

# Practice and Research on the Integrative Teaching of Curriculum Ideology and Politics in College English Courses in Private Colleges under the OBE Concept

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**Abstract:** In recent years, with the deepening of globalization, the requirements for students have become higher and higher. As an important course to cultivate students' cross-cultural communication skills, the teaching quality of college English is closely related to students' subsequent career development. The outcome-based education (OBE) concept advocates focusing on students' learning outcomes and emphasizes the cultivation of students' problem-solving ability, innovation ability, and critical thinking, which can continuously enhance their comprehensive literacy. Private colleges and universities promote the construction of curriculum ideology and politics in college English based on the OBE concept, which can not only improve students' professional level, but also guide them to establish correct values, so as to achieve true all-round development. Therefore, this paper first expounds the significance of the integrative teaching of curriculum ideology and politics in college English courses in private colleges under the OBE concept, and then puts forward effective integration strategies, in order to provide some reference for relevant researchers.

**Keywords:** OBE concept; Private colleges and universities; College English; Curriculum ideology and politics; Integrative teaching

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## 1. Introduction

With the steady advancement of education reform, higher requirements are put forward for students' comprehensive quality. As an important part of private higher education, college English courses not only undertake the task of language skill training, but also shoulder the responsibility of cultural communication and value guidance. The OBE concept, that is, outcome-based education, emphasizes putting students at the center and paying attention to students' learning effectiveness, which provides a new perspective and path for

the integration of curriculum ideology and politics in college English courses, and also ensures that students can achieve the expected learning outcomes after completing their studies.

## **2. Significance of integrative teaching of curriculum ideology and politics in college English courses in private colleges under the OBE concept**

### **2.1. Conducive to realizing the unity of teaching and value guidance**

In the past college English teaching, teachers focused on the “instrumentality” and ignored the “humanity” of the course, and focused on improving students’ listening, speaking, reading, writing and translation abilities, resulting in “cultural deficit” when they use English for cross-cultural communication, the expressed semantics are not accurate, and even individual students will have the situation of “aphasia”<sup>[1]</sup>. Under the OBE concept, private colleges and universities will clarify the teaching objectives according to the top-level design of college English curriculum ideology and politics, organically integrate the teaching content with ideological and political elements, and while cultivating students’ listening, speaking, reading, writing and translation abilities, they will also guide students to correctly output value concepts, promote them to root correct values in their hearts, and then realize the unity of English teaching and value guidance, and effectively improve the educational effectiveness of College English<sup>[2]</sup>.

### **2.2. Conducive to inheriting and carrying forward the national spirit**

The Chinese national spirit is gradually formed in the long process of social history development of the Chinese nation. It is the reflection of the social life of the Chinese people of all ethnic groups, the most essential and concentrated embodiment of Chinese culture, the cultural concentration of the lifestyle, ideal belief and value concept of all ethnic groups, the spiritual bond, support and driving force for the survival and development of the Chinese nation, and the national soul of innovating the advanced socialist culture<sup>[3]</sup>. Guided by the OBE concept, the integration of ideological and political elements into college English courses in private colleges and universities can not only enhance students’ national identity and national pride but also stimulate their enthusiasm for inheriting and carrying forward the national spirit. For example, integrating Chinese excellent traditional culture, historical stories, and other contents into English teaching can enable students to have a deeper understanding and love for their own national culture while understanding Western culture, so as to consciously become the inheritors and promoters of the national spirit<sup>[4]</sup>.

### **2.3. Conducive to enhancing students’ comprehensive literacy**

Under the guidance of the OBE concept, the curriculum ideology and politics of college English should be output-oriented and aim to meet the growth needs of students. Through English learning, students can accurately meet the requirements of social employers such as enterprises, realize the “seamless connection” from campus to workplace, and greatly improve the workplace competitiveness of students in private colleges and universities<sup>[5]</sup>. Nowadays, with the deepening of economic and cultural globalization, various cultural trends and ideas continue to pour into the country. Teachers integrate curriculum ideology and politics into College English courses, integrate Chinese excellent traditional culture and values into English teaching, and timely carry out correct ideological guidance for students, which helps students to view and examine Western culture and values critically, establish the core socialist values, strengthen the “four confidences”, broaden their international vision, and improve their critical thinking ability. Therefore, the integration of the two concepts in

college English teaching will achieve the effect of “1+1>2” and comprehensively improve the comprehensive ability of college students<sup>[6]</sup>.

### **3. Practical paths of integrative teaching of curriculum ideology and politics in college English courses in private colleges under the OBE concept**

#### **3.1. Clarify the teaching objectives of the course and enhance the effect of political integration teaching**

At present, clarifying the final output results of students is the principle to be followed in implementing the OBE education concept. Therefore, teachers should start by clarifying the objectives, not only based on the needs of various professional developments, but also considering the characteristics of the college English curriculum ideology and politics, so as to formulate corresponding teaching objectives. In addition, due to the unique nature of college English courses, different professional development demands are different<sup>[7]</sup>. Based on the full integration of different professional development needs and the characteristics of English courses, the teaching objectives are divided into the following three target levels: strengthening basic language skills, strengthening comprehensive language application ability, and strengthening professional English ability. The first level requires students to lay a solid language foundation and have strong basic skills in language grammar and basic abilities such as listening, speaking, reading and writing; the second level requires students to have high comprehensive language application ability, that is, they can listen, speak, read, write and translate without barriers; the third level requires students to be able to read English literatures and materials in the involved fields and professions more fluently. These three levels of goals are spiraling. The first level of goals is the foundation and preparation for achieving the second and third levels of goals; the second level is built on the first level of goals and further enriches and improves the first level of goals in order to achieve the third level of goals. In addition, in the process of clarifying the teaching objectives, teachers should pay attention to integrating the ideological and political elements of the curriculum into them. For example, in the process of cultivating basic language skills, the moral literacy and cultural connotation contained in English words and grammar should be highlighted to lead students to establish correct values; in the process of cultivating comprehensive language application ability, teachers can design listening, speaking, reading, writing and translation tasks with ideological and political education significance, so that students can deeply feel the attraction of traditional culture and the spirit of the times while completing English tasks<sup>[8]</sup>.

#### **3.2. Construct a blended teaching mode and optimize the integrative teaching mode**

Based on the OBE concept, teachers should establish reverse design thinking, flexibly use different teaching methods to optimize the teaching mode, so that students can effectively master the content explained by teachers and flexibly use the knowledge they have learned to solve practical problems, so as to ensure the realization of expected learning goals. For example, teachers make full use of the teaching advantages of digital intelligence technology, so that the blended teaching mode can be effectively applied in the curriculum ideology and politics of college English, and carry out digital and grid management of the teaching process and resources. In this way, it can not only ensure that the learning needs of students at different learning levels and types are met, but also ensure that teaching resources are used to the greatest extent, and create good conditions for improving teaching quality<sup>[9]</sup>. Therefore, teachers can combine the OBE teaching concept and divide the curriculum ideology and politics teaching of College English into three processes: “before class”, “in class” and

“after class”, as follows: first, in the pre-class link, teachers should create a communication scene in line with the key and difficult points of students’ personalized needs and curriculum ideology and politics construction, so as to arouse students’ enthusiasm to complete pre-class tasks. In the process of knowledge output, students will also clarify their own shortcomings, create a “hungry state” of learning, and ensure that their follow-up learning is more targeted and purposeful. Second, in the in-class teaching link, guided by the ideological and political values and taking listening, speaking, reading, writing and translation as the means, carry out teaching design, and give full play to the role of teachers as “scaffolding” in the classroom teaching link, guiding students to obtain the language, content, text structure and other knowledge required to complete the output tasks; in the teaching implementation process, naturally integrate the ideological and political teaching elements into all links of teaching in a “silent” way, and imperceptibly build cultural confidence, family and country feelings, and international vision. Third, in the after-class link, teachers decompose the total output task into multiple sub-tasks, and use the information technology platform to manage the after-class output tasks. In this way, it can empower each student to achieve autonomous and personalized learning methods and help them achieve output goals <sup>[10]</sup>.

### **3.3. Make full use of the second classroom to internalize the effect of integrative teaching**

In order to effectively implement the OBE education concept, private colleges and universities should make good use of the second classroom to effectively improve the teaching effect of curriculum ideology and politics in college English courses, and the organic integration of the first and second classrooms can make the teaching methods of curriculum ideology and politics in college English courses more colorful. For example, establish campus English publications, regularly launch English articles or columns showing campus culture and promoting traditional culture, set Chinese culture as the activity theme, guide students to participate in various activities, fully mobilize their enthusiasm for English learning, stimulate their creativity, make them skillfully use English to introduce Chinese culture to others, and enhance students’ comprehensive ability to use English. Another example is to invite students to participate in English forums, and invite well-known domestic experts to give detailed and systematic introductions to the comparison between Chinese and Western cultures, so as to enhance students’ understanding of traditional culture. For another example, organize students to voluntarily form English broadcasting columns reflecting the characteristics of their own schools, aiming to carry forward and inherit campus culture and Chinese culture, imperceptibly infiltrate curriculum ideology and politics, tell Chinese stories well, and enhance students’ sense of belonging to Chinese culture <sup>[11]</sup>. In addition, colleges and universities can organize “bilingual corners” of Chinese traditional culture, and enable students to deeply explore the core values in traditional culture through English competitions, so as to guide students to actively and independently understand the essence of Chinese traditional culture. In the early stage of activity preparation, students take the initiative to read and understand the long history and splendid civilization of the motherland. In addition, with the help of bilingual corner activities, more foreign teachers and students can be attracted to participate in English learning, making the bilingual corner a window for campus culture and foreign cultural exchange. On the one hand, it is conducive to the promotion of Chinese culture and foreign cultural output, and on the other hand, it is conducive to promoting cultural collision and exchange <sup>[12]</sup>.

### **3.4. Optimize the English teaching evaluation and improve the effectiveness of the evaluation**

The traditional college English teaching evaluation basically depends on the written test results, while under



the OBE teaching concept, teachers can adopt the way of combining performance evaluation and formative evaluation in the curriculum ideology and politics of college English, which not only needs to examine students' understanding and mastery of English knowledge, but also makes corresponding evaluation on the generation of students' ideological and moral, so as to achieve the evaluation purpose of "taking the evaluation as the basis and taking the student as the center", and effectively use the evaluation results to promote students' English learning<sup>[13]</sup>. For example, in the classroom teaching link, set the ideological and political education goals of college English courses, establish a personal file of ideological and political literacy for each student, pay attention to the all-around development of each student, record and count the participation and execution of students in learning tasks every week. At the end of the term, according to the degree of students' achievement of ideological and political education goals, the performance of students in ideological and political discussions, debates, activities, competitions and other links inside and outside the English classroom will be included in the final evaluation system from multiple angles and elements, such as ideological quality, character quality and learning quality, which will be reflected in the final evaluation and become the result jointly evaluated by teachers and students. The final result is reflected in the exam score and becomes the scoring standard of the final exam. This model can comprehensively examine students' English level and accurately measure their development and improvement in the moral level, unify knowledge imparting and value guidance. At the same time, the application of multiple evaluation methods can also activate students' learning interest, drive them to combine the content of curriculum ideology and politics with English learning, and promote the improvement of students' comprehensive quality. In addition, teachers can also master the real learning situation of students through this process, so as to adjust the teaching plan of curriculum ideology and politics in College English courses in a targeted manner, so as to effectively improve the teaching effect<sup>[14]</sup>.

#### **4. Conclusion**

To sum up, the integrative teaching practice of curriculum ideology and politics in college English courses in private colleges under the OBE concept is a work of great significance<sup>[15]</sup>. Therefore, by implementing strategies such as clarifying the teaching objectives of the course and enhancing the effect of integrative teaching, constructing a blended teaching mode and optimizing the integrative teaching mode, making full use of the second classroom and internalizing the effect of integrative teaching, and optimizing the English teaching evaluation and improving the effectiveness of evaluation, private colleges and universities can effectively improve the teaching effect of college English courses, realize the unity of knowledge imparting and value guidance, help cultivate students' English language ability, and imperceptibly improve their ideological and political literacy, laying a solid foundation for their all-round development. In the future, private colleges and universities should continue to deepen the exploration and practice of this teaching mode and contribute to the cultivation of more high-quality and high-ability compound talents.

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