

Research and Exploration of Ideological and Political Education in Online Course of College English for Art and Design Students in the Situation of COVID-19

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Abstract

In the face of special circumstances, the teachers and students need to take courses at home. Such great changes have brought us new challenges and opportunities to rethink about our curriculum objectives, teacher role positioning, the importance of ideological and political education in college English course teaching and future research and development trend. It is significant how to improve students' interest and motivation in learning English, how to adapt to the characteristics of students' major, how to integrate ideological and political education naturally into the teaching so as to realize diversified teaching goals and educate the students in view of the difficulty in English teaching for students in art and design, according to the characteristics of students and through the accumulation of various materials and supplement, and the use of various tools of online courses. By combining our knowledge and information with our own teaching practice, the authors have made a research and exploration on ideological and political education in College English Course for art and design students and put forward some ideas and suggestions.

Keyword: Art and Design Major; College English; Teaching; Ideological and political education in course

1. Educational Changes in the Epidemic Situation

1.1 The current situation

Due to the outbreak of COVID-19, the students could not return to the university in the spring semester of 2020, and offline teaching could not be carried out. Both the teachers and students faced great changes from lifestyles to teaching and learning methods.

During the learning, the teachers faced new topics proposed by online teaching, while the students might not adapt to online teaching. Some problems appeared in learning performance or mental health. We encountered difficulties and inconvenience in life. The epidemic caused the changes in the international political pattern. All of these impact our outlook on the world, life and values.

In the new situation, education practitioners should constantly reflect on: how we should do education and how to be teachers; what students need and what they should learn; how to cultivate students' national feelings and patriotic enthusiasm in teaching; how to help students become the people with faith, enthusiasm, methods, mental health and frustration tolerance; how to help students plan their life and get happiness. This is a big life topic that we want to study and research with the students.

In response to the General Secretary Xi's call to construct the ideological and political education pattern of the course and in line with the new situation, we college English teachers actively responded to the national education ideas in the online course teaching of this semester, deeply excavated the course content, and naturally integrated the ideological and political elements into the teaching process.

1.2 Teaching situation

This semester's online teaching practice has brought us changes in teaching ideas and explored the redefinition of curriculum, learning and teaching. Among them, the curriculum tends to inquiry into the practice. With the support of network resources and intelligent environment, more attention is paid to communication and reflection in learning. Communication in class is necessary and irreplaceable. Teaching tends to be more collaborative learning, and information technology is not only the students' media, but also the teachers' bridges.

1.3 The development trend of college English teaching in the future

After the restoration of offline teaching, the advantages of online courses can not be lost and mixed teaching can be implemented. Thus, the advantages of online teaching can be retained, such as: full option under the unified standard (course option and content option); the diversity and autonomy of learning styles (self paced, time and place); personalized problem-based learning assistance (timely and transparent learning interaction); complete evaluation of learning track and performance (formative and summative evaluation). For those students who have strong autonomy and good learning habits, online teaching gives them a broader learning space. For some students with poor self-discipline and poor learning effect, the combination of online and offline teaching is better. The mixed teaching is conducive to avoid the polarization of learning effect.

2.The Practice of Ideological and Political Education in College English Course for Art and Design Students

2.1 The English learning characteristics of art and design students

The students majoring in art and design have a relatively weak English foundation and a lack of motivation to learn English. But the English textbooks are synchronized with other university majors, and not suitable for the art and design students in terms of content and difficulty.

The professional education of art and design emphasizes originality, verbal and emotional expression. The performance of students' personality and characteristics is relatively stronger, more self-reliant and emotional.

In view of this, it is particularly important to help students have a correct outlook on life, world and values. In the course, the teachers should guide the students to cherish themselves, maintain mental health, firm their ideals, set goals and be loyal to their beliefs. We should also pay more attention to the establishment of students' cultural confidence and patriotic feelings through the teaching of language and culture.

2.2 The application of ideological and political education in college English teaching practice

Online teaching under the epidemic situation has brought great challenges to both the teachers and students. Great changes often contain great opportunities. We can jump out of the too many limitations of teaching materials and make more extension and expansion from the teaching content. We can choose more art and design related language supplementary materials, which are more suitable for the professional content, and open up students' international vision so as to enhance their motivation to learn language.

Different difficulty gradients are set in teaching design to adapt to different levels of the students. With the diversified input and output modes, we add the various forms of audio-visual materials to increase fun and improve students' interest in learning English. More importantly, we can integrate the ideological and political elements naturally into the teaching process to achieve diversified teaching objectives.

In the course practice, we started from the following aspects: the first step was to preview before class. The task was issued before class to guide the students to read the content of the article carefully, find out the unfamiliar words and establish their own English vocabulary manual. The task increased the students' learning autonomy and helped the teachers to understand the key words and language points suitable for the students' level, which made the teaching more focused. The relevant vocabulary and original reading audio related to the text were issued in advance as the preview content. The students were required to listen to the words and record them as audio files, which were submitted as preview assignments. After independent preview, the students have greatly improved their class efficiency and mastered the correct learning methods and strategies.

In the aspect of ideological and political education, the teachers provided the students with relevant news and current political content in combination with their background and vocabulary of the text to arouse students' thinking. For example, in the development stage of the epidemic, General Secretary Xi Jinping delivered an important speech "We never say success without winning completely". The English version of China Daily published six of the inspiring words. The teachers sent Chinese and English text to the students, recorded audio reading, analyzed the ways of translation and explained their connotation so as to make the students full of strength and confidence in heart. Here is another example. Combined with the content of Unit 2 of the textbook "What college brings us?", the teachers assigned the students thinking questions in advance. The question "What is your term plan?" was split into "What do you need to do and how do you do it if you want to achieve your semester plan and goals?". The students were required to establish their own detailed semester plan. At the end of the semester, the teachers returned the plans to the students, and the students made a comparison and summary according to the completion in the semester. This kind of teaching design extended teaching to extracurricular, not only imparting knowledge, but also becoming an exploration journey to make the students know themselves better and find the ways, goals and strategies of life progress. The topic "The students' dilemmas" of Unit 5 is about the discussion of college students' consumption view. The teachers chose the famous aphorisms of "People worship thrift and diligence" in the Chinese excellent traditional culture, including the contents of the Analects of Confucius and the Commandments, so that students could understand the differences between Chinese and English expressions, cultures and way of thinking, and the beauty of Chinese refinement in Chinese English contrast and aloud reading. Such teaching design has not only enhanced the students' national pride and self-confidence, but also increased their exchange and understanding of the two cultures.

The second step was learning in the course. As the tasks of pre-class learning were very clear, the students gave full play to their autonomy. Therefore, the explanation in the course was more targeted. At the same time it strengthened the current political and ideological nature and emphasized education. In the introduction phase, the teachers collected TED speech materials, the English edition of China Daily, CNN news and other current political news materials, and encouraged the students to dig the materials independently and conduct output training by means of group discussion, report, real-time comments and etc., which improved their learning efficiency and expanded their thinking.

For example, in learning Unit 2 "What college brings us?", the teachers added three passages- "the Harvard commencement speech by Bill Gates, the secrets of learning a new language and why we should read more?" in three fine lectures of the texts. These materials helped the students understand the successful

people's perception of college life, learn how multilingual learners master a new language and share the importance of reading. Thus, the students have enhanced their learning interest, and have been imperceptibly inspired in reading.

The third step is the summary after class. In the form of composition, translation, sorting out the unit theme, making videos or creating mini class, we could reflect or sublimate the learning of the course. For example, in teaching the unit 6 "when enough is enough(the theme about choice and contentment)", we guided the students to establish a correct outlook on life, world and values. The teaching was divided into four times of classes. Questionnaires were arranged before class to allow the students to sort out what important, successful, difficult or regretful decisions they have made in their life and reflect on why.

Two TED speeches- "how to make hard choices" and "how to make a choice easily?" were added to the class, which were shared with the students to help them how to make scientific choices. After class, the students were organized to translate the moving poem "*Shanchuan Yiyu, Fengyue Tongtian*" as "Mountains and rivers are exotic, wind and moon romantic on the same day" in the anti epidemic aid at that time. When the students finished the training, they had the same feeling and empathy with the country. The content of "Adversity or Opportunity" in the happiness lesson of Harvard University was shared after class, so that the students could understand the mentality and coping methods of encountering adversity. In addition, the students were organized to create poems with the theme of dream, imagination and fighting against the epidemic. They recited, matched pictures and background music for their poems and finally formed finished products in the form of video, showing the professional advantages and excellent qualities of art and design students.

To sum up, all the stages of teaching formed a closed-loop of output and input, while giving consideration to teaching and education and guiding the students to establish a correct outlook on life, values and world, breathe with our motherland, share a common destiny and have their own life goals, plans and beliefs.

3.Conclusion

After summing up the teaching experience, we come up with some methods and suggestions to realize the ideological and political education of college English course.

First of all, from our teaching objectives we should realize the transformation from China to the world to the world to China. China is in the stage of demonstrating the strength of a great country and her excellent cultural tradition. We should do our best to attract the attention of the world and change our position in the world. In teaching, we should lead the students to enhance their national awareness, national consciousness, national pride and the spirit of self-improvement and independence.

Secondly, from the perspective of teaching philosophy we should lead the students to knowledge, that is, to cultivate students' practical spirit and acquire knowledge in the way of practice. Learning by doing is a very effective learning method.

Thirdly, we should highlight the professional characteristics and teachers' personal expertise in teaching. The students we teach major in art and design. So we should pay attention to combining the professional knowledge of art and design to stimulate students' interest. We should also attach importance to strengthening the course features and integrate translation, writing and phonetic practice into the teaching according to the students' interests and needs, so that they can feel the charm of Chinese and Western culture. From the perspective of teachers' personal expertise, the teachers of this course are good at psychology, and they also have experience in teaching methods. If they make good use of it, it will produce

positive benefits for teaching.

Only when there is a country can there be a home, and only when there is a life can there be a vitality. According to the needs of the country, the cultivation of talents varies from student to student and changes according to the situation. Only by seriously practicing and thinking about the goal of ideological and political construction of foreign language curriculum can we cultivate talents with both political integrity and ability. This goal needs the joint efforts of all our teachers.

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