Research on the Pathways for Enhancing the Course-based Ideological and Political Teaching Competence of College English Teachers

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Abstract: Under the background of the new era, course-based ideological and political education is the key path for universities to fulfill the fundamental task of fostering virtue and cultivating talents. This article analyzes the current situation and predicaments of university English teachers' ideological and political teaching abilities, and discovers that there are problems such as weak ideological awareness, single teaching methods, insufficient cross-disciplinary integration, and imperfect evaluation mechanisms. The root causes lie in insufficient support for teachers' professional development, fragmented training systems, and lagging technological empowerment. Based on the teacher training experiences at home and abroad and the trends of educational technology innovation, this article proposes to build a "four-dimensional integrated" improvement path: based on institutional guarantee, with stratified training as the core, with cross-disciplinary collaboration as the innovation point, and with digital empowerment as the breakthrough. Through case analysis and policy interpretation, it demonstrates the effectiveness of this path in achieving the deep integration of knowledge imparting and value guidance, providing practical references for the reform of foreign language education in universities.

Keywords: College English teachers; Ideological and political education in courses; Teaching ability; Enhancement pathways

1. Introductory

Under the background of the new era, higher education shoulders the significant mission of cultivating socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, aesthetics, and labor. As a key measure to implement the fundamental task of fostering virtue and nurturing talent, course-based ideological and political education holds important practical significance in college English teaching. College English teachers, as important implementers of course-based ideological and political education, their teaching abilities directly affect the implementation effect of course-based ideological and political education. However, there are still many problems in the course-based ideological and political education of college English teachers at present, which urgently need to be solved through effective paths to enhance their teaching abilities of course-based ideological and political education and better achieve the talent cultivation goals of colleges and universities.

In recent years, with the country's high attention to the construction of ideological and political education in courses, universities have been exploring and practicing ideological and political education in courses. College

English, as a public basic course in universities, has the characteristics of wide coverage, long teaching time and large number of students benefiting, and is an important position for carrying out ideological and political education in courses. However, due to the particularity of the college English course, the improvement of its ideological and political education teaching ability faces many challenges. On the one hand, the English course mainly focuses on language teaching, and how to naturally integrate ideological and political elements into language teaching is a difficult point; on the other hand, some teachers' understanding and practical ability of ideological and political education in courses are insufficient, which affects the implementation effect of ideological and political education in courses. Therefore, in-depth research on the improvement path of college English teachers' ideological and political education teaching ability in the new era has important theoretical and practical value for promoting the construction of ideological and political education in college English courses.

2. Problems in the Teaching Ability of College English Teachers in Incorporating Ideological and Political Education into Their Courses

(1) Cognitive and conceptual aspects

Some college English teachers do not have a profound understanding of ideological and political education in courses. There is a phenomenon of separating English teaching from ideological and political education, and they fail to fully recognize the importance of ideological and political education in college English teaching. Some teachers are still bound by traditional teaching concepts, overly focusing on the imparting of language knowledge while neglecting the ideological nature and educational function of language, which leads to poor teaching effects of ideological and political education in courses. For instance, some teachers believe that ideological and political education in courses is the responsibility of ideological and political course teachers and has nothing to do with English teaching. Such cognitive deviations directly affect the implementation effect of ideological and political education in courses.

(2) Teaching ability aspect

1) Insufficient ability to explore and integrate: Many university English teachers have difficulty in exploring ideological and political elements in English courses and finding appropriate entry points, making it hard to naturally integrate these elements into teaching content. Some teachers insert ideological and political elements in a forced way during teaching, resulting in incoherent teaching content and affecting students' learning experience. For instance, when teaching English grammar, teachers may struggle to find relevant entry points for ideological and political education, making the teaching content seem abrupt.

2) Monotonous teaching methods: Some teachers still use traditional lecturing methods in ideological and political teaching within courses, lacking interactivity and innovation, and thus failing to stimulate students' interest and initiative in learning. Such monotonous teaching methods are not conducive to students' understanding and internalization of ideological and political elements, affecting the teaching effect of ideological and political education within courses.

3) Insufficient cross-disciplinary knowledge reserves: Course-based ideological and political education requires teachers to have cross-disciplinary knowledge reserves, but some university English teachers are weak in knowledge of ideological and political theory, philosophy, history, etc., which affects the in-depth explanation and guidance of ideological and political elements.

(3) Teaching practice aspects

1) Confusion in Teaching Design: Many college English teachers are confused about the design of ideological and political education in English courses, not knowing how to organically combine ideological and political

education with English teaching, making it difficult to achieve an organic integration of the two. Some teachers lack systematicness and coherence in their teaching design, resulting in unclear teaching objectives for ideological and political education in the curriculum and fragmented teaching content.

2) Insufficient Guidance for Students' Autonomous Learning: Some teachers have not effectively cultivated students' autonomous learning abilities. Students still tend to passively accept knowledge in ideological and political education learning, lacking the awareness of active exploration and independent thinking. This teaching model is not conducive to the improvement of students' comprehensive qualities and also affects the implementation effect of ideological and political education in the curriculum.

(4) Training and development

1) Incomplete Training System: The current training system for university English teachers' ideological and political teaching ability is not yet complete. The training content and methods need to be optimized. Some teachers have reflected that there are few training opportunities and the training content is disconnected from the actual teaching needs, making it difficult to meet the needs of teachers to improve their ideological and political teaching ability.

2) Insufficient Collaboration among Teaching Teams: Ideological and political education in courses requires close collaboration among English teachers, ideological and political course teachers, class advisors, and counselors, etc. However, the cross-disciplinary and cross-departmental teaching team collaboration mechanism has not been fully established yet. The lack of effective communication and cooperation among teachers has affected the overall implementation effect of ideological and political education in courses.

3. Reasons for the Problems

(1) Insufficient understanding of curriculum-based ideological and political education

Some university English teachers have a misunderstanding of curriculum-based ideological and political education, simply viewing it as inserting ideological and political content into English classes while neglecting its essence of deep integration. This insufficient understanding makes it difficult for teachers to organically combine ideological and political elements with English teaching in their instruction. Some even believe that ideological and political education is the responsibility of ideological and political course teachers and has nothing to do with English teaching.

(2) Insufficient personal qualifications of teachers

Weakness in Ideological and Political Theory Knowledge: Some university English teachers lack systematic study of ideological and political theories, and have an insufficient understanding of the connotation and methods of ideological and political education, making it difficult for them to effectively integrate ideological and political elements into their teaching.

Insufficient Interdisciplinary Knowledge: Course-based ideological and political education requires teachers to have interdisciplinary knowledge reserves. However, some teachers are weak in areas such as ideological and political theory, philosophy, and history, which affects their in-depth explanation and guidance of ideological and political elements.

(3) Monotonous teaching content and forms

- Monotonous Content: Some teachers in ideological and political education are confined to fixed themes or materials, such as national affairs and traditional culture, lacking up-to-date and student-life-relevant materials.

- Monotonous Forms: Traditional lecture methods are predominantly used in teaching, lacking interactivity and innovation, making it difficult to stimulate students' interest and initiative in learning.

(4) The teaching evaluation system is not perfect

The current evaluation system mainly relies on traditional written tests and examinations, which is difficult to comprehensively reflect students' ideological and political qualities and practical application abilities. The evaluation methods lack diversity and ignore the evaluation of students' classroom participation, discussion activity, and teamwork ability, etc.

(5) Insufficient teacher training

Limited Training Opportunities: Some teachers have reported that there are few opportunities for ideological and political education in the curriculum, and the training content is disconnected from the actual teaching needs, making it difficult to meet the demands of teachers to enhance their ability to teach ideological and political education in the curriculum.

Lack of Systematicness: Teachers have deficiencies in their understanding and practical ability of ideological and political education in the curriculum, and they lack systematic teaching design and implementation capabilities for ideological and political education in the curriculum.

(6) Insufficient collaboration among teaching teams

The implementation of ideological and political education in English courses requires close collaboration among English teachers, ideological and political course teachers, class advisors, and counselors. However, the cross-disciplinary and cross-departmental teaching team collaboration mechanism has not yet been fully established. The lack of effective communication and cooperation among teachers has affected the overall implementation effect of ideological and political education in English courses.

(7) Insufficient autonomous learning ability of students

Some students are accustomed to passively accepting knowledge and lack the awareness of active exploration and independent thinking. In the learning of ideological and political education in courses, students' autonomous learning ability is insufficient, making it difficult for them to actively participate in classroom discussions and practical activities.

4. Pathways to Problem Solving

(1) Institutional guarantee: establishing an "All-round Education" ecosystem

1) Conceptual guidance

To build an "all-round education" ecosystem, the first step is to strengthen the educational concept of "cultivating people with virtue" in terms of ideology. The educational management layer should clearly set the goal of integrating ideological and political education into the reform of all courses. Schools should use policy guidance and document formulation to make teachers understand the importance of ideological and political education and establish a correct value orientation.

2) Improve the system

In order to create a systematically effective "all-round education" ecosystem, universities need to establish relevant institutional guarantees. This includes:

Policy and institutional construction: Universities should formulate special policies regarding the integration of

ideological and political education into courses. This includes aspects such as teacher assessment, merit evaluation and teacher commendation, as well as teaching planning. All these aspects should take into account the content of ideological and political education. For instance, clear requirements should be set for teachers to integrate ideological and political education into their courses, and this should be incorporated into the teacher performance evaluation system.

Course system is well-structured: Based on characteristics and demands, integrate ideological and political education with various courses scientifically. Design course contents with elements of ideological and political education to ensure that each course can convey correct values and ideas.

Resource Allocation: Increase investment in ideological and political education resources, including the construction of teaching materials, teaching plans, and case libraries, etc., to provide necessary teaching support for teachers.

3) Cultural atmosphere

To build a favorable environment for education and cultivation, in addition to institutional guarantees, the creation of campus cultural atmosphere is equally important. Universities can enhance ideological and political education through the following means:

Campus Activities: Organize various and colorful campus cultural activities, such as ideological and political-themed speech competitions, knowledge contests, and moral conduct evaluations, to guide students to participate in ideological and political education and enhance their ideological and moral qualities.

Teacher ethics construction: Strengthen the education and training on teachers' ethics, encourage teachers to set examples in teaching, enhance their exemplary leading role, thereby influencing and cultivating students' values.

Evaluation and Incentive: Establish a teacher evaluation system oriented towards ideological and political education to motivate teachers' enthusiasm for participating in ideological and political education and create a favorable teaching atmosphere.

Through the implementation of the above measures, teachers' sense of responsibility in course ideological and political education will be enhanced, and a favorable ecological environment of "teachers imparting ideological and political education, textbooks teaching ideological and political education, and all staff engaging in ideological and political education" will be formed, thereby promoting the comprehensive development of educational work.

(2) Stratified training: creating the "Four-Stage Capability Matrix"

1) Training needs analysis

In order to enhance the teaching ability of university English teachers in integrating ideological and political education into their courses, it is necessary to carry out training in a hierarchical and systematic manner. Firstly, conduct training needs analysis to clarify the demands and shortcomings of teachers in ideological and political education. Data can be collected through questionnaires and interviews, and the needs of teachers in terms of ideological and political concepts, teaching ability and resource utilization can be analyzed.

2) Fourth-order capability matrix

Construct a "four-level capability matrix", which specifically includes the following four levels:

Foundation Layer (Awareness Layer): The primary task is to enhance teachers' understanding of ideological and political education and strengthen their sense of responsibility and mission for cultivating virtue and fostering talents. This can be achieved by organizing special lectures, symposiums, etc., to reinforce teachers' understanding of the concepts of ideological and political education and help them grasp the significance and importance of such

education.

Application Layer (Skill Layer): Enhance teachers' ability to conduct classroom teaching with ideological and political education. At this stage, various forms of practical activities such as case analysis and situational teaching should be set up to help teachers master the methods and skills of integrating ideological and political education into courses. For example, by analyzing classic documents, current affairs news, etc., teachers' teaching can be made more targeted and effective.

Innovation Layer (Conceptual Layer): Guide teachers to think and explore the innovative combination of English teaching and ideological and political education. Encourage teachers to share successful cases and conduct teaching reflections. At the same time, through the establishment of a teacher learning community, promote communication and collaboration among teachers, and jointly explore new paths for interdisciplinary ideological and political education.

Leadership layer (guidance layer): Cultivate a group of backbone teachers with the ability to guide ideological and political education, enabling them to become active promoters and guides of curriculum-based ideological and political education. This can be achieved by selecting outstanding teachers for specialized training, forming a "pilot" team of teachers to lead more teachers to participate in the practice of ideological and political education.

3) Diversification of training forms

Through diversified training methods, enhance teachers' practical abilities. The following approaches can be adopted:

Combining online and offline: Through online learning platforms, provide abundant learning resources, and combine with offline hands-on practice and discussions to enhance the learning effectiveness of teachers.

Interactive Learning: Encourage teachers to engage in interactive learning activities such as discussions, role-playing, and case sharing, enabling them to enhance their ideological and political teaching capabilities through participation.

(3) Interdisciplinary collaboration: innovation of the "Double Helix" integration model

1) The necessity of interdisciplinary collaboration lies in the fact that it can facilitate the integration of diverse disciplines

To promote the implementation of course-based ideological and political education, it is not merely a simple combination among various disciplines; rather, it requires the formation of a profound synergy. Through interdisciplinary cooperation, the effective integration of professional knowledge and the goals of ideological and political education can be achieved, creating rich teaching scenarios.

2) "Double Helix" integration model

The "double helix" integration model emphasizes the cross-fertilization and mutual penetration among different disciplines and specialties. The specific implementation plans include:

Establishing a cooperation mechanism: Universities should formulate policies for interdisciplinary cooperation and encourage teachers from different disciplines to jointly develop courses. For instance, English teachers and teachers of ideological and political education can jointly develop course content, effectively integrating English teaching with ideological and political education.

Jointly Developed Courses: Organize expert teams to develop courses based on specific themes, ensuring that all contents are closely related to students' lives. For instance, when discussing contemporary social issues, students can analyze the most representative cases in English, thereby enhancing their sense of society and responsibility in

language learning.

Discussions and exchanges activities: Regularly hold interdisciplinary seminars to facilitate the sharing of experiences among teachers from various disciplines and explore how to better integrate ideological and political education into teaching.

3) Integration of practice and evaluation

During the process of implementing the "double helix" integration, emphasis should be placed on the assessment and feedback of teaching. By establishing a teaching plan evaluation mechanism, collecting feedback from teachers and students on a regular basis, it can provide a basis for continuous improvement of teaching and the proposal of new ideological and political content. In addition, teachers can listen to each other's classes, and through the combination of observation and reflection, enhance their teaching design and implementation capabilities.

(4) Technology empowerment: constructing the "Intelligent Ideological and Political Education" teaching system

1) Application of educational technology

In the new era, education needs to leverage modern technological means to achieve an efficient combination of knowledge transmission and ideological and political education. We should build a "smart ideological and political education" teaching system and utilize advanced technologies to enhance the quality of ideological and political education.

2) Construction of the smart platform

To build an intelligent ideological and political education system, it is necessary to establish an online education platform that offers abundant resources and convenient interactive methods. The platform should have the following functions:

Resource Sharing: Teachers can share their teaching resources on the platform, including teaching plans, PPTs, audio and video materials, etc., to fully utilize the resources.

Real-time interaction: The platform should support online discussion and Q&A functions to enhance interaction between teachers and students, build a sense of identity and belonging, and enable students to continue thinking and discussing outside the classroom.

Data Analysis: Through data analysis tools, teachers can track students' learning performance and participation, adjust teaching strategies promptly, and achieve personalized teaching.

3) Integration with new media technologies

By making use of new media technologies, such as short videos, live-streaming classes, micro-lessons, etc., we can closely integrate with students' learning lives. Through interesting and vivid teaching methods, we can better attract students' attention.

Micro-course Development: Micro-courses related to ideological and political education can be developed. By using vivid cases and interactive segments, these micro-courses can help students understand ideological and political content.

Social media interaction: Through social media platforms such as WeChat groups and QQ groups, learning communities are established. Teachers and students actively discuss and share in these groups, which play a positive role in promoting the practice and implementation of ideological and political education.

5. Conclusion

The new era has set higher requirements for the ideological and political teaching ability of college English teachers. Through multiple efforts such as enhancing teachers' qualities, optimizing teaching designs, strengthening training and teamwork, reinforcing students' leading role, and improving digital literacy, the ideological and political teaching ability of college English teachers can be effectively enhanced, better achieving the educational goal of fostering virtue and nurturing talent. However, the improvement of ideological and political teaching ability is a long-term and dynamic process that requires the joint efforts of teachers, schools, and society. In the future, we should further explore and innovate ideological and political teaching methods, continuously improve the ideological and political teaching system, and lay a solid foundation for cultivating high-quality talents with a strong sense of social responsibility, innovative spirit, and practical ability.

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