

On Further Development of the Ideological and Political Education System in Military

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Abstract: In recent years, a comprehensive implementation of the ideological and political education system within military academies has extended to the military English curriculum. Transitioning from sporadic classroom utilization two years prior to its current phase of systematic development, the curriculum has matured progressively, gradually acquiring distinct characteristics. However, opportunities for enhancement remain. To deepen the construction of the ideological and political education system within the curriculum, the author, through meticulous research and synthesis, presents recommendations in six key areas: aligning course content closer to practical combat scenarios and job requirements, integrating knowledge pertinent to the Chinese military, nurturing patriotism, enhancing systemic resource development, elevating the ideological and political teaching capabilities of military school instructors, and refining the course evaluation system. These recommendations are designed to propel the solid and effective evolution of ideological and political education within the curriculum.

Keywords: Military English; Ideological and Political Education; Curriculum Framework

1. Introduction

In May 2020, the Ministry of Education issued the *Guidelines for the Construction of Ideological and Political Education in Higher Education Institutions*, marking the beginning of a comprehensive and profound reform in ideological and political education within universities. [1] Strengthening the construction of the ideological and political education system in the curriculum is essential for universities to fulfill their fundamental mission of cultivating virtue and talent, and it is a necessary requirement for comprehensive and lifelong education of all individuals. [2] Within military

academies, the military English curriculum has also been comprehensively implementing the ideological and political education system. This paper will address the current status of ideological and political implementation in military English courses in recent years, and put forward suggestions and recommendations to provide new insights and inspiration for future research.

2. Analysis of the Current State of Ideological and Political Education in Military English Courses

2.1 Progressing Towards Systematic Development

In the present era, universities have embarked on a comprehensive integration of ideological and political education into various courses, establishing robust frameworks for such education. The domain of military English courses is no exception to this trend. From guiding directives to classroom implementations, the infusion of ideological and political content has been deeply ingrained. Many institutions have even developed repositories of case studies in ideological and political education, moving beyond mere guidance to meticulous details and enriched content. The journey of ideological and political education in military English courses has evolved from sporadic classroom engagements two years ago to the current phase of systematic development, exhibiting a gradual maturation and the emergence of distinctive characteristics.

2.2 Identified Deficiencies

Despite the fervent progress in ideological and political education, a comparative analysis of various institutions reveals certain shortcomings. Firstly, there is a need to enhance the alignment of the curriculum with practical combat scenarios. Due to the constraints of teaching content, the emphasis in military English instruction primarily revolves around

foundational military English knowledge, leaving gaps in specialized relevance and practical applicability to combat situations and job demands. Moreover, the prevalent use of original foreign texts in textbooks often leads to a focus on foreign military systems and equipment, with limited coverage of Chinese contexts. Additionally, while a plethora of online resources exist for military English courses, there is a scarcity of systematically integrated resources.

From a scholarly perspective, there is a noticeable dearth of research papers focusing on the development and reform of ideological and political education in military English courses. These courses in military academies serve a dual purpose: they embody the “instrumental rationality” of supporting military endeavors and nurturing high-caliber military personnel, as well as the “value rationality” of instilling moral values and shaping the character and will of students. Addressing how to effectively incorporate ideological and political education into foreign language courses within the context of the new liberal arts paradigm, and harnessing its potential in fostering personal growth, remains an imperative issue to be resolved.

3. Comprehensive Development Recommendations for Ideological and Political Education in Military English Courses

To advance the construction of the ideological and political education system within military English courses, the author, through research and analysis, presents the following recommendations to facilitate a more robust and effective development of ideological and political education within the curriculum.

3.1 Closer Alignment with Practical Combat Scenarios

It is recommended that military English courses align more closely with practical combat scenarios, stemming from the imperative of meeting the real combat needs of “being able to fight and win battles”, and also in line with the national directive for military academies to drive reform and innovation around the goal of strengthening the military. Military academies are urged to “adhere to a focus on the battlefield and the troops, center teaching around practical combat, and aim to cultivate students who meet the needs of troop construction and future

warfare”. [3] Therefore, when integrating ideological and political education into military English courses, a closer connection to practical combat scenarios is essential. Beyond teaching basic military knowledge, instructors can incorporate real combat case studies for analysis and discussion in English, as well as integrate the latest cutting-edge technologies and theories to lay a solid foundation for learners to further their professional knowledge.

3.2 Aligning the Curriculum with Job Requirements

In the design of the military English curriculum, they are typically positioned as foundational courses following general English instruction, serving as a stepping stone for future specialized English learning. Present military English textbooks, designed to cater to multiple institutions, often focus on basic military English knowledge and English communication skills to equip students with the ability to apply English in various international military contexts and enhance their military thinking capabilities. While these materials meet the requirements for teaching general military English, they lack content on specialized military English, particularly related to various military branches, domestic and international contexts, and developments. In practice, the content's relevance to students' professional development is limited, failing to effectively enhance students' job capabilities in alignment with the specific characteristics and professional requirements of their institutions. [4] To foster greater student engagement and adhere more deeply to the requirements of ideological and political education, instructors should consciously link the teaching content to students' future job requirements, update the content regularly, and consider compiling institution-specific military English textbooks tailored to the needs of professional learning.

3.3 Integration of Chinese Military Knowledge to Cultivate Patriotism

Due to the unique linguistic characteristics of military English, textbooks commonly utilize original English texts to ensure authenticity and credibility, predominantly focusing on foreign military systems, equipment development, and the latest research. [5] However, there is a noticeable lack of coverage on Chinese military knowledge. Without supplementing Chinese

military-related knowledge, learners may become more familiar with foreign military structures and developments, while lacking adequate understanding of Chinese military knowledge. Therefore, in the design of ideological and political education within the curriculum, it is recommended to integrate Chinese military knowledge when explaining relevant topics. This approach not only enhances learners' understanding of Chinese military-related knowledge but also allows for comparisons between Chinese and foreign military strengths and cultures, fostering cultural confidence and nurturing patriotism. [6] For instance, when explaining technological equipment in English, where foreign materials typically introduce European and American equipment, instructors can supplement equivalent Chinese military developments and research. By incorporating Chinese military knowledge, students not only gain insights into the Chinese military but also deepen their engagement with ideological and political education within the curriculum.

3.4 Strengthening Systematic Resource Development

As military English courses gain increasing prominence, a growing array of textbooks are becoming available, offering a wider selection. However, there remains a scarcity of accompanying ideological and political education resources for these courses. In contrast, university English courses not only publish ideological and political education textbooks but also have multiple publishers developing ideological and political education resource repositories, encompassing a range of materials from texts to videos and from traditional courseware to new media online platforms. Conversely, the development of online resources for military English courses is notably sparse. While news and videos can be utilized, there is a lack of systematic and targeted design. It is recommended that institutions establish ideological and political education resource repositories for military English courses. This approach not only enriches the content of the ideological and political education system within the curriculum by pooling collective wisdom but also provides instructors with convenient access to these resources during the design of ideological and political education components.

3.5 Enhancing the Ideological and Political Teaching Abilities of Military School Instructors

Given that English instructors in military schools are predominantly civilian recruits from local universities with strong English proficiency but lacking in military expertise, they face challenges in effectively implementing ideological and political education within military English courses under the new liberal arts paradigm. Furthermore, some instructors exhibit weak awareness of ideological and political education and lack sufficient theoretical knowledge in this domain, making it difficult to integrate ideological and political elements effectively into English teaching. [7] Some instructors employ relatively limited teaching methods and approaches in ideological and political education, which hinder the stimulation of student interest and engagement. Therefore, military school instructors should actively engage in research and training, explore interdisciplinary and inter-institutional collaborations, and innovate teaching models that mutually enhance ideological and political education and professional instruction. By enhancing the ideological and political literacy of military school instructors, a synergistic relationship between ideological and political education and professional teaching can be fostered, leading to tangible progress in the ideological and political development of military school English courses.

3.6 Improving the Course Evaluation System

Traditional course evaluation systems often focus on assessing students' knowledge mastery while neglecting the evaluation of students' overall qualities, lacking an evaluation system that aligns with the new liberal arts requirements for ideological and political education in university English courses. [8] Moreover, current university English courses generally lack sufficient quantitative assessment of ideological and political education. To deepen the construction of the ideological and political education system within military English courses, it is imperative to establish a multidimensional and comprehensive course evaluation system, formulate more specific and quantifiable assessment indicators, and comprehensively reflect students' growth in ideological and political education. Emphasis

should also be placed on feedback and improvement in the evaluation process, with timely adjustments and optimizations to course design and teaching content. Strengthening feedback and guidance on students' ideological and political evaluation results, improving teaching strategies, and advancing the integration of ideological and political education into English teaching are crucial for the profound development of ideological and political education within military English courses.

4. Conclusion

In conclusion, the ideological and political education development within military English courses has transitioned from “advocating ideas” to “deepening the system”, marking a new phase. Its effectiveness not only impacts the enhancement of foreign language teaching quality but also directly influences the shaping of values and the cultivation of combat effectiveness in new military personnel. Through the aforementioned measures, clear direction and robust support can be provided for the ideological and political education development within military English courses, driving its continuous deepening and effectively leveraging the significant role of military English courses in fostering moral character and cultivating high-quality new military personnel. This will better serve military operations and national defense construction.

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