction of Civics and Politics in Higher Education Courses further points out that the construction of Civics and Politics in all colleges and universities and in all disciplines and specialties should be comprehensively promoted to give full play to the Civics and Politics of each course and improve the quality of talent cultivation in colleges and universities. Against this background, universities have carried out the reform of teaching and learning of course ideology and politics oriented by the goals and means of "various courses and ideological and political theory courses in the same direction" and "digging deep into the nurturing elements in the courses". Academics have also fully realized the significance of promoting the ideological and political construction of English courses at the national, social, disciplinary and personal levels, and have analyzed it from different dimensions. Here, on the basis of clarifying the connotation of Civic-Governance in English majors' courses, it is necessary to further sort out

and review the development, themes and contents of the relevant studies in recent years and analyze their research revelations.

1.2. Overview

Although it has been more than a decade since Oxford English Dictionaries published its word of the year, related literatures are not in the majority. First of all, they mainly focus on the word of the year for a specific year. For example, the word of the year in 2015 was an emoji, and some scholars have devoted specific studies to it. But this emoji is not the traditional meaning of word, the creation of this word is closely related to the rapid development of social software under the spread of the Internet. And there is also the use of the word of the year to study the changes brought by the Internet to our lives. In 2016, the Oxford English Dictionary announced the word of the year as "post-truth", and scholars have mainly explored the reasons for the origin of this word and its impact on certain aspects in this social context. Secondly, the creation of the word of the year is closely related to the creation of the Internet, in addition, there are also scholars who study the word of the year published by representative online dictionaries in a certain year, such as the study of the Oxford English Dictionary's annual hot word "climate emergency" in 2019.

Thus, it can be shown that the research on the Oxford English Dictionary's word of the year is not in the majority, and most of the studies started from around 2015. Most of the perspectives are focused on the social background of word, or the characteristics of word, and the perspectives are focused on a certain year, which is also a certain limitation in time. So the paper chooses the word of the year since 2014 to 2023 as the research object for longitudinal comparison. The paper is mainly divided into two parts, the first part specifically introduces the word of the year from 2014 to 2023, and the second part mainly explores the characteristics of these words and then explores the social meaning behind them.

2. The Connotation of "Ideological-political Elements" for English Majors

2.1. Meaning of the Word of the Year

The connotation of Ideological-political Elements in English curriculum is the focus of academic attention. At present, there are mainly four views on curriculum ideology and politics, i.e., curriculum ideology and politics is an educational concept, a type of course, an educational system, and a teaching method. For example, Sun Youzhong puts forward: "Civic-mindedness of the curriculum is to educate students in non-civic-mindedness of the curriculum (public foundation courses, professional education courses, practice courses), so that all kinds of non-civic-mindedness of the curriculum can be together with the Civic-mindedness of the curriculum, and jointly contribute to the realization of the goal of establishing morality and educating people. This is the interpretation from the scope of application and goal of Civics in the curriculum. To synthesize the relevant discussions, the author believes that the Civic Policy of the curriculum is a fusion of educational concepts and methods, i.e., on the one hand, it advocates the educational concepts of establishing morality and cultivating socialist builders who are all-rounded in morality, intelligence, physicality, aesthetics and aesthetics, on the other hand, it practices the fusion of the explicit and the invisible, and the teaching and educating methods in a silent manner.

In terms of the English course ideology and politics, Zhang Jingyuan and Wang Na explain this concept from the perspective of nurturing function, combining the dimensions of teaching content, ability cultivation, teaching methods, teaching ability, and so on, and consider that the English curriculum Civics is a part of the teaching content (nurturing nourishment), an important way of students' ability cultivation (nurturing goal), a new method of English teaching (nurturing method), and an embodiment of English teachers' ability to teach

(nurturing ability). It is a new type of English teaching method (human education method) and a manifestation of English teachers' human education ability (human education ability). Hu Jiehui adopts a top-down approach, interpreting the connotation of English curriculum ideology from the perspectives of macro education policy, curriculum theory and English discipline. From the perspective of teaching practice, Wen Qiu-fang suggests that the concept of English course ideology and politics is to "take the English teacher as the leading role, organically integrate the concept of moral education into all aspects of English classroom teaching through the English teaching content, classroom management, evaluation system, teachers' words and deeds, and dedicate itself to playing an active role in shaping the students' correct outlook on the world, life, and values. "The first two definitions are more macroscopic, while the second one is more macro, and the third one is more macro.

3. Related Research

3.1. Research Questions

This study helps to answer the following two main questions, how have the number and themes of research papers on English curriculum changed in the last five years? And what are the main contents of the research on English curriculum ideology and politics in the past five years. The author used "curriculum Civic and political thinking", "English curriculum Civic and political thinking" and "English" as the subject terms, and searched the literature by combining the subject terms repeatedly through the advanced search function of China Knowledge Network, and the sources of the literature were the journals of CNN. The sources of the literature were journals on China Knowledge Network. The papers with low relevance or low focus in the search results were removed by intensive reading of the literature, browsing the titles and abstracts, etc. and the time span of publication was 2019 and 2024, on the basis of which a thematic review of the literature was carried out.

3.2. Research Methodology

To investigate the intersection of curriculum ideology, politics, and learners' needs in English programs, a mixed-methods research approach will be employed, combining qualitative and quantitative data collection methods. The research design will include the following components: A comprehensive review of literature on curriculum ideology, politics, and learners' needs in English language education will be conducted to identify key theoretical frameworks, historical perspectives, and practical implications for curriculum design. The literature review will draw on academic journals, books, policy documents, and online resources to provide a broad overview of the research landscape in the field. Case studies of English programs at various institutions will be analyzed to explore how different curriculum ideologies and political dynamics shape the educational experiences of learners. Through interviews with educators, administrators, and students, the case studies will elucidate the factors influencing curriculum decisions, the challenges faced in implementation, and the outcomes for learners. By examining real-world examples of curriculum design, the case studies will provide valuable insights into the complexities of curriculum development in English studies.

4. Research Implications

To summarize, firstly, the number of research papers on English curriculum ideology and politics shows a growing trend, and their themes involve different dimensions of curriculum construction, but there is a lack of research on students' learning strategies, learning emotions, learning motivation, learning styles, etc., as well as research on teachers' knowledge, teachers' initiative, teachers' emotion, teachers' identity, teachers' empowerment, etc. in the context of

curriculum ideology and politics; secondly, the contents of English curriculum ideology and politics research mainly include Secondly, the contents of the research on Civics in English curriculum mainly include the interpretation of Lidu Shurenren, the source and excavation of Civics elements, the implementation path, evaluation research, etc., which are mostly discursive discussions and lack of empirical research. In view of the above status quo, the following three aspects can be explored in the future.

With the in-depth implementation of the thought of socialism with Chinese characteristics in the new era, the concept of integrating ideological and political education into all kinds of professional courses has gradually become an important goal of higher education. As an important discipline for cultivating internationalized talents, the construction of English major's curriculum ideology and politics not only needs to be closely integrated with the characteristics of the discipline, but also needs to be based on the actual needs of the learners. The purpose of this paper is to review the current situation and development direction of the construction of English major's "ideological and political education" based on the analysis of learners' needs, so as to provide theoretical support for related research and practice.

5. Reform and Practice Strategies on the Curriculum Ideology and Politics for English Majors in the new Era

5.1. Designing precise teaching objectives and embedding the elements of Civics and Politics accurately

In the process of designing the objectives of ideology and politics in university English courses", how to reflect the value objectives, i.e. the cultivation of socialist core values, the objectives of talent cultivation in universities and the objectives of the courses, and how to excavate and refine the elements of Civic politics education from multiple levels is the first problem to be solved in the Civic politics teaching. The objectives of blended teaching under the concept of Civics and Politics in the curriculum are as follows: 1. Value orientation: to integrate the socialist core values into the teaching objectives of each unit and each class, to cultivate the values of students as citizens of a country, society and the world, to strengthen their own cultivation, and to internalize the socialist core values in their hearts and minds. 2. Ability cultivation: on the one hand, to cultivate the students' comprehensive ability of English, especially the ability of listening, speaking, writing and translating.

5.2. Changing educational concepts and optimizing teaching mode

The implementation of modernized education concepts and quality education can change the content and form of education in China and achieve certain results. However, the penetration of ideological and political education still needs to be innovated and improved. For a long time, the ideological and political course has existed separately as a discipline, and the connection between it and other disciplines is not strong. This requires educators to pay attention to the construction and role of ideological and political education, fundamentally change the correct understanding of the course of ideology and politics, while constantly optimizing the current English classroom teaching mode, focusing on the theoretical teaching, but also to strengthen the extracurricular practical activities, to promote the effective implementation of ideological and political education. The construction of curriculum ideology and politics has changed the situation of communication barriers between the traditional ideology and politics courses and other disciplines, promoting the interaction and synergistic development of various disciplines, and combining foreign language teaching with ideological and political education, which contributes to the change and development of China's education concept and system. For example, college English focuses on the learning and comprehensive use of English language knowledge, teachers teach more knowledge, and students' independent learning and

exploration activities are less, which is not conducive to the enhancement of college students' innovative thinking and learning ability.

5.3. Enhancing teachers' professionalism and guiding students to learn independently

The construction of curriculum ideology needs to give full play to the guiding role of teachers to help students learn to analyze and view the development of things rationally and establish correct values. Therefore, college English teachers should cultivate and improve their own professionalism. First of all, they should correctly recognize and understand the educational concept of Curriculum Civics and Politics, constantly learn and enrich the knowledge of ideological and political education, pay attention to the domestic and international situation, and improve their political literacy. Secondly, university English teachers should deeply understand the connotation of China's excellent traditional culture, fully explore the rich ideological and political education resources, so as to make the classroom Civics and Politics better integrated into English teaching. Teachers should pay attention to the teaching process of English ideological and political education, strengthen the scientific and cultural literacy and professional ethics, set up a good learning image for college students, guide students to learn the theory and ideology of socialism with Chinese characteristics, to understand the development of our country, and to correctly recognize the diversity of cultures. In English language learning, improve the comprehensive use of language ability, and constantly enhance the learning and recognition of China's outstanding history and culture, establish high ideals, and improve value judgment and comprehensive literacy.⁷⁷ Teachers should focus on the combination of theory and practice, and let college students participate in the classroom through some examples of current events, guide students to think independently, produce their own judgments, and understand China's national conditions in current events, and form the correct values. Universities and colleges should establish and improve the training and assessment system, organize some seminars on Civic and Political Education on a regular basis, enhance the exchanges and cooperation of teachers among universities and colleges, and improve the professional quality of teachers.

6. Conclusion

Curriculum Ideology and Politics is the requirement of the new era, and it is also the key initiative to implement the fundamental task of cultivating moral integrity in college education. The construction of "Ideological and Political Education" for English majors based on learners' needs analysis is of great practical significance and theoretical value. Through systematic demand analysis, combined with the actual teaching, we can more effectively promote the integration of Civic and Political Education and professional courses, and cultivate high-quality English talents to meet the development requirements of the new era. This study focuses on the current status of the research on foreign language curriculum civics and politics from 2019 to 2024, analyzes the number of articles published, research topics, research content, etc., and makes suggestions for future research. In the future, we will further explore the relevant curriculum construction, secondary development of teaching materials, teaching evaluation, teachers' professional development and other theses in this field. Future research should continue to deepen this direction and explore more effective implementation paths and evaluation mechanisms to ensure the continuous promotion and optimization of the construction of Ideological and Political Education in the curriculum.

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