

Threefold Dimensions of Reform in Integrating Ideological and Political Education into College English Courses: From the Perspective of Fostering Virtue and Cultivating People

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Abstract: Ideological and political education reform of English courses in colleges and universities is an inevitable requirement for the development of education in the new era, and a practical path to realize the fundamental task of establishing morality and educating people. This study takes the value implication of the ideological and political education reform of English courses in colleges and universities as the starting point, and focuses on the realistic dilemmas of teaching content, evaluation system and teacher construction in the current ideological and political education reform of English courses, and puts forward the practical reform paths of discovering the elements of English ideological and political education reform, perfecting the evaluation system and strengthening the construction of the teacher team. It provides some references for the comprehensive transformation of foreign language education in China's higher education in the new era and the achievement of the goal of fostering virtue through education.

Keywords: Moral education; Higher education; English language program; Ideological and political education; Fostering virtue through education

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1. Introduction

As the fundamental task of socialist education with Chinese characteristics in the new era, Lide Shuren is the core guiding principle of curriculum reform and innovation in colleges and universities^[1]. Since the 18th CPC National Congress, the construction of curriculum ideology and politics has gradually become an important issue in the teaching reform of colleges and universities, and its core goal is to systematically integrate ideological and political education into the whole process of talent cultivation through the

educational practice of professional courses, so as to realize the organic unity of the knowledge imparting and value leading ^[2]. As an important part of the education system of colleges and universities, foreign language courses, while shaping students' intercultural communication skills, bear the important responsibility of spreading Chinese culture, enhancing cultural confidence, and cultivating internationalized talents ^[3].

English courses in colleges and universities have long taken the teaching of language knowledge and language skills as the core objective, focusing on the cultivation of students' listening, speaking, reading, writing, and translating abilities, while at the same time taking into account the introduction of English literature, history, philosophy, and social culture ^[4]. The teaching mode oriented to language proficiency meets the needs of professional skills training to a certain extent, but it is still insufficient in the depth and breadth of the integration of ideological and political education in the curriculum. At present, with the acceleration of globalization and the increasing frequency of international exchanges, foreign language teaching in colleges and universities is facing new challenges and opportunities. On the one hand, English courses need to help students understand the cultural and social backgrounds of the UK and other English-speaking countries, and to improve cross-cultural communication skills; on the other hand, they must also highlight Chinese cultural characteristics in the teaching content, and guide students to adhere to the socialist core values in a global perspective. The advancement of the reform of the morals and values education throughout the English curriculum helps to deepen the nurturing function of foreign language teaching in colleges and universities, and also provides an example for the construction of a multi-level and multi-dimensional college curriculum civics system ^[5].

This study is based on the perspective of fostering virtue, combined with the current reality of the dilemma faced by the construction of English course ideology and politics in colleges and universities, aims to put forward the effective path of English course ideology and politics reform, in order to provide theoretical basis and guidance for the construction of ideology and politics of foreign language courses in colleges and universities in China.

2. The value implication of the reform of English course ideology and politics from the perspective of building moral character

2.1. Building the main position of ideological field in colleges and universities

English courses in colleges and universities have the characteristics of language and cultural integration, which provide a natural teaching opportunity for ideological guidance. As a part of language courses in colleges and universities, English courses can teach language skills and also cover the history, culture, philosophy, and social phenomena of Britain and other English-speaking countries. The comprehensive content makes the English program a natural educational platform for multicultural communication. Under the perspective of cultivating moral integrity, through the scientific integration of course content, ideological education can effectively guide students to deeply understand the logic behind cultural diversity and ideological differences from a global perspective, and to establish the main position of socialist core values in the comparison and dialogue between Chinese and foreign cultures.

The internationalization attribute of English courses makes them of great significance in safeguarding the ideological security of colleges and universities. Against the background of increasingly fierce international competition in contemporary times, the ideological position of colleges and universities is not

only an important field of academic research, but also a frontier position for the construction of national soft power. As an educational content closely related to the cultures of developed Western countries, the teaching activities of English courses inevitably involve complex issues in the ideological field, such as values, social systems, and historical cognition. The dual attributes of the educational content make the English program a key link in the ideological guidance of colleges and universities.

2.2. Enhancing the effect of educating people in English courses in colleges and universities

The ideological and political reform of the English curriculum helps to comprehensively expand students' cross-cultural vision and humanistic literacy, and strengthens the comprehensive nurturing function of the curriculum. The teaching content of English courses usually involves the language, literature, history, and social culture of Britain and other English-speaking countries, with strong humanistic attributes ^[6]. Under the guidance of the concept of curriculum ideology, the design of teaching content not only focuses on the transmission of language knowledge, but also incorporates the elements of ideological enlightenment and value shaping.

The reform of English course ideology and politics from the perspective of fostering virtue can further highlight the unique nurturing value of foreign language courses in colleges and universities, and provide support for the cultivation of high-quality talents in the new era. The goal of English course teaching is not only to help students master a practical communication tool, but also to open the window to the world and the future for students through the unique perspective of cross-cultural education. Under the guidance of the curriculum civics, the educational function of English courses has been deepened in an all-around way, which can promote the comprehensive growth of students in language, culture, and values, and can also lay a solid foundation for their lifelong learning and career development.

2.3. Promoting the reform of College English curriculum in colleges and universities

The concept of moral education provides a clear value orientation for the reform of foreign language courses. In traditional English teaching, the objectives of the curriculum mainly focus on the cultivation of language ability and the dissemination of cultural knowledge, ignoring the core role of ideological and political education in the overall development of students. The ideological and political reform of the English curriculum from the perspective of moral education emphasizes the organic combination of language skill cultivation and value leadership, and promotes the transformation of teaching objectives from single professional skill orientation to whole-person education.

The reform of English course ideology and politics has effectively promoted the overall updating of the content of College English courses through the innovation of teaching content and optimization of teaching resources. The English curriculum traditionally focuses on language skills and literary and cultural knowledge, while the promotion of ideological and political reform in the curriculum makes the content of the English curriculum pay more attention to ideology and education. Case studies incorporating socialist core values, critical discussions of multicultural comparisons, and studies of international issues of contemporary significance can all provide inspiration for the development of teaching resources in English courses. The content optimization based on the concept of ideology and politics has deepened the teaching depth of College English courses, and also enriched the connotation level of the curriculum system, injecting

new vitality into the overall reform of College English courses.

3. The current reality of the dilemma of the ideological and political reform of English courses in colleges and universities

3.1. The lack of ideological and political elements in teaching content

English courses have long been centered on the teaching of language skills, and the teaching content focuses on grammar rules, vocabulary accumulation, and language expression training, while the excavation and application of the ideological and political education elements contained in the teaching content are relatively weak. In practice, the contents of the courses are overly technical and instrumentalized, ignoring the value-led and ideological shaping functions embedded in language teaching.

In the existing teaching materials and curriculum resources, the absence of the element of ideology and politics is even more significant. English textbooks in colleges and universities usually focus on the standardization of language teaching and the practicality of cultural knowledge, with the language environment and cultural background of English-speaking countries as the main reference. The textbooks often cover topics such as British history, social system, literature and art, and technological development, but these contents are more information-based and lack in-depth analysis of their ideological connotations and value significance. At the same time, there is little English expression of Chinese culture and values in the textbooks, which leads to a lack of connection with students' own culture and thought system in the learning process, making it difficult for students to form a cognitive understanding and identity of their own culture.

3.2. The teaching evaluation system needs to be improved

At present, the evaluation index system of English courses in colleges and universities is usually formulated around language proficiency test standards, such as the Common European Framework of Reference for Languages (CEFR) or the domestic foreign language proficiency test syllabus, which, although highly standardized in assessing language proficiency, fail to effectively integrate into the evaluation needs of ideology and political education. These indicators usually focus on fluency, accuracy, and adaptability of language application, but lack specific assessment dimensions for students' depth of thought, cross-cultural sensitivity, and value discernment ability embodied in course learning.

In terms of evaluation methods, the problem of monotization of the existing system is particularly prominent. The teaching evaluation of English courses usually takes the final examination and stage assessment as the main forms, while process evaluation and diversified evaluation are not sufficiently applied. The monolithic evaluation cannot fully reflect the students' ideological growth and value changes in the learning process. Students' performance in classroom discussion, case analysis, and cross-cultural communication can reflect their understanding and internalization of the contents of the course's ideology and politics, but due to the lack of a corresponding evaluation mechanism, these process performances are not included in the scope of the evaluation.

3.3. The building of the teachers' team needs to be strengthened

English teachers generally pay more attention to the cultivation of language skills and the transmission of academic knowledge in teaching, and lack sufficient understanding of the concept and value of

curriculum civics. Since traditional English teaching is centered on instrumentality, English teachers often focus on vocabulary, grammar, listening, reading, and writing skills, and the cultivation of cross-cultural communication skills, and pay less attention to the ideological and political education function implied in the teaching content.

In classroom teaching practice, English teachers' weak awareness of ideological and political education is reflected in the failure to effectively incorporate ideological and political content into the teaching methodology and teaching process. Classroom teaching usually focuses on the explanation and practice of language knowledge, and there is a lack of in-depth ideological guidance and value-level analysis of the cultural, historical, and social issues in the textbooks. In the teaching of intercultural communication, teachers tend to introduce the cultural background and social phenomena of Britain and English-speaking countries, failing to guide students to compare and reflect from the perspective of socialist core values.

4. The path of ideological and political reform of English courses in colleges and universities from the perspective of fostering virtue through education

4.1. Actively integrating ideological and political education into English course teaching and learning

The development of teaching resources is a key link in the integration of ideological and political content. In the process of selecting and writing teaching materials, educators need to pay attention to the in-depth analysis of the history, social development, and cultural phenomena of English-speaking countries, and look for content that can be integrated with socialist core values, Chinese excellent traditional culture, and the cultivation of social responsibility from the perspective of globalization.

The holistic nature of the teaching objectives and the systematic nature of the contents should be emphasized in the design of the curriculum, and the integration of ideological and political elements should be carried through all aspects of the syllabus, course plan, and classroom activities. When formulating teaching objectives, knowledge points, and ability requirements related to ideological and political education can be added on the basis of language ability cultivation, which can cultivate students' ability of cultural comparison, historical reflection, and value judgment in a global perspective. In the arrangement of teaching content, language materials, and themes that can reflect the function of ideological and political education should be selected according to the teaching objectives. When learning English grammar, the cultural background can be analyzed in conjunction with the classical expressions in English texts; when practicing oral English, discussion situations about social issues or cultural phenomena can be designed to guide students to reflect on the depth of thought and value stance in the use of language.

4.2. Establishing a diversified and process-oriented evaluation system for values education by the English curriculum

The setting of evaluation objectives is the first part of the system construction. On the basis of the original language proficiency assessment, the development of students' ideological and political literacy should be explicitly taken as an important part of the evaluation objectives, specifically including the degree of identification with the socialist core values, the ability to make value judgments in cross-cultural communication, and the sense of social responsibility in a global perspective. These objectives need to be further refined into operational assessment indicators, such as students' critical thinking ability in

cross-cultural comparisons, their value standpoints reflected in discussions, and their deep understanding of the issues of Sino-British cultural exchanges, etc., so as to provide clear guidance for the concrete implementation of the evaluation activities.

In terms of evaluation content, emphasis should be placed on the comprehensive examination of language ability and ideological and political literacy to ensure the organic unity of the two in the assessment. In the test of language application ability, the examination of depth of thought and cultural understanding can be integrated. Oral expression or writing tasks closely related to hot topics in society, international relations, environmental protection, and other topics related to ideology and politics can be designed to understand students' understanding of values and their ability to express them.

4.3. Enhancing English teachers' ideological and political awareness and strengthening the ideological and political construction of teaching teams

Targeted training can be used to enhance English teachers' theoretical ideo-political literacy and equip them with the ability to integrate ideo-political elements into the curriculum. In terms of training content, emphasis should be placed on an in-depth explanation of the theoretical system of socialism with Chinese characteristics, socialist core values, and Chinese outstanding traditional culture, and provide guidance on cases and methods of ideological and political education related to English education in combination with the characteristics of English courses. The form of training can be diversified, such as lectures, theoretical seminars, and situational teaching, to help teachers accurately understand the connotation of ideological and political education and its specific realization path in English courses.

In teaching practice, teachers should be provided with specific guidance on applying the concept of ideological and political education to English teaching through workshops, demonstration classes, and practical observation. Workshops can be centered on teaching design, inviting experts in ideological and political education and experts in English teaching to jointly develop interdisciplinary teaching programs and provide teachers with practical operational templates. In the demonstration lessons, teachers with rich experience in ideology and politics can demonstrate how to integrate ideological and political elements into various aspects of language teaching, guide students to think about the differences in values through cross-cultural case studies. Practical observation, on the other hand, provides teachers with direct learning opportunities so that they can observe and learn from the implementation methods of course civics in real teaching situations.

5. Conclusion

The reform of civics and politics in English courses in colleges and universities is not only a concrete practice of education, but also a strategic plan to cultivate future talents. By continuously deepening the understanding of the connotation and path of curriculum ideological politics, and advancing the reform process with scientific planning and continuous innovation, the English curriculum will play a greater value in the new era of education, and help colleges and universities to become an important position for the dissemination of ideas and a core platform for the cultivation of talents.

Disclosure statement

The author declares no conflict of interest.

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