

Research on the Construction of a "Four-Dimensional Reconstruction" Teaching Model for Cultivating Character and Talents in College English in the Context of Curriculum Ideology and Politics

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Abstract: This study addresses persistent challenges in College English education—including rigid content structure, limited practical application, and insufficient evaluation mechanisms—by proposing a "Four-Dimensional Reconstruction" teaching model. Grounded in a student-centered and output-oriented approach, the model emphasizes high-order, innovative, and challenging qualities ("two natures and one degree"). Practical implementation has demonstrated its effectiveness in enhancing students' comprehensive language competence and higher-order thinking skills, while also strengthening ideological and political education, thereby improving overall outcomes in fostering virtue through education.

Keywords: Curriculum Ideology and Politics; College English; Four-Dimensional Reconstruction

As a crucial front for implementing "Curriculum Ideology and Politics," College English is pivotal in fulfilling the fundamental task of fostering virtue through education. To remedy an overemphasis on language skills and insufficient moral education, the course has reformed its teaching philosophy. It has transitioned from a teacher-centered, offline approach to a student-centered, output-oriented, and blended online-offline model. The objectives have thus evolved from merely improving language skills to holistically developing students' autonomous learning, cross-cultural communication, critical thinking, innovation, national identity, and a global perspective.

1. Real Problems in College English Teaching

1.1 Rigid and Overcomplicated Content

Structure with Unclear Educational Characteristics

Language bears culture, and content forms the foundation. Traditional College English teaching often relies on universalized and outdated materials, with educational elements that are fragmented and lack distinctiveness, failing to meet the demands of holistic education. This course integrates value shaping, knowledge transmission, and capacity building. How can we break away from the conventional content framework, adopt an output-oriented approach, and refine language instruction to cultivate higher-order competencies?

1.2 Instructional Design Overemphasizes Knowledge Transfer, Lacking Practical and Educational Effectiveness

How can College English—a multifunctional course integrating language acquisition, cultural literacy, and moral education—transform from knowledge input to effective output? By centering on students and focusing on competence development, we must strengthen practical application, enhance educational impact, and foster innovation through thoughtfully designed instructional approaches.

1.3 Teaching Evaluation Overemphasizes Language Knowledge Assessment, Lacking a Multidimensional Mechanism for Evaluating Educational Effectiveness

How can College English move beyond standardized testing to establish a comprehensive evaluation system? By addressing the limitations of traditional assessment, we should diversify evaluation methods and create a holistic mechanism that tracks language proficiency, innovative thinking, and ideological development throughout the learning process, thereby enhancing academic challenge.

1.4 Uneven Teacher Competence in Ideological and Political Teaching and Weak Proactive Awareness

Teachers are the core of advancing teaching reform. The success of ideological and political education in College English largely depends on teachers' competency in this area. Only when teachers identify with the teaching philosophy and possess the necessary capabilities can teaching efforts truly yield results. In the context of Curriculum Ideology and Politics, how can we cultivate College English teachers' proactive awareness, enhance their teaching competence and effectiveness, transform good practices into excellence, and achieve the unity of subject mastery and moral guidance?

2. The "Four-Dimensional Reconstruction" Educational Model for Cultivating Talent in College English

To address practical teaching issues, the course has shifted to a student-centered approach, transforming the classroom from "teacher-led" to "teacher-guided and student-participated." Guided by an output-oriented philosophy, we focus on the core standards of "Two Natures and One Degree" to build a new "Four-Dimensional Reconstruction" educational model. This model entails:

- **Reconstructing Content:** Using output-oriented design to build a comprehensive educational system and enhance higher-order qualities.
- **Reorganizing Design:** Adhering to a student-centered approach, empowered by knowledge graphs, to construct an integrated ability cultivation framework and improve innovation.
- **Rebuilding Evaluation:** Continuously improving course evaluation to create a whole-process educational system and increase the challenge.
- **Reshaping Faculty:** Developing master teachers proficient in the "Five Arts" to achieve the unity of subject mastery and moral guidance.

2.1 Reconstructing Teaching Content, Building a Comprehensive Educational Philosophy

Guided by the principles of thematic organization and sequential instruction, the College English curriculum has undergone systematic content reconstruction to address issues of excessive volume and unclear focus.

Through a problem-oriented approach, the course integrates "Understanding Contemporary China" while implementing the following four key dimensions of content optimization:

2.1.1 Problem-Oriented Integration of "Understanding Contemporary China"

In Unit 1 "Fresh Start," thematic alignment is achieved through interconnected questions such as "Why go to university?" and "What responsibilities do college students shoulder in the new era?" This methodology not only stimulates learning interest but also promotes comprehensive development of higher-order English skills in listening, speaking, reading, writing, and translation.

2.1.2 Selective Teaching to Reduce Repetitive Input

For Unit 3 "Digital Campus," instruction prioritizes content closely related to students' lives and contemporary issues while minimizing redundant language activities. The unit is organized around the "Cause-effect" writing technique, with Text B effectively integrated into thematic discussions to clarify teaching objectives.

2.1.3 Expanded Course Breadth with Cutting-Edge Knowledge

In Unit 4 "Heroes of Our Time," content enhancement is achieved by incorporating exemplary figures such as Huang Wenxiu, recognized as a "Most Beautiful Striver." Through the integration of MOOC resources, videos, and other multimedia materials, the unit introduces cutting-edge knowledge while addressing key teaching points.

2.1.4 Emphasis on Language Output for Effective Production

Unit 6 "Pursue Your Dream" utilizes TED talks and other resources to deepen understanding of the "Chinese Dream." Students engage in various output formats including speeches, discussions, and dubbing activities, effectively connecting personal aspirations with national development goals to enhance classroom effectiveness.

2.2 Reorganizing Instructional Design, Constructing an Ability Cultivation Framework

The College English course has established a comprehensive ability development system that enhances students' language proficiency, practical skills, and ideological-political literacy. Through selected content and knowledge graph

technology, the course integrates value cultivation with knowledge and skill development.

The knowledge graph-based blended teaching creates an effective learning environment. Students complete preparatory tasks before class, engage in interactive activities during class, and consolidate learning through assignments after class. This three-phase approach ensures systematic knowledge building and deeper understanding.

The evaluation system combines dynamic feedback from knowledge graphs with process assessment and reflective reporting. This comprehensive monitoring strengthens knowledge acquisition, promotes teaching objective achievement, and enhances students' higher-order cognitive abilities.

2.3 Rebuilding Teaching Evaluation, Creating a Whole-Process Educational System

The GPI (Generate-Prepare-Implement) model for College English ideological and political education evaluation was established to emphasize teachers' guiding role and students' central position in the instructional process. This framework ensures scientific and contemporary assessment standards, drawing upon the core principles of the "Ideological and Political Education Outline," relevant foreign language teaching guidelines, and the theoretical foundations of teaching evaluation.

2.4 Reshaping Teacher Competence, Forging Master Teachers Proficient in the "Five Arts"

Cultivating College English teachers' competence in ideological and political education is essential for advancing Curriculum Ideology and Politics. Guided by systematic planning and focused on fostering virtue, the College English course has developed the TOPIC teacher competence model based on the "Five Arts" framework:

- Teaching Literacy
- Operational Literacy
- Presentation Literacy
- Innovation Literacy
- Cultural Literacy

Among these, Teaching Literacy serves as the foundation for implementing ideological and political education, while the other four literacies collectively support the fundamental task of fostering virtue. These five dimensions form an

interconnected cycle, enabling teachers to integrate educational objectives throughout the teaching process, enhance instructional effectiveness, and achieve the unity of subject mastery and moral guidance.

3. Innovations of the "Four-Dimensional Reconstruction" Mode

3.1 Constructing a Closed-Loop Educational System of "Theory—Design—System"

By reconstructing teaching content, reorganizing instructional design, rebuilding teaching evaluation, and reshaping teacher competence, a closed-loop, comprehensive, and whole-process educational system has been constructed, progressing from teaching theory guidance -> instructional design implementation -> educational system formation -> teacher quality enhancement.

3.2 Creating an Effective Classroom for Cultivating Character and Talents

Addressing the issues of incomplete talent cultivation and insufficient moral education in the course, innovative methods such as knowledge graph-empowered instructional design and multiple integrated innovations have enhanced teaching effectiveness, improved the quality of talent cultivation, and resolved the lack of high-order quality, innovation, and challenge in the course.

3.3 Reflecting the Entire Process of Teacher and Student Ability Development

As the two main actors in teaching activities, the improvement of teacher competence and the cultivation of student abilities are the ultimate goals of teaching reform. The TOPIC teacher quality cultivation model and the GPI teaching evaluation system reflect and demonstrate the entire process of development for both.

4. Effectiveness of the "Four-Dimensional Reconstruction" Model

The teaching team's dedication to pedagogical reform has generated remarkable outcomes through the "Four-Dimensional Reconstruction" model. Continuous innovation in teaching methodologies has elevated instructional quality and accelerated professional development, with these advancements clearly reflected in students' comprehensive development.

Classroom engagement and learning motivation

have significantly improved, with students demonstrating enhanced participation, teamwork, and autonomous learning capabilities. Their academic performance shows substantial progress in standardized tests and professional certifications, while active involvement in various competitions has yielded outstanding achievements. More importantly, students have developed considerably stronger critical thinking skills and the ability to effectively transform acquired knowledge into practical applications.

Simultaneously, students' sense of national identity and social responsibility has been notably strengthened. Their growing participation in social practices—including youth volunteer services, teaching assistance, and rural revitalization activities—has earned widespread acclaim, demonstrating the substantial effectiveness of ideological and political education within the curriculum.

5. Conclusion

The "Four-Dimensional Reconstruction" model in College English has demonstrated significant innovation through its student-centered and output-oriented approach. By focusing on the core standards of "two natures and one degree," the model achieves breakthrough progress in four key dimensions:

- Reconstructing teaching content to enhance higher-order qualities
- Innovating instructional design through knowledge graph technology
- Rebuilding evaluation systems to increase academic challenge
- Developing teacher competence to integrate subject mastery with moral guidance

Moving forward, continuous innovation remains essential in integrating modern educational technologies and multidimensional teaching models. Within the framework of Curriculum Ideology and Politics, we need to further

enhance teaching quality, cultivate talents with global perspective and cultural compassion, and develop more effective approaches for telling China's stories and communicating China's voice internationally.

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