

Research on the Application of Ideological and Political Education in College Foreign Language Courses for Humanistic Literacy Cultivation from the Perspective of Competency-based Education

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Abstract: Morality serves as the foundation for an individual's development, and the essence of education lies in fostering virtue. As a public course for non-foreign language majors in colleges and universities, college English should play a significant role in implementing the fundamental task of cultivating morality and fostering people. With language knowledge and skills as the carrier, this course should not only enhance students' cross-cultural communication abilities but also guide them to form correct patriotism. Based on this, this paper aims to help college students master the ability to "tell Chinese stories well" through teaching activities, so as to cultivate talents with national feelings, national consciousness, a sense of social responsibility and historical mission, highlighting the unique significance of ideological and political construction in college foreign language courses in ideological guidance and cultural inheritance.

Keywords: Competency-based education; College foreign language; Ideological and political education in courses; Humanistic literacy

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1. Overview of competency-based education

1.1. Connotation of competency-based education

Competency-based education is a teaching philosophy centered on vocational activities and constructed around the cultivation of practical abilities. Its core lies in clarifying the activity contents and quality requirements of practitioners through vocational analysis, and organizing courses, carrying out teaching, and implementing evaluation on this basis ^[1]. This teaching concept places college students in the dominant position of the learning process, aiming to enable them to master the practical abilities required for specific occupations. At the same time, it emphasizes the close connection between schools and society, theory and practice, reflecting the

essential characteristics of vocational education.

1.2. Characteristics of competency-based education

In competency-based education, teaching objectives are highly clear, which is reflected in two aspects: on the one hand, the clear definition of talent training positioning, that is, committing to cultivating technical and applied talents with both certain theoretical knowledge and strong practical skills ^[2]. On the other hand, the concretization and measurability of teaching objectives. Through a detailed description of objectives, it is possible to intuitively judge whether learners have met the expected standards.

The teaching content of competency-based education presents a modular feature. Different from the pursuit of systematicness and integrity in the traditional disciplinary system, this educational model reintegrates the knowledge of relevant disciplines according to the needs of job capabilities to form highly targeted knowledge modules ^[3]. These modules not only cover theoretical knowledge but also involve specific practical tasks. Each learning content directly corresponds to the work tasks of a certain professional post, ensuring the practicality of the knowledge learned. For example, after completing a certain learning, learners can independently undertake the corresponding professional tasks.

The teaching organization form in competency-based education is individualized ^[4]. Due to the modular design of teaching content, each learner can choose a suitable learning path according to their own conditions. Before learning, they can assess the knowledge points they have mastered according to the standard syllabus and confirm the exemption from some courses through assessment, so as to avoid unnecessary repeated learning. At the same time, learners can also supplement additional content according to personal needs, making the learning plan more personalized. Even under the same learning goal, different individuals can adopt different implementation outlines and complete differentiated learning content.

The evaluation system in competency-based education shows the characteristics of objectivity. This system is based on a detailed target framework, including multiple dimensions such as comprehensive objectives, special objectives, hierarchical objectives, and unit objectives ^[5]. In the process of teaching implementation, each step and stage needs to be assessed and managed according to the established objectives to ensure the accuracy and reliability of the evaluation results. Learners can understand their own progress and adjust their learning strategies through timely feedback, so as to achieve their learning objectives more efficiently.

2. Current situation analysis of ideological and political education in college foreign language courses

2.1. Objectives of ideological and political education in courses

The goal of ideological and political education in courses is to integrate ideological and political education elements into foreign language teaching to form a synergistic effect, so that college students can improve their ideological and moral qualities and humanistic literacy while mastering language skills ^[6]. As an important part of general education, college foreign language courses play an indispensable role in cultivating new-era talents with an international vision and patriotism. By clarifying the specific objectives of ideological and political education in courses, educators can better guide teaching practice and ensure the effectiveness of education.

From the perspective of competency-based education, the ideological and political education in college foreign language courses should take cultivating morality and fostering people as the fundamental task, focus on cultivating college students' correct world outlook, outlook on life, and values, and promote the all-around

development of college students. This means that teachers need to deeply tap the ideological and political elements in teaching materials, design inspiring problem situations combined with current domestic and foreign hot issues and social phenomena, guide college students to think and discuss, and stimulate their sense of social responsibility and mission ^[7]. For example, when explaining the culture of English-speaking countries, in addition to introducing Western festivals, customs, and other contents, educators can also introduce the views on family, friendship, love, and other aspects under different cultural backgrounds, and encourage college students to compare and analyze to form a pluralistic and inclusive value concept. At the same time, ideological and political education in courses also emphasizes the cultivation of college students' cross-cultural communication ability. In the context of deepening globalization, understanding the thinking modes, behavior patterns, and social norms under the cultural background of other countries is helpful to avoid misunderstandings and conflicts caused by cultural differences ^[8]. Therefore, in the daily teaching process, teachers can let college students experience the charm and challenges of cross-cultural communication firsthand by organizing activities such as simulated diplomatic negotiations and business talks, and learn to respect differences and understand pluralism, so as to enhance their comprehensive competitiveness to adapt to the development of modern society.

2.2. Dilemmas in the construction of ideological and political education in college foreign language courses

First, the innovative concept and training of ideological and political education in courses need to be increased, and the teaching practice is insufficient. Some foreign language educators believe that as long as the course has ideological and political content teaching, the task of ideological and political education in courses is completed. They have insufficient innovative awareness of ideological and political content teaching, lack effective methods on how to better integrate language knowledge, professional knowledge, and ideological and political elements, and have limited teaching practice. At the same time, colleges and universities provide less innovative training on ideological and political teaching of foreign language courses, which is not conducive to the improvement of foreign language course ideological and political innovation ability and teaching level of educators, and will inevitably affect the effectiveness of ideological and political education ^[9].

Second, the promotion of excellent traditional Chinese culture in ideological and political education in courses is insufficient. The traditional ideological and political education in foreign language courses mostly focuses on the cultivation of basic ideological and moral qualities. The excellent traditional Chinese culture in teaching materials has been in a state of "aphasia" for a long time, and the English expressions of China's core values, contemporary political systems, and economic systems are lacking in foreign language courses. Ideological and political education lacks cases of contemporary Chinese content. The application of "Contemporary China Series Teaching Materials" is committed to making up for this deficiency, but other foreign language courses still need to timely integrate the contents of China's contemporary economic, political, cultural, and social development. Integrating these contents into professional teaching organically requires educators to have strong innovative ability and spend more time and energy preparing and designing these ideological and political teaching contents ^[10].

Third, the teaching methods and forms of ideological and political education in courses need to be enriched, and the evaluation system is not perfect. Although the ideological and political teaching contents designed by educators are constantly updated and improved, the teaching form is to tell the contents to college students, and there is still a lack of vivid presentation methods. In addition, the ideological and political teaching

in courses lacks practical forms, so it is difficult to grasp and understand the effect of ideological and political teaching. At present, the evaluation system of foreign language courses often pays attention to the knowledge level and ability of college students, but ignores the evaluation of ideological and political education. Without the evaluation of the effect of ideological and political education, the attention of teachers and students to ideological and political education is not enough. In addition, the lack of an effective feedback mechanism on the effect of ideological and political education makes it impossible to adjust and improve the ideological and political teaching methods in time.

3. Paths for the construction of ideological and political education in college foreign language courses from the perspective of competency-based education

3.1. Optimizing teaching contents and inheriting traditional culture

Integrating ideological and political elements into college foreign language courses, especially combining Chinese traditional culture with foreign language teaching, can effectively enhance college students' cultural confidence and cross-cultural communication ability.

In the selection of teaching materials, teachers should pay attention to selecting materials that not only conform to the laws of language learning but also are rich in Chinese cultural heritage ^[11]. For example, in English teaching, educators can choose articles or reading materials containing Chinese traditional festivals, historical figures, classical literary works, and other content. Through the study of these materials, college students can not only improve their English level but also deeply understand the connotation of Chinese culture. Teaching materials can also appropriately introduce some classic cases of cultural exchanges between China and foreign countries, such as the story of the ancient Silk Road, so that college students can understand the influence of Chinese culture on a global scale and enhance their sense of identity and pride in local culture.

Secondly, the design of classroom activities is also crucial. Teachers can organize diversified classroom activities, such as role-playing, group discussion, theme speech, and other forms, so that college students can feel the charm of traditional culture in practice. Taking the Spring Festival as an example, teachers can let college students prepare group introductions about Spring Festival customs and display them in foreign languages ^[12]. Such activities not only exercise college students' oral expression ability, but also give them the opportunity to deeply explore the cultural significance behind traditional festivals.

Furthermore, teachers can also carry out interdisciplinary cooperation projects, such as learning ancient diplomatic history in combination with history classes, or cooperating with art classes to make handicrafts with Chinese characteristics. In this way, college students can establish connections between different disciplines and have a more comprehensive understanding of the value of traditional culture.

In the process of constructing ideological and political education in college foreign language courses, optimizing teaching contents and integrating them with traditional culture is a systematic project, which needs to start from multiple aspects, continue to explore and innovate, help college students establish correct world outlook, outlook on life and values in the context of globalization, and become new-era talents with deep cultural heritage.

3.2. Improving the literacy of educators and paying attention to ideological and political education

The driving force of “ideological and political education in courses” in college English comes from improving the ability of educators to tap the connotation of “ideological and political education in courses” and the ability

of ideological and political evaluation ^[13]. Educators should give full play to the role of “scientific research feeding back teaching”, form paper achievements and apply for scientific research projects through the thinking and research on the theory, content and evaluation methods of “ideological and political education in courses”, so as to further guide classroom teaching practice, constantly update teaching contents and improve teaching design. In addition, the college English departments of colleges and universities should encourage educators to actively participate in foreign language teaching competitions held by organizations at all levels, such as the Foreign Language Teaching and Research Press, so that educators can promote their own and team’s theoretical learning through competitions, continuously improve their “ideological and political education in courses” teaching ability through “promoting teaching through competition”, and achieve the “ideological and political education in courses” goal of educating people.

From the perspective of curriculum implementation, offline classes and online learning should empower each other. In the context of digital transformation, mixed teaching mode should be carried out to expand the time and space of teaching and learning, and reflect the all-around, digital, intelligent, three-dimensional, and visualized online and offline teaching resources, which also conforms to the characteristics of independent learning and fragmented learning of the Z-generation group. Offline and online empower each other, so that there are classrooms offline, focusing on the key points and difficulties of language teaching; there are resources online for college students to learn independently ^[14]. Make full use of teaching platforms such as MOOC and SPOC, rely on national first-class online courses, build school-based ideological and political resource libraries, micro-courses, micro-lesson plans, courseware integration, etc., adopt a mixed teaching mode of explicit and implicit, online and offline, in-class and out-of-class, integrate ideological and political education into online and offline course learning, emphasize the initiative and participation of college students, let language and thought promote each other, and improve teaching effect.

3.3. Formulating diversified curriculum, ideological and political evaluation standards

From the perspective of curriculum evaluation, knowledge assessment and value evaluation should complement each other. Reform the exam-oriented education that mainly examines foreign language proficiency, and form a formative evaluation mechanism combining knowledge assessment and value evaluation. While evaluating college students’ foreign language level, it is also necessary to assess whether they can use foreign languages to accurately express and spread China’s voice, whether they can tell Chinese stories well, and whether they can stick to the national stance and national dignity, show cultural confidence, and international vision in cross-cultural communication. The evaluation of college students’ political and ideological morality can be reflected in various teaching activities, such as classroom questions, English speeches, opinion discussions, etc. Educators also encourage them to participate in the National Cross-Cultural Competence Competition, the English Speech Competition, and the Video Competition for Telling Chinese Stories Well ^[15]. Through knowledge assessment, educators can test college students’ language skills and professional knowledge level; through value evaluation, educators can reflect on college students’ growth and progress in ideology and politics. The two complement each other and jointly constitute a comprehensive evaluation of college students’ comprehensive quality.

4. Effectiveness study on improving college students’ humanistic literacy from the perspective of competency-based education

Humanistic literacy is one of the core goals of university education, and it is to cultivate the humanistic spirit

and character of college students' all-around development. Ideological and political education in college foreign language courses plays an important role in the realization of this goal.

4.1. Ways to cultivate humanistic literacy

The cultivation of humanistic literacy is a systematic project that needs to be realized through a variety of ways. In university education, ideological and political education in foreign language courses is an important way to cultivate college students' humanistic literacy. In the process of foreign language learning, college students can not only learn foreign language knowledge and skills, but also contact different cultures and ideas, so as to broaden their horizons, cultivate the spirit of tolerance and inclusiveness, and improve their humanistic literacy.

4.2. How ideological and political education in foreign language courses promotes the development of humanistic literacy

First, broaden college students' cultural vision. Through foreign language courses, college students can contact the cultures of different countries and regions, understand the characteristics and customs of different cultures, so as to broaden their cultural vision and enhance their understanding and respect for multiculturalism.

Second, cultivate college students' cross-cultural communication ability. Foreign language courses not only teach language knowledge, but also include the cultivation of cross-cultural communication skills. In the communication with foreign educators and international students, college students can learn to respect the cultural differences of others and learn to communicate in a culturally sensitive way, so as to cultivate cross-cultural communication ability and improve humanistic literacy.

Third, cultivate college students' international vision and global awareness. With the development of globalization, talents with an international vision and global awareness are more and more valued. Ideological and political education in foreign language courses guides college students to understand the international situation and master international knowledge, cultivates their international vision and global awareness, and enables them to have the ability to deal with international affairs and participate in global competition.

Fourth, strengthen ideological and moral education. Ideological and political education in foreign language courses is not only to teach foreign language knowledge, but also to guide college students to correct values and moral concepts. Through case analysis and discussion in foreign language teaching, college students can be inspired to think about life meaning, social responsibility, and other issues, cultivate their ideological and moral literacy, and improve their humanistic literacy.

5. Conclusion

In a word, from the perspective of competency-based education, ideological and political education in college foreign language courses plays an irreplaceable role in promoting college students' humanistic literacy. It not only enriches the content and form of foreign language teaching but also plays a positive role in promoting the ideological and political education of college students. In the future, with the continuous deepening of education reform, ideological and political education in college foreign language courses will certainly play a greater role in improving the comprehensive quality of college students and make contributions to cultivating more high-quality talents with both ability and political integrity for society.

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