

Course Ideological and Political Integration“English Teaching Method” First-class Course Construction Path Exploration

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Abstract: This paper probes into the path and practice of the integration of curriculum ideology and politics into the first-class curriculum construction of English teaching method, and expounds the connotation and goal of curriculum ideology and politics. This paper analyzes on the construction standards and requirements of the first-class curriculum of English teaching method, and points out the compatibility between the two. Further diagnosing the problems existing in the current course of English teaching method, it puts forward the strategies of course content reconstruction, teaching method innovation, practical teaching system construction, teachers team construction and course evaluation system perfection. The validity and feasibility of ideological and political integration of curriculum are verified by empirical research. Finally, the research limitation and future prospect are discussed.

Keywords: First-class curriculum construction; Path Exploration; Empirical Research

1.Introduction

In the context of deepening educational reform, curriculum ideology and politics have gradually attracted people's attention and become an important means to develop students' comprehensive quality. The integration of curriculum ideology and politics into the core course of teacher training major, English Teaching Method, is not only conducive to promoting students' mastery of English teaching skills, but also conducive to cultivating students' correct values and sense of social responsibility. The purpose of this paper is to explore the ways to incorporate curriculum ideology and politics into the construction of the first-class course of English Teaching Method, and to verify the effectiveness with empirical research, in order to provide

reference for subsequent curriculum reform and teaching practice.

2.The Basic Theory of the First-Class Curriculum Construction of Course Ideology and English Teaching Method

2.1 The Connotation and Goal Of The Course Thought Politics

Ideological and political education in the curriculum is one of the educational and teaching concepts that runs ideological and political education through various courses, emphasizing that the teaching process is not only a process of imparting knowledge and cultivating ability, but also paying attention to guiding them to establish a correct world outlook, outlook on life, and values, and to form a sense of social responsibility, innovative spirit, and practical ability. The ideological and political curriculum has rich connotations, and its purpose is to combine knowledge transfer and value guidance through the organic integration of various courses. The ideological and political curriculum has several main goals: first, it is necessary to cultivate students' ideological and moral literacy, guide students to establish correct values and moral concepts, and enhance students' sense of social responsibility and mission through curriculum ideology and politics; Second, the purpose of ideological and political education is to cultivate students' critical thinking and independent thinking ability, so that they can make rational analysis and independent judgment when encountering complex problems; The course emphasizes the cultivation of students' innovative spirit and practical ability in teaching, and encourages students to boldly explore, create, and actively participate in social practice. The course is also committed to enhancing students' cultural self-confidence and international perspective, so that they can not only adhere to their cultural roots but also have an open and inclusive

international mindset in the context of globalization. Integrating curriculum ideology and politics into the construction of the first-class course of "English Teaching Method" can not only promote the improvement of students' English teaching skills, but also imperceptibly develop the comprehensive quality of students, and contribute to the cultivation of socialist builders and successors who can develop morally, intellectually, physically, aesthetically, and labor.

2.2 The Construction Standards and Requirements of the First-Class Curriculum of English Teaching Method

The first-class course "English Teaching Methodology" is designed to cultivate English teachers with a solid theoretical foundation in English teaching, rich practical teaching experience, and good professional ethics. There are many standards and requirements for its construction. Firstly, the course content needs to be cutting-edge, practical, and systematic. It should not only involve basic theories, methods, and technologies in English teaching, but also closely integrate with the current needs and development trends of English education to ensure that the knowledge learned by students can keep up with the times and be applied. Secondly, teaching methods and techniques need to be diverse and innovative, fully utilizing modern educational tools such as multimedia and online resources, and conducting teaching through case analysis and group discussions. Role playing, an interactive teaching method, stimulates students' interest and initiative in learning and promotes the improvement of their teaching effectiveness. In teaching, it is necessary to strengthen the practical teaching process, using simulated classroom teaching, English speech competitions, and cross-cultural communication activities as means to design challenging English teaching practice projects, so that students can exercise their teaching skills and improve their cross-cultural communication abilities through practice. The evaluation system needs to be continuously improved, and a diversified, full process evaluation system should be constructed. It should not only focus on students' mastery of knowledge, but also on their performance in ability enhancement and value guidance, ensuring that the evaluation results are

comprehensive and objective. The standards and requirements for the construction of first-class courses in English Teaching Methods reflect the high standards of comprehensive quality for English teachers, with the aim of cultivating excellent English teachers with international perspectives, local feelings, and innovative abilities.

2.3 The Compatibility of Curriculum Ideology and Politics with the First-Class Curriculum Construction of English Teaching Method

The first-class course "English Teaching Methodology" is designed to cultivate English teachers with a solid theoretical foundation in English teaching, rich practical teaching experience, and good professional ethics. There are many standards and requirements for its construction. Firstly, the course content needs to be cutting-edge, practical, and systematic. It should not only involve basic theories, methods, and technologies in English teaching, but also closely integrate with the current needs and development trends of English education to ensure that the knowledge learned by students can keep up with the times and be applied. Secondly, teaching methods and techniques need to be diverse and innovative, fully utilizing modern educational tools such as multimedia and online resources, and conducting teaching through case analysis and group discussions. Role playing, an interactive teaching method, stimulates students' interest and initiative in learning and promotes the improvement of their teaching effectiveness. In teaching, it is necessary to strengthen the practical teaching process, using simulated classroom teaching, English speech competitions, and cross-cultural communication activities as means to design challenging English teaching practice projects, so that students can exercise their teaching skills and improve their cross-cultural communication abilities through practice. The evaluation system needs to be continuously improved, and a diversified, full process evaluation system should be constructed. It should not only focus on students' mastery of knowledge, but also on their performance in ability enhancement and value guidance, ensuring that the evaluation results are comprehensive and objective. The standards and requirements for the construction of first-

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3. Analysis and Problem Diagnosis of English Teaching Methodology

3.1 Analysis of Course Content and Structure

English Teaching Methodology "is an important course for teacher education majors, and its content and structure are of great significance for cultivating students' English teaching abilities. However, there are still several issues with the content and structure of this course in current teaching practice. One issue is that the course content overly emphasizes theoretical teaching and lacks practical application. This results in students having a wealth of theoretical knowledge but finding it difficult to apply it fluently in practice. The second issue is that the curriculum structure is relatively single, with insufficient diversity and innovation. Traditional teaching methods are usually taught by teachers, while students passively receive knowledge, which restricts the cultivation of students' thinking vitality and innovation ability. The update of content also lags behind, failing to timely reflect the latest research results and teaching concepts in the field of English teaching. This makes the content that students learn detached from their actual needs, thereby affecting their future career development. So in order to promote the improvement of the teaching quality of the course "English Teaching Methods", it is necessary to optimize and adjust the course content and structure, strengthen the connection between theory and practice, introduce diversified teaching methods and approaches, and update the course content in a timely manner to ensure that it is in step with the development of the times.

3.2 Evaluation of Teaching Methods and Means

The selection of teaching methods and tools in the course of "English Teaching Methods" plays a decisive role in teaching effectiveness, but it has been found in the actual teaching process that the current teaching methods and

tools are lacking. Traditional lecture based teaching still dominates, and this single teaching method is difficult to stimulate students' interest and enthusiasm for learning, resulting in a dull classroom atmosphere and unsatisfactory teaching results. Lack of interaction and feedback in teaching can also prevent students from timely grasping their learning situation and progress, affecting their learning effectiveness. The course 'English Teaching Methods' has not effectively utilized modern educational technology. Although modern educational technologies such as multimedia and online resources have gradually penetrated classroom teaching, there are still problems in practice such as insufficient resource utilization and low integration of technology and teaching. Therefore, it is necessary for us to conduct in-depth evaluation and optimization of the teaching strategies and tools of the course "English Teaching Methods", adopt more diverse and interactive teaching methods, and fully utilize modern educational technology to improve teaching quality and students' learning experience. While strengthening the teaching feedback and evaluation mechanism, it is beneficial for students to timely grasp their own learning and progress, which is conducive to improving the quality of teaching.

3.3 Student Learning Needs and Feedback

The learning process of the course "English Teaching Methodology" is an important basis for evaluating teaching effectiveness, optimizing teaching content and methods based on students' learning needs and feedback. Students generally expect the course content to be closer to actual teaching needs and attach importance to the development and implementation of practical activities. They urgently hope to master more practical teaching techniques and strategies in course learning to promote the development of their teaching practice abilities. Students also hope that teachers can use more diverse and interactive methods during the teaching process to stimulate students' interest and enthusiasm for learning. They look forward to more classroom communication and collaboration with teachers and students, discussing teaching issues, exchanging teaching experiences, etc. Through feedback, teachers also know that students are full of expectations for improving the

curriculum evaluation system. They expect the evaluation system to be comprehensive and objectively reflect their learning outcomes and progress, and also expect to receive more personalized guidance and opinions. Therefore, in the process of teaching English Teaching Methods, it is necessary to give sufficient attention to students' learning needs and feedback, continuously optimize the teaching content and methods, and continuously improve the evaluation system in order to meet students' expectations and needs, enhance teaching effectiveness and learning experience.

4. Course Ideological and Political Integration“English Teaching Method” First-Class Course Construction Path Exploration

4.1 Course Content Reconstruction and Integration

In the process of incorporating ideological and political education into the construction of the first-class course "English Teaching Methodology", it is crucial to reconstruct and integrate the course content. To achieve this goal, it is necessary to conduct a thorough analysis and sorting of the original curriculum content, clarify which aspects are in line with the ideological and political concepts and goals of the curriculum, and which aspects need to be adjusted or supplemented. During the reconstruction process, attention should be paid to integrating ideological and political education elements with theoretical knowledge and practical skills of English teaching methods. For example, by introducing the importance of cultural heritage and international exchange through English education, students can be guided to establish cultural confidence and improve their cross-cultural communication skills; By analyzing ethical and moral issues in English teaching, we aim to cultivate students' professional ethics and sense of social responsibility. We also need to organically integrate the course content to ensure the logic and coherence of each part. Through the construction of a systematic curriculum framework, students can gradually and deeply comprehend the ideological and political ideas and goals of the curriculum, and then internalize them in their own values and action guidelines during the learning process. The reconstruction and integration of course content

is a key step in incorporating ideological and political education into the construction of the first-class course "English Teaching Methodology", which is conducive to promoting the improvement of students' comprehensive quality and teachers' teaching level.

4.2 Innovation of Teaching Methods and Means

When exploring the integration of ideological and political education into the construction of the first-class course "English Teaching Method", the innovation of teaching methods and means becomes very important. Traditional teaching methods often focus on imparting knowledge, neglecting the development of students' values and the improvement of their critical thinking abilities. Therefore, it is necessary to break through the shackles of traditional teaching models and introduce more diversified and interactive teaching methods. For example, teaching methods such as case analysis and group discussions can be used to guide students in exploring ideological and political elements in English teaching, such as cultural confidence and professional ethics. At the same time, modern educational technologies such as multimedia and online resources can be utilized to enrich teaching content and forms, enhance students' interest and participation in learning, and explore new teaching models such as flipped classrooms and blended learning, allowing students to independently learn relevant knowledge before class and engage in more discussions, exercises, and feedback during class.

4.3 Construction of Practice Teaching System

When exploring the integration of ideological and political education into the construction of the first-class course "English Teaching Method", the innovation of teaching methods and means becomes very important. Traditional teaching methods often focus on imparting knowledge, neglecting the development of students' values and the improvement of their critical thinking abilities. To construct a complete practical teaching system, it is necessary to attach importance to the design and implementation of practical teaching links. Different levels of practical teaching, such as simulated classroom teaching, educational

internships, and educational internships, can be offered to enable students to exercise their teaching skills in realistic or simulated teaching environments. At the same time, it is necessary to strengthen the organic integration of practical teaching and ideological and political education in the curriculum. Integrating ideological and political elements into practical teaching projects, such as guiding students to pay attention to ethical and moral issues in the teaching process, cultivating students' professional ethics and social responsibility, etc; Enhance students' cultural confidence and international perspective through cross-cultural communication activities. Establishing an effective evaluation system for practical teaching is also a very important part of the construction of practical teaching system. A comprehensive and objective evaluation of students' performance in practical teaching can timely discover the deficiencies in students and guide them, thereby promoting the continuous improvement of students' teaching skills.

4.4 Building up the Teaching Staff and Improving Their Ability

In the process of promoting the integration of ideological and political education into the first-class curriculum construction of English teaching methods, the construction of teaching staff and the improvement of their abilities are crucial. As the main body of curriculum implementation, teachers' professional competence and teaching ability have a direct impact on the quality and effectiveness of the curriculum. To strengthen the construction of the teaching staff, it is necessary to attach importance to the selection, training, and development of teachers. Select teachers with noble ethics, solid professional knowledge, and rich teaching experience to engage in teaching English teaching methods. At the same time, through regular training, discussions, and academic exchanges, teachers' professional competence and teaching ability have been continuously improved. In terms of ability enhancement, special attention should be paid to the development of teachers' ideological and political awareness and abilities in the curriculum. Guide teachers to deeply explore the ideological and political elements of English curriculum and organically integrate them into teaching, achieving a combination of knowledge imparting and value guidance.

Encourage teachers to continuously innovate teaching methods and approaches, enhance teaching attractiveness and infectiousness, and stimulate students' interest and enthusiasm for learning.

4.5 The Curriculum Evaluation System is Improved

In the process of incorporating ideological and political education into the construction of the first-class course "English Teaching Methodology", improving the curriculum evaluation system is an important part of ensuring teaching quality and effectiveness. A comprehensive, objective, and scientific curriculum evaluation system can accurately reflect students' learning outcomes and progress, and provide teachers with teaching feedback and improvement directions. Improving the curriculum evaluation system requires attention to the comprehensiveness of evaluation content and the diversity of evaluation methods. The evaluation content should involve students' knowledge mastery, skill improvement, and value cultivation in many aspects to ensure comprehensive and accurate evaluation. The evaluation method should mainly focus on quantitative evaluation, supplemented by qualitative evaluation. It is not only important to pay attention to students' exam scores, but also to their performance in class, completion of assignments, and achievements in practical teaching. Teachers should strengthen the feedback mechanism of the curriculum evaluation system. By providing timely feedback on the evaluation results, students have a timely understanding of their learning situation and progress, which has stimulated their motivation and enthusiasm for learning.

5. An Empirical Study on the Integration of Curriculum Ideology and Politics Into the First-Class Curriculum Construction of English Teaching Methodology

5.1 Study Design

To further explore the specific application effects of ideological and political education in the construction of first-class English teaching methods courses, an empirical research plan is designed. The research objective is to use a comparative analysis method to evaluate the changes in students' knowledge mastery, skill improvement, and value cultivation before and

after the integration of ideological and political education into the curriculum. The study adopted a quasi experimental design method, selecting two parallel classes as the experimental group and the control group. The experimental group will fully implement the "English Teaching Method" integrated into the curriculum of ideological and political education, while the control group will still maintain the original curriculum mode. The two groups were strictly matched based on gender, age, and English proficiency level to ensure the internal validity of this study. The research tools include questionnaire surveys, classroom observations, analysis of teaching videos, and evaluation of student works. By utilizing these diversified evaluation methods, students' learning materials during their studies can be fully collected, objectively reflecting the practical effects brought about by integrating ideological and political education into the curriculum.

5.2 Implement Process and Data Analysis

Strictly follow the research design and conduct experimental operations during implementation. The experimental group adopts the "English Teaching Method" model that integrates ideological and political education into the curriculum, emphasizing the combination of knowledge imparting and value guidance, and using diverse teaching methods and means to stimulate students' interest and enthusiasm for learning. The control group maintained the original curriculum teaching mode without carrying out the integration of ideological and political education into the curriculum. In the data collection stage, questionnaire surveys, classroom observation records, teaching videos, and student works were used to comprehensively and detailedly collect multi-source data on the learning situation of two groups of students. Then use a combination of quantitative and qualitative analysis methods to conduct in-depth processing and analysis of the collected data. The data analysis results show that the experimental group has better knowledge mastery, skill improvement, and value cultivation than the control group. Especially in terms of value cultivation, the experimental group of college students showed high moral literacy and social responsibility. The role transformation and teaching strategy adjustment of teachers integrating ideological

and political education into the curriculum have also achieved positive results, and the teaching quality has been further improved.

5.3 Results and Discussion

After systematic collection and analysis of data, the study revealed that ideological and political education in the curriculum plays a significant role in the construction of the first-class course "English Teaching Methodology". The research results indicate that the experimental group achieved significantly better English learning outcomes, mastery of teaching skills, and cultivation of ideological and political literacy compared to the control group. The experimental group students have improved their understanding and application ability of English knowledge points, and their teaching skills such as teaching design and classroom management have also shown a high level. More importantly, it demonstrates a deeper understanding of ideological and political literacy such as cross-cultural communication, professional ethics, and social responsibility, and has stronger practical abilities. This discovery fully demonstrates the positive role of ideological and political education in the course of "English Teaching Methods". While promoting students' professional skills development, it is also conducive to the establishment of correct values for students. Cultivating their sense of social responsibility is crucial for cultivating English education talents who have both international perspectives and local feelings.

5.4 Research Limitations and Future Prospects

Although this study has achieved some meaningful results in integrating ideological and political education into the first-class curriculum construction of English teaching methods, there are still some limitations and shortcomings. Firstly, the selection of research samples is relatively narrow and cannot fully represent all students majoring in English education. Future research can enhance the universality and applicability of the study by expanding the sample size and increasing the number of students from different backgrounds and levels. Secondly, the research time is relatively short, and it is not possible to fully observe the long-term effects of integrating ideological and political education into the

curriculum. Future research can comprehensively evaluate the impact of integrating ideological and political education into the curriculum on students' long-term development by extending the research period and conducting follow-up surveys. The research focuses mainly on the impact of integrating ideological and political education into the curriculum on students' learning outcomes, without touching on the impact on teachers' teaching quality and career development. Future research can further explore the implications of integrating ideological and political education into the curriculum for teachers and how to promote the cultivation of teachers' ability and literacy in integrating ideological and political education into the curriculum. In the context of constantly updating educational concepts and developing educational technology in the future, the integration of ideological and political education into the construction of the first-class course "English Teaching Methodology" will also face greater opportunities and challenges.

6. Conclusion

This article adopts a combination of theoretical analysis and empirical research to explore in depth the effective ways and practical effects of integrating ideological and political elements into the construction of first-class courses in English teaching methods. The study reveals that this integration strategy not only significantly enhances the effectiveness of students' English learning, but also promotes the overall improvement of students' teaching skills and ideological and political literacy, highlighting the enormous value of curriculum ideological and political education for educational reform. But the study also candidly points out the current limitations, providing direction for the following research. In order to continuously optimize this teaching mode in the future, researchers need to follow the latest developments in ideological and political education in the curriculum, innovate and improve teaching methods and evaluation systems. Strengthening the construction of the teaching staff is a key step in ensuring that teachers are competent in this integrated teaching task. Its ultimate goal is to cultivate both an international perspective and a deep sense of local sentiment, which will contribute

to China's English education and broader social development. The results of this study provide strong support for the application of ideological and political education in the course of English Teaching Methods, and lay a solid foundation for future related research.

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