

On the Ideological-Political Construction of Public English Course for Postgraduates Based on Production-Oriented Approach

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Abstract: The western culture, ideology and values contained in the postgraduate public English reading and writing courses profoundly influence the students' morality and value judgment. It is of important practical significance to make postgraduates strengthening the socialist ideals and beliefs, core socialist values and Four Self-confidence, meanwhile learning English and western culture, make English reading and writing courses become an important channel of implicit ideological and political education and form a synergistic effect. This practice follows the educational concept of Production-Oriented Approach, on a theme of online and offline mixed teaching mode, integrating ideological-political construction into all links of teaching process and content, to make sure a full-length and all-round education in the English course.

Keywords: Mixed Teaching Mode; Production-Oriented Approach; English Reading and Writing Course; the ideological-political construction

1. Introduction

The western culture, ideology and values contained in the postgraduate public English reading and writing courses profoundly influence the students' morality and value judgment. It is of important practical significance to make postgraduates strengthening the socialist ideals and beliefs, core socialist value and Four Self-confidence, meanwhile learning English and western culture, make English reading and writing courses become an important channel of implicit ideological and political education and form a synergistic effect. Postgraduates training is one of the important missions of high-level personnel training in China, an

important guarantee for national development and social progress, and marks the development level of higher education and the future development potential of society. Lanzhou university of technology uses mixed teaching mode of online and offline and follows the educational concept of Production-Oriented Approach, integrating ideological-political construction of English reading and writing courses into all teaching links and content, to ensure ideological and political education of postgraduates is uninterrupted in full-length and all-round English course.

2. The Problem and Deficiencies Existing in the Ideological-political Construction of Postgraduates English Course at Present

The graduate public English reading and writing courses have a wide audience with large span and long teaching time, thus are the most direct window for students to understand western civilization and culture, and the position for the collision of Chinese and Western culture, thoughts and values. In the background of new era, the original postgraduates English course cannot meet the need of the national talent training. Those problems and deficiencies mainly are outline as below. Lacking of incorporating the strengthen of core socialist values, ideals and beliefs, output of excellent traditional Chinese culture and cultivation of the four confidence into the whole process of teaching, as a result, the ideological-political education function of English course is not fully operating. The teaching content is centered on British and American culture and foreign current affairs materials, and aims to cultivate students' knowledge points, ability points and skills. The content of Chinese culture is seriously insufficient, and the English learning materials lack a timely Chinese voice. The teaching

material overemphasizes the cultivation of cultural input ability, ignoring the cultivation of cultural output ability and critical thinking, resulting in the lack of bi-way of students' cross-cultural communication ability, which cannot effectively serve the establishment and cultivation of core socialist values.

3. The Way of Ideological-political Construction of Postgraduates Public English Course

In response to the current shortcomings in the ideological-political construction of the postgraduate English reading and writing course, this teaching practice integrates ideological and political education into the teaching objectives and incorporates ideological and political elements into the teaching content. It aims to develop ideological and political resources that serve the English teaching content, striving to enhance the ideological-political construction in the mixed teaching of postgraduates English courses. This ensures effective interaction between teachers and students during pre-class preparation, classroom teaching, and post-class review, enabling teachers to oversee the entire teaching process from “pre-class to in-class to post-class.” As a result, English learning and ideological and political education are fully integrated.

This teaching practice to the core socialist values and traditional Chinese values as the core guiding ideology, integrating the English reading and writing knowledge, and the cultivation of reading and writing skills into ideological-political education, enabling English reading and writing skills combine with ideological-political education, to develop ideological-political teaching plans, courseware, case studies, and microlectures for English reading and writing instruction to ensure the step-by-step and well-planned implementation of ideological and political education in English courses, thereby fully leveraging the educational function of English teaching.

3.1 Integrate Ideological and Political Education into the Teaching Objectives

Under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the goal of moral education is clearly added to the teaching objectives of reading and

writing courses, so as to realize the unity of “knowledge teaching” and “value guidance” in English courses. At the same time, the teaching objectives of classroom ideological and political education are specifically defined as follows: As the main agents of learning, students should engage in a “reading (input)—writing (output)” learning process, producing measurable tasks with ideological and political elements and demonstrable learning outcomes related to these elements. The task design should be highly achievable, thereby internalizing the ideological and political elements.

Establish separate ideological and political objectives for each unit, organize the themes of each unit and the integrated ideological and political elements, identify the alignment between teaching content and ideological education, and explore the complementary points between them. Achieve “seamless integration” in English teaching, guiding students to truly uphold core socialist values and the “Four Confidences.” While teaching Western language and culture, guide students to learn how to express China's excellent traditional culture and core socialist values in English, thereby helping them establish correct ideals and beliefs, uphold the “Four Confidences” and cultivate students into builders and successors of socialism with international perspectives, a sense of national identity, and proficiency in international languages.

English Ability	Language Teaching Objectives	Ideological-political Teaching Objectives
Reading Ability	Master and apply various reading skills (such as summarizing main ideas, guessing word meanings, predicting, inferring, and deducing), and possess the ability to analyze texts at the discourse level. Be able to read and accurately comprehend relatively challenging general-topic articles and other reading materials with reasonable fluency, achieving a reading speed of 60 to 70 words per minute. After reading, demonstrate an understanding of the main ideas and content.	1. “Value Shaping”: Establish connections between unit learning and the core socialist values as well as China's excellent traditional culture. Guide students to integrate the value requirements of the nation, society, and citizens, enhancing personal qualities such as patriotism, dedication, integrity, and friendliness. Encourage students to consciously merge the “small self” into the “greater self,” continuously striving for the nation's prosperity, democracy, civility, and harmony, as well as societal freedom, equality, justice, and rule of law. Internalize the core socialist values as spiritual pursuits and externalize them into conscious actions.
Writing Ability	Master basic writing skills (such as essay structure, paragraph development, and coherence). Be able to write a short essay of approximately 250 words (e.g., summaries and common practical writings) within one hour according to specific requirements, expressing ideas accurately with coherent meaning and no major language errors.	2. “Ability Cultivation”: Guide and inspire students to think critically, fostering their judgment, reflection, and critical awareness, as well as their thinking abilities and qualities. Enable students to dialectically evaluate the perspectives of authors in selected textbook materials, engage in advanced practices such as cross-cultural comparison and critical thinking, and expand the breadth and depth of their thinking.
Learning Ability	Master general English learning strategies, online information search skills, and analytical and synthetic skills for information processing. Be able to utilize resources from language learning centers for autonomous learning and plan one's own study schedule. Capable of collaborating with peers through group study or team activities, dividing tasks to complete relatively simple research tasks related to their field, and building confidence in English learning.	3. “Knowledge Transmission”: Enable students to narrate Chinese stories from their surroundings in English, convey new information of the times, and express the nation's new developments, new patterns, and new missions.

Figure 2. Teaching Objectives of Postgraduates Public English Reading and Writing Course

“Textbook is the starting point, which is to promote and guide teachers to improve ideological-political concept, enhance ability and effect to ensure the fruit, and a reality basis and prerequisite.(Liu, Yue, 2020)” The role and value of postgraduates public English reading and writing teaching for "ideological and political curriculum" are mainly reflected in its same orientation, complementarity and mutual promotion. While imparting English reading and writing knowledge, it is essential to adhere to the correct political direction and value orientation. With the mindset of “Keeping the essence and discarding the dross, and adapting foreign things for Chinese use”, we should dialectically approach both ethical and foreign cultures. By comprehensively addressing the three aspects of “value guidance, knowledge spreading, and ability enhancement”, we can integrate cultural genes and educational elements into the course through English reading and writing learning. This approach adopts a natural and purposeful method of moral education for students, aiming to align English reading and writing instruction with ideological and moral education, thereby achieving the dual goals of moral and intellectual development.

First, fully dig up the connotation of ideological-political education in the existing English textbooks, collect moral education materials related to the theme of each unit, and combine them with fine traditional Chinese culture and core socialist values. Using language and translation knowledge systematically, help students to understand the crypticity of western ideological and political infiltration through illustrating analysis, and help students to understand the true colors of western ideology.

Second, integrate the content of Chinese culture, history, politics and other aspects into the teaching content, help understand the history of China, understand the necessity of socialist way, and enhance the confidence of the way; Through the comparison of differences between Chinese and Western civilizations and culture, improve students' cultural understanding ability and cross-cultural communication ability; Through the comparative study of foreign culture and Chinese culture, combine the advanced part of foreign culture with our excellent traditional culture, keep the essence and discard the dross,

uphold cultural and system confidence.

Third, Integrate cultural gene and value paradigm into English teaching, allowing it to become an effective teaching carrier of core socialist values and traditional Chinese culture, and integrate the guidance of socialist ideals and beliefs in English learning; Integrate ideological-political education, such as politics and cultural identity, national consciousness and personality cultivation, into the teaching of course knowledge and skills, to serve the training of international talents with international vision and patriotic sentiment. The teaching content emphasizes the cultivation of cultural input and output ability, critical thinking ability, and pays attention to the bidirectional nature of students' intercultural communication ability, so that students can maintain firm ideals and beliefs and high moral standards, and establish and cultivate the core socialist values.

3.2 Integrate Ideological-Political Education into Teaching Model and Methods

This course adopts the “online+offline” mixed teaching model based on Rain Classroom platform and Microlecture platform. Through utilizing online virtual classroom, teachers and students can interact effectively in pre-class preview, in-class teaching and after-class review, so as to improve students' independent learning ability and improve their participation in class. Teachers can immediately obtain the feedback of in-class teaching data, making English teaching from “experience-driven” to “data-driven”, teachers realize the whole teaching supervision of “pre-clas----in-class----after class”, so that English learning and ideological-political education are fully combined, ensuring ideological-political education is deeply rooted among the postgraduates.

3.2.1 Construction of “online+offline” mixed teaching model

Mixed teaching mode should focus on online and offline teaching and give full play to their own advantages to form educational force: First, a content component that makes factual learning content available to learners. Second, a communication component that provides interpersonal interactions for more complex or arguable learning tasks between learners or learners and instructors, and third, a constructive component that facilitates learners'

active engagement in most complex learning tasks.(Lee et al.,2017)The “online-offline” mixed teaching model makes the English teaching arrangement more flexible, and the high-quality series of microlecture production ensures the stability of the teaching quality. The mixed teaching model has rich teaching content and strong current affairs; Teachers and students interact convenient, teachers can grasp the students 'learning dynamics in real time; The teaching method can better stimulate students' enthusiasm for learning English. The integration of classroom teaching and online

learning fully leverages the strengths of both approaches, providing teachers and students with a wealth of educational resources. This integration fosters communication between instructors and learners, enabling teachers to effectively guide, inspire, and monitor the teaching process. At the same time, it highlights the active role and creativity of students as the main participants in learning, thereby facilitating personalized learning and the development of self-directed learning capabilities.

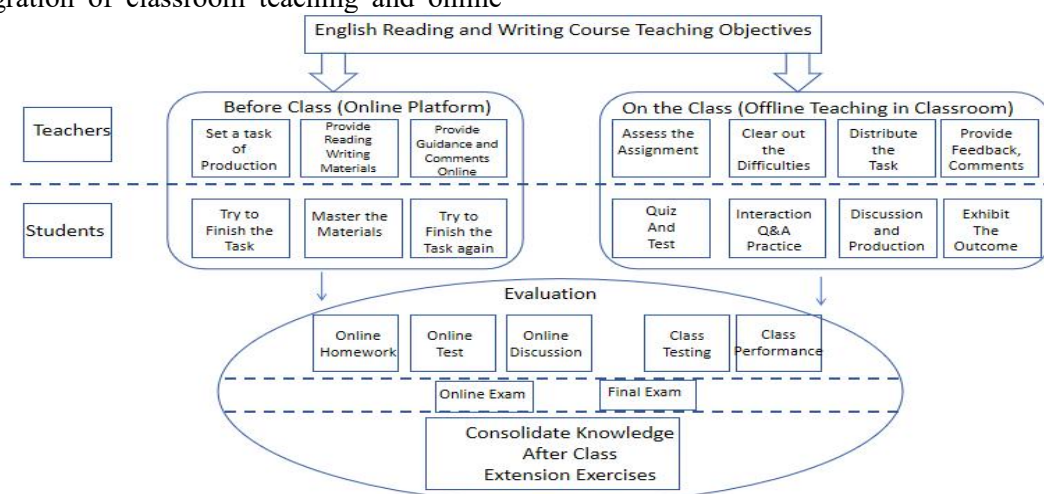


Figure 2. “Online+Offline”Mixed Teaching Model

3.2.2 Implement of the English teaching method based on the "production-oriented approach"

The “Production-Oriented Approach” (POA), proposed by scholars such as Wen Qiufang, is based on the practice of foreign language teaching in China.”Reform from the motivation of students to learn foreign languages to build a new foreign language teaching model”(Gao, 2018). The application of POA to postgraduates English reading and writing courses is conducive to achieving the instrumental goal of improving students’ English reading and writing ability, and also achieving the humanistic goal of higher education, that is, improving students' critical thinking ability, independent learning ability and comprehensive cultural literacy. First of all, in the "motivate" link, teachers design communicative and cognitively challenging communication scenarios, so that students can find the lack of existing language ability in the process of preparing for communicative activities, and then stimulate the motivation of learning input; Secondly, in the “promoting”

link, teachers provide necessary English reading, writing and input materials, students through the learning and understanding of the materials, to obtain the vocabulary, grammar, discourse structure and other information needed to complete the task, have the ability to complete the output task; Finally, in the “assessment” phase, after students complete productive tasks, their learning outcomes are evaluated through various methods such as teacher evaluation and collaborative teacher-student assessment. This process further stimulates students' productive abilities.

In selecting the material selection, “high-quality language materials that promote positive energy are chosen to help students establish a correct ideological and value system. On the other hand, language materials reflecting domestic and international social and political hot topics are selected to cultivate students' sense of national identity and broaden their international perspectives (Wen, 2015).” In the section of task production design, one topic is about how to promote the

healthy growth of students' body and mind, and the other topic is about how to make students assume the social responsibility of promoting the cultural exchanges between China and foreign countries. Thus, it helps students to establish correct outlook on the word and life and set of values, in the meantime develops their ability to communicate and learn between Chinese and foreign civilizations and spread Chinese culture.

In the four stages of "reading, discussion, writing, and evaluation," students engage in teacher-student interactions and peer collaboration during the learning process. Through "in-depth reading aimed at cultivating critical thinking, highly integrated reading and writing skill instruction, and experiential online self-learning, among other instructional designs, the seamless integration and mutual enhancement of reading and writing are achieved" (Fu, 2014). This approach fully leverages the liberal education function of English reading and writing courses.

3.3 Make High-Level Microlectures, and Improve the Ideological-Political Resources Database of English Reading and Writing

Under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the ideas that can reflect the Chinese traditional culture, as well as topics with frontier and contemporary characteristics, and supporting microlectures are made according to the teaching content of each unit to solidify high-quality resources. At the same time, efforts should be made to develop and improve the ideological and political resource database for English courses, ensuring the quality of integrating ideological-political education into the curriculum and enhancing the efficiency of its implementation in English reading and writing courses. These materials can be utilized across various teaching stages, educating students to consciously integrate the inheritance of Chinese spirit and culture into their actions toward realizing the "Chinese Dream" while learning English reading and writing. To build and improve the ideological and political resources database of English courses, collect and filter important publications, well-known media, documentaries, MOOC resources, emerging medium platforms and others resources, and

organize materials suitable for integration into online teaching through editing and synthesis technologies, and design supporting exercises on these basis. Meanwhile, a core socialist values lexicon and a library of English short play scripts based on "Chinese stories" should be established to address the shortage of practical training resources for integrating ideological-political education. This resource library can serve all English courses, platforms, and activities, effectively managing the content, volume, and focal points of ideological and political integration. It ensures the quality of ideological and political integration in online courses and enhances the efficiency of its implementation in English online courses.

3.4 Integrate Ideological-Political Education into Teaching Evaluation

Ideological and political teaching evaluation puts education in the first place, takes correct values and view of talent as the evaluation criteria, and organically permeates into the overall evaluation, so as to take evaluation to promote thinking and evaluation as learning. The course incorporates students' pre-class preparation, post-class review, practice, online communication, classroom discussions, collaborative skills, as well as teacher-student and peer evaluations into the assessment system. It adopts a diversified evaluation approach that combines formative and summative assessments, along with student self-assessment/peer assessment and teacher subjective evaluation. Teachers no longer rely primarily on "experience-based" methods to monitor students' English learning. Instead, they employ intelligent classroom teaching techniques to ensure comprehensive and all-encompassing oversight of students' pre-class preparation, in-class knowledge acquisition, and post-class extended learning. Ideological-political education is not treated as a separate scoring component but is integrated into the overall assessment through classroom participation, assignment design, and other evaluation criteria, thereby embedding ideological and political elements into the holistic grading system.

4. Conclusion

Guided by the "Production-Oriented Approach" theory, this teaching practice constructs a

mixed teaching model for postgraduates public English reading and writing courses. It integrates the cultivation of content mastery, cognitive skills, cultural awareness, and self-learning ability into both “online” and “offline” language input and output activities. This approach provides a practical teaching framework for public English reading and writing instruction for postgraduates in science and engineering universities. Practice has shown that the integrated postgraduates public English reading and writing curriculum system based on the "Production-Oriented Approach" not only enhances students' enthusiasm for effective learning and achieves a “student-centered” personalized self-learning model but also effectively integrates existing resources. This approach better highlights the distinctive features of our university's graduate English teaching and provides a guarantee for cultivating well-rounded socialist builders and successors with comprehensive English proficiency for society.

Acknowledge

This paper is one of the stage achievements of the 14th Five-Year Plan for Gansu Province Educational Science in 2023 (Project Number: GS[2023]GHB1358).

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