Research on the Reconstruction Path of College English Classroom Ecology from the Perspective of Curriculum Ideological and Political Education

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Abstract: *"Curriculum Ideology and Politics" is one of the core requirements for colleges and universities to implement the fundamental task of cultivating virtue and fostering people in the new era. Based on defining key concepts, this paper analyzes the manifestations and causes of the imbalance in the college English classroom ecology under the perspective of curriculum ideology and politics. By integrating the views of "holistic development of individuals," educational ecology, and attribution theory, the paper proposes effective paths for the reconstruction of college English classroom ecology, aiming to achieve a new dynamic balance and cultivate more talents capable of shouldering the responsibility of national rejuvenation in the new era.*
Keywords: *Curriculum Ideology and Politics; College English; Classroom Ecology; Imbalance; Reconstruction Path*

Introduction

In the context of the new era, the comprehensive implementation of the fundamental task of cultivating virtue and fostering people, and the training of socialist builders and successors with all-around development in morality, intelligence, physical fitness, aesthetics, and labor, has become the grand goal and action program for the development of China's educational 事业. In 2020, the Ministry of Education issued the "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education" (hereinafter referred to as the "Guidelines"), which emphasized the comprehensive promotion of curriculum ideology and politics, fully utilizing the role of the teacher team as the "main force," the course construction as the "main battlefield," and classroom teaching as the "main channel." The aim is to ensure that all types of courses and ideological and political courses align, resonate, and achieve "five educations in one" and "comprehensive education," laying a solid foundation for the high-quality development of higher education in the new era [1]. It is evident that curriculum ideology and politics is one of the core requirements for colleges and universities to implement the fundamental task of cultivating virtue and fostering people in the new era.

As a compulsory foundational course and core general education course in higher education, college English plays a significant role. The "College English Teaching Guide (2020 Edition)" (hereinafter referred to as the "Guide") states that "college English teaching should be integrated into the ideological and political teaching system of the school," helping students "broaden their international perspective, improve their cultural literacy, and establish correct worldviews, outlooks on life, and values" [2]. However, the deep implementation of curriculum ideology and politics in college English will inevitably lead to significant changes in the internal structure of the classroom ecology, affecting the balance of the existing ecological system. Based on this, this paper defines key concepts, analyzes the manifestations and causes of the imbalance in college English classroom ecology under the perspective of curriculum ideology and politics, and proposes effective paths for the reconstruction of college English classroom ecology.

1. Definition of Key Concepts

1.1 The Connotation of Curriculum Ideology and Politics and College English Curriculum Ideology and Politics

The "Guidelines" require that the construction of curriculum ideology and politics should focus on "strengthening students' ideals and beliefs," with a focus on "five loves" and topics such as political identity, national sentiment, cultural literacy, constitutional and legal awareness, and moral cultivation, thereby optimizing the curriculum's function [1]. Therefore, unlike traditional ideological and political courses, curriculum ideology and politics incorporates elements of ideological and political education—such as the core socialist values, social responsibility, and national sentiment—into the teaching and application of various course content in higher education through implicit education. This approach aims to achieve the triple goals of knowledge transfer, skill development, and value guidance.

College English curriculum ideology and politics, based on five areas of focus, integrates cultural understanding, international perspective, and diverse values into language teaching. Through comparing Chinese and foreign cultures, it fosters students' cross-cultural communication skills and critical thinking, guiding them to form correct cultural identities and value judgments, ultimately achieving the goal of moral development. Therefore, the implementation of curriculum ideology and politics in college English requires teachers to possess interdisciplinary literacy and demands that their teaching design integrates ideological content with the mastery of English language knowledge and the cultivation of comprehensive skills.

1.2 The Connotation of Classroom Ecology and College English Classroom Ecology

In 1932, American education sociologist Willard Waller first proposed the concept of "classroom ecology" in his book The Sociology of Teaching, exploring the social and ecological nature of classroom teaching [3]. In 1975, American scholars Walter Doyle and Gerald Ponder defined classroom ecology as "the network formed by interconnected processes and events that affect the teaching environment" [4]. Chinese scholars Huang Yuanzhen and Chen Weizhen (2008) described classroom ecology as "the state of the classroom life and its living space or environment," consisting of teachers, students, and the environment [5]. In 2011, educator Professor Li Sen et al. defined classroom ecology as a "complex ecosystem composed of teacher-student interaction, teaching activities, and classroom environment," emphasizing the dynamic generation of classroom ecology and the harmonious coexistence of the three elements [6].

College English classroom ecology refers to the dynamic system formed by the interaction of multiple factors, including the teaching subject, teaching content, teaching methods, teaching tools, and classroom environment, all of which jointly influence the teaching effectiveness. College English teachers, as the teaching subject, undertake multiple tasks such as knowledge transmission, stimulating thinking, and value guidance. As the knowledge recipients, non-English major students' participation, learning motivation, and feedback continuously impact the balance of classroom ecology. Teaching content includes language knowledge, cultural knowledge, and ideological and value education. Teaching methods determine the style and depth of classroom interaction, and modern information technologies such as multimedia and online learning platforms help create a positive classroom environment. The classroom environment is the composite ecological environment that directly or indirectly influences the motivation, vitality, and effectiveness of teaching activities [7]. The dynamic balance and continuous interaction among these elements ensure the healthy development of the college English classroom ecology and the continuous improvement of education quality.

2. Manifestations of Imbalance in the College English Classroom Ecology under the Perspective of "Curriculum Ideology and Politics"

Through a variety of methods, such as surveys, interviews with university English teachers and students, classroom video analysis, and direct classroom observations, it has been found that there are several manifestations of imbalance in the college English classroom ecology under the perspective of curriculum ideology and politics:

2.1 Lack of Value Guidance: Disconnection between Ideological Goals and Language Teaching

College English bears the important responsibility of conveying ideological values, cultivating students' national sentiment, global perspectives, and multicultural tolerance. However, in actual teaching practices, many teachers focus primarily on knowledge and skill development, staying at the level of language knowledge explanation and testing. As a result, ideological and political education becomes merely a formality, leading to a blurred value orientation in the classroom and significantly weakening the potential for developing students' value systems.

2.2 Imbalance in the Teacher-Student Relationship: Weak Student Participation and Interaction

The healthy development of the college English classroom ecology relies on positive interaction between teachers and students. However, in the implementation of curriculum ideology and politics in college English, the natural integration of ideological content is often lacking in the course design. Teachers predominantly focus on knowledge transmission and overlook ideological communication with students. As a result, students have limited opportunities to participate and express their thoughts and opinions, leading to an imbalance in the classroom ecology.

2.3 Single-Sided Teaching Content: Insufficient Depth and Breadth of Ideological Education

Currently, college English classrooms mainly focus on language skill training and the introduction of cultural background knowledge. However, there is insufficient analysis and guidance on deeper ideological education topics, such as socialist core values and national sentiment. The existing teaching materials cover limited content related to culture, history, and politics, failing to comprehensively address the multi-dimensional needs of curriculum ideology and politics. This lack of depth hinders the development of students' critical thinking and ability to make value judgments.

2.4 Inadequate Classroom Environment: Lack of External Resources and Policy Support

Some universities lack sufficient educational resources for ideological and political teaching, such as textbooks and teaching materials tailored specifically for college English courses that integrate ideological content. This shortage hinders teachers from effectively incorporating ideological and political elements. Additionally, there is a lack of academic resources for ideological education, limiting the accurate application of these elements by college English teachers. Moreover, the absence of clear assessment standards and incentive mechanisms for curriculum ideology and politics makes it difficult to motivate teachers to innovate and implement effective ideological education, which impacts the overall development of the classroom ecology.

3. Reasons for the Imbalance in College English Classroom Ecology under the Perspective of "Curriculum Ideology and Politics"

3.1 Insufficient Ideological and Political Education Awareness among Teachers: Lack of Competence in Ideological Education

The core of implementing curriculum ideology and politics lies in teachers' ideological and political education competence. However, some college English teachers have not fully recognized the importance of curriculum ideology and politics. They lack awareness and theoretical knowledge of ideological education, and their introduction of ideological elements is limited to material presentation or superficial explanations. As a result, ideological and political education becomes a formality, unable to effectively integrate socialist core values and other content into language learning, leading to a failure in deeply engaging students' understanding and recognition. This exacerbates the imbalance in the classroom ecology.

3.2 Single-Sided Course Design: Limited Integration of Ideological Content with Language Knowledge

Course design is the framework of the classroom ecology and determines the integration of ideological content. Currently, the goals of curriculum ideology and politics in college English courses are often subordinate, lacking systematization and depth. This leads to students being unable to deeply

experience the essence of ideological education while receiving language knowledge. Existing teaching materials and course structures lack innovation, with some textbooks focusing solely on basic language knowledge and neglecting the guidance of students' value systems and ideological education. This disrupts the balance between knowledge transmission and value guidance in the classroom.

3.3 Insufficient Student Participation Motivation: Low Recognition and Interest in Ideological Education

Students are the main subject in the classroom ecology, and their learning motivation and participation directly impact the effectiveness of ideological education. However, some students believe that the core of college English should be language skills training, showing low recognition of ideological content and a passive attitude. Additionally, college English courses often lack content that connects with students' real-life experiences, making it difficult to spark students' interest. This reduces the effectiveness of ideological education and further disturbs the balance of the classroom ecology.

3.4 Limitations of the Evaluation System: Lack of Assessment of the Effectiveness of Ideological Education

Some universities lack scientific assessment methods for the effectiveness of ideological education in college English courses. There are no clear evaluation standards or methods, and college English course evaluation is often limited to final exams and regular grades. This neglects core aspects such as the development of value systems, cross-cultural understanding, and social responsibility, which are essential for ideological education. As a result, teachers' efforts in ideological education are not adequately recognized, and the lack of an effective evaluation mechanism makes it difficult to assess the impact of ideological teaching, further aggravating the imbalance in the classroom ecology.

4. Paths for Reconstructing the College English Classroom Ecology under the Perspective of "Curriculum Ideology and Politics"

To build a healthier, more harmonious, and dynamic college English classroom ecology and improve the overall educational effect of college English, this paper, guided by the "General Outline for Curriculum Ideology and Politics" and the "College English Teaching Guide (2020 Edition)," proposes effective paths for reconstructing the college English classroom ecology from the perspective of curriculum ideology and politics. These paths integrate the "comprehensive development of the individual," educational ecology, and attribution theory.

4.1 Enhancing Teacher Competence in Ideological Education: Strengthening Teacher Training and Resource Support

The concept of "comprehensive development of the individual" emphasizes that human development should be holistic, harmonious, free, and complete. Only when physical, psychological, moral, and cultural aspects are developed and perfected can one truly achieve the essence of human development. The "General Outline" requires that "value shaping, knowledge transmission, and ability cultivation must be integrated and inseparable" and that "every course should play its role in education to improve the quality of talent cultivation" [1]. Therefore, universities should improve college English teachers' awareness and ability in ideological and political education through professional training, provide abundant teaching materials, cases, and multimedia resources, and encourage teachers to innovate their teaching content. Regular seminars, workshops, and teaching exchanges should be organized, and teachers should be supported to participate in related research projects, promoting the integration of curriculum ideology and politics theory with practice. College English teachers should internalize the concept of ideological education, reject the narrow view that "moral and ideological education is the responsibility of counselors or class advisors, not the teachers' job" [9], and find appropriate entry points for integrating ideological and moral education into college English courses. They should focus on both foreign and Chinese cultures, emphasizing not only "teaching knowledge" but also "educating people," thereby combining explicit and implicit education [2].

4.2 Optimizing Course Design: Integrating Diverse Ideological and Political Content into Language Teaching

Educational ecology emphasizes the overall nature of the educational system. Therefore, college English course design should view ideological education as an integral part of the classroom ecology system, ensuring consistency between language teaching and ideological goals. The "General Outline" emphasizes that curriculum ideology and politics should encompass "education on socialism with Chinese characteristics, the Chinese Dream, core socialist values, rule of law, labor education, mental health education, and excellent traditional Chinese culture" [1]. Thus, college English teachers should define the ideological objectives of the course clearly, deeply explore the rich ideological and moral resources and philosophical ideas embedded in textbooks, and integrate these into teaching. For example: through An Open Letter to Chinese Language, teachers can guide students to recognize the international influence of the Chinese language, foster patriotism, and strengthen their determination to learn English and spread Chinese culture; through American Ways of Hospitality, students can appreciate China's tradition of hospitality, thus enhancing national pride; by exploring Information and Communication Going Global, teachers can show students how Chinese network technologies have improved people's lives and work, boosting confidence in realizing the "Chinese Dream." At the same time, teachers should "expand students' knowledge in social, cultural, and technological fields, broaden their international perspectives, and establish correct worldviews, values, and life goals" [2]. This will facilitate the deep integration of language teaching and ideological education, promoting the balanced development of the classroom ecology.

4.3 Enhancing Classroom Interaction: Promoting Effective Communication and Collaboration between Teachers and Students

According to Heider's attribution theory, students' attribution of their academic success influences their learning motivation and sense of achievement. The "General Outline" points out that "modern information technology should be applied in curriculum ideological teaching to stimulate students' interest and encourage deep thinking" [1]. Therefore, college English teachers should "fully utilize modern educational technology to enhance English teaching and deeply integrate modern information technology with curriculum teaching" [2]. Teachers should encourage students to actively participate in group discussions, case analyses, and role-playing activities related to ideological topics, deepening their understanding of language knowledge and helping them experience and identify with socialist core values. Teachers should flexibly adjust teaching methods based on students' interests and needs, designing personalized activities such as situational simulations or dialogues, which will enhance student engagement and recognition and improve the penetration of ideological content. By providing feedback and discussions, teachers can guide students to attribute their success to their own efforts and effective learning, which will enhance their confidence and achievement motivation, further promoting effective teacher-student collaboration.

4.4 Improving the Evaluation System: Establishing a Comprehensive Evaluation System to Measure the Effectiveness of Ideological Education

Educational ecology theory emphasizes the overall nature, diversity, and interdependence of the educational system, providing a comprehensive perspective for constructing a holistic evaluation system for college English courses. The "General Outline" states that "the first and second classrooms should be integrated," and it encourages social practice, volunteer service, internships, and other activities such as "Youth Red Dream Building Journey" and "One Million Teachers and Students Practicing Activities" to continuously expand methods and approaches for curriculum ideological education [1]. Therefore, college English courses should establish a comprehensive evaluation system that combines formative and summative evaluations with a focus on both teacher and student evaluations [2]. College English teachers should "examine the position of different knowledge points within the entire knowledge system, paying attention to the origins, development, and future directions of knowledge" [8]. Through activities such as collecting cultural materials, knowledge competitions, case analyses, and presentations, teachers can integrate ideological content with teaching practices. Teachers should also actively organize "Red Song Competitions," themed English speeches and debates, and other extracurricular activities. These activities subtly guide students' values and make these activities an important component of the teaching evaluation. This approach will enhance students' recognition of ideological content, motivate them to apply their learning to practice, and form a correct value orientation.

Conclusion

In summary, by defining the core concepts of curriculum ideology and politics, college English curriculum ideology and politics, classroom ecology, and college English classroom ecology, this paper analyzes in detail the manifestations and causes of imbalance in the college English classroom ecology from the perspective of curriculum ideology and politics. By applying "comprehensive development of the individual," educational ecology, and attribution theory, this paper proposes a series of targeted ecological reconstruction paths—such as enhancing teacher competence in ideological education, optimizing course design, strengthening classroom interaction, and improving the evaluation system. These strategies can effectively promote the integration of various elements within the college English classroom ecology, restore dynamic balance, improve the quality of college English education, and cultivate more students who are capable of shouldering the responsibilities of national rejuvenation.

Fund Projects

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