

# Practical Approaches to Implementing Ideological and Political Elements in Foreign Language Classroom Teaching

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**Abstract:** In promoting "Ideological and Political Education in Curriculum" (IPEC) in higher education, foreign language teaching, an important cross-cultural and talent-cultivation carrier, should integrate ideological and political elements. This paper explores practical integration approaches for the unity of language teaching, cross-cultural training and ideological and political education. Based on relevant theories, it uses research methods like literature review and case analysis. First, it defines the connotation and key elements of ideological and political education in foreign language teaching, and analyzes the situation, problems and causes at home and abroad. Then, it constructs a practical integration framework from teaching objectives, content, methods, evaluation and teacher training. Finally, it conducts empirical research on different foreign language majors and course types to verify the effectiveness and feasibility of the approaches. The research indicates that integrating ideological and political elements in foreign-language classrooms should follow the principles of pertinence, integration, authenticity and interactivity. The key is to dig out relevant elements in teaching materials and cross-cultural scenarios and design activities for imperceptible ideological and political education. Strengthen teacher training, improve their literacy and ability, and establish a scientific evaluation system to ensure integration. This paper enriches IPEC research. Research in foreign-language teaching provides practice reference and is significant for improving talent cultivation.

**Key words:** Foreign language classroom teaching; Ideological and political elements; Integration approach; Curriculum ideological and political education; Talent cultivation

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## 1 Introduction

### 1.1 Research Background

In the new era, globalization demands compound foreign-language talents. The Ministry of Education has successively required ideological and political education (IPEC) integration. Foreign language teaching, a key part of higher education, should cultivate language abilities and guide values, but long-term "skill emphasis over IPEC" leads to disconnection. Students face foreign ideological influences, and existing integration has results but problems like vague understanding and single methods. Exploring practical approaches is significant.

### 1.2 Research Significance

#### 1.2.1 Theoretical Significance

First, it enriches the IPEC theoretical system by focusing on foreign language courses, defining elements and constructing a framework. Second, it expands foreign language teaching theories by combining IPEC, promoting innovation. Third, it provides reference for cross-cultural education research by exploring cultural difference cognition and cultural confidence cultivation.

#### 1.2.2 Practical Significance

First, it guides foreign language teachers in IPEC practice by offering schemes and cases from multiple dimensions. Second, it improves talent cultivation quality by enhancing students' abilities, guiding values and boosting national identity. Third, it helps spread Chinese culture and enhance its international influence through cross-cultural communication guidance.

### 1.3 Research Status at Home and Abroad

#### 1.3.1 Research Status Abroad

Foreign countries integrate values education with foreign language teaching without a clear "IPEC" concept. The US emphasizes character education and critical thinking; Europe values cultural understanding and global citizenship; Japan and South Korea focus on patriotism. Their research is mature but differs in connotation due to national differences, so experience should be learned without blind copying.

#### 1.3.2 Research Status at Home

Domestic IPEC research in foreign language teaching has developed rapidly, focusing on theory, current situation and practical approaches, with some pilot results. However, it lacks systematic theoretical exploration, comprehensive empirical research, and sufficient evaluation mechanism research. This study aims to make up for these deficiencies.

## 2 Theoretical Basis of Integrating Ideological and Political Elements in Foreign Language Teaching

The integration in foreign language classroom teaching is an organic one based on theoretical guidance, not a simple superposition. This

chapter analyzes relevant constructivism, communicative language teaching, ideological and political education, and cross - cultural education theories to explore theoretical support for the integration of ideological and political and cross - cultural education, laying a foundation for subsequent practical research.

1. Constructivism Theory: An important 1980s learning theory influencing education reform, it emphasizes active construction of language knowledge and communicative ability in foreign language teaching. It guides the integration of ideological and political elements by integrating in a specific context, respecting students' subject status, and emphasizing interaction. For example, teachers can select relevant materials and create a discussion context in foreign language reading courses.

2. Communicative Language Teaching Theory: Formed in the 1970s to cultivate students' communicative ability, it requires designing many communicative activities in foreign - language teaching. It guides the integration of ideological and political elements by combining with real communicative scenarios, emphasizing the authenticity of language materials, and focusing on the practicality of language output. For example, teachers can select relevant speeches and conduct role - playing activities in foreign language listening and speaking courses.

3. Ideological and Political Education Theory: Studying the laws of ideological and political education with the core of adhering to the people - oriented concept, it provides guiding principles and methods for integrating ideological and political elements in foreign language teaching, such as the people - oriented, infiltration, and practice principles, and also emphasizes educational environment construction and teachers' role.

4. Cross - Cultural Education Theory: Studying educational activity laws in cross - cultural contexts to cultivate students' cross - cultural competence, it guides the integration of ideological and political elements by correctly viewing cultural differences, enhancing cultural confidence, and improving cross - cultural communication ability with Chinese characteristics. For example, teachers can compare cultures and introduce China's excellent traditional culture in foreign language cultural courses.

In summary, these four theories support the integration of ideological and political elements in foreign language teaching. In practice, we should comprehensively apply these theories, consider relevant characteristics and requirements, and explore practical approaches according to foreign language teaching laws and student growth.

### **3 Connotation and Core Elements of Ideological and Political Education in Foreign Language Teaching**

To effectively integrate ideological and political elements into foreign language classroom teaching, it's necessary to clarify the connotation, grasp core elements, which is the premise and foundation. This chapter will define the connotation, comb core elements, and put forward guiding ideology and basic principles for subsequent exploration.

#### **3.1 Connotation of Ideological and Political Education in Foreign Language Teaching**

Ideological and political education in foreign language teaching is an organic integration using language teaching as a carrier to cultivate students' correct outlooks, enhance relevant abilities. Its core connotations involve the unity of several aspects like instrumental and value - oriented.

#### **3.2 Core Elements of Ideological and Political Education in Foreign Language Teaching**

The core elements include five aspects: patriotic education for national love; cultural confidence education for inheriting cultures; moral education for virtues; rule of law education for legal awareness; global citizenship education for understanding global issues.

##### **3.3 Guiding Ideology and Basic Principles of Integration**

The guiding ideology is based on important thoughts, adhering to the fundamental task to cultivate compound foreign language talents. The basic principles are pertinence for different characteristics, integration with language teaching, authenticity with real materials, interactivity highlighting students' role, and sustainability through long - term plans, teacher training and evaluation mechanisms.

### **4 Current Situation and Problems of Integrating Ideological and Political Elements in Foreign Language Classroom Teaching**

#### **4.1 Research Design of Current Situation Investigation**

##### **4.1.1 Investigation Objects**

A multi-stage stratified random sampling method was adopted, selecting 20 universities from 8 provinces/municipalities covering eastern, central and western regions, including 5 comprehensive universities, 5 normal universities, 5 foreign language-specialized universities and 5 application-oriented universities. For respondents, 500 foreign language teachers (covering different academic ranks and teaching experience) and 2000 foreign language majors (covering all grades) were selected, ensuring the representativeness and scientificity of the samples.

##### **4.1.2 Investigation Tools**

Three tools were used: questionnaires (486 valid teacher questionnaires with 97.2% recovery rate, 1923 valid student questionnaires with 96.15% recovery rate), semi-structured interviews (30 teachers, 10 ideological and political experts, 50 students) and classroom observation (60 courses in 10 universities). Questionnaires investigated understanding, current situation, difficulties and suggestions; interviews focused on practical practices, problems and improvement suggestions; classroom observation recorded integration frequency, form and effect to verify and supplement questionnaire and interview results.

##### **4.1.3 Data Collection and Analysis Methods**

Questionnaire data were analyzed by SPSS 26.0 with descriptive statistics, difference analysis and correlation analysis. Interview and observation data were analyzed by grounded theory through open coding, axial coding and selective coding. The combination of quantitative and qualitative analysis ensured the scientificity of the results.

## 4.2 Current Situation of Integration

1. Improved Teacher Attention: 82.3% of teachers recognized the necessity of integration, and 76.5% had tried it in teaching, actively learning relevant theories and methods. 2. Initial Formation of Practice Experience: Teachers mainly infiltrated cultural confidence, patriotic and moral education elements through material excavation, thematic discussion and role-playing; some universities carried out pilot projects and formed characteristic cases. 3. Positive Student Feedback: 68.7% of students believed integration was helpful for growth, and 65.3% were willing to participate, with enhanced cultural confidence and sense of responsibility. 4. Initial Construction of Support System: Universities carried out teacher training, strengthened teaching resource construction and incorporated integration effect into teaching evaluation.

## 4.3 Existing Problems

1. Vague Connotation Understanding and One-sided Goals: 35.2% of teachers had vague understanding, equating integration with ideological and political theory teaching; 42.6% focused only on patriotic education, ignoring other elements. 2. Insufficient Material Resource Excavation and Single Content: 56.3% of teachers had difficulty in excavating implicit ideological and political connotations; integration content was single, lacking connection with social hot issues. 3. Simple Methods and Insufficient Interaction: 63.4% of teachers adopted indoctrination; students were passive, with low participation (58.9%). 4. Imperfect Evaluation System: 72.5% of teachers believed the evaluation system paid insufficient attention to integration effect, with unclear standards. 5. Insufficient Teacher Training: 68.9% of teachers thought training could not meet needs; 59.3% needed to improve integration ability. 6. Inadequate Support System: 65.7% of teachers thought teaching resources were insufficient; 62.3% believed imperfect incentive mechanisms affected enthusiasm.

## 4.4 Causes of the Problems

1. Influence of Traditional Teaching Concepts: Emphasizing language ability cultivation while ignoring educational functions; teachers and management departments paid insufficient attention. 2. Lack of Systematic Theoretical Guidance: Theoretical research was in the initial stage, without mature systems to guide practice. 3. Insufficient Training Investment: Lack of funds, time and scientific training content/form. 4. Imperfect Teaching Management System: Unreasonable evaluation system, inadequate resource construction and unsmooth inter-departmental cooperation. 5. Differences in Teachers' Individual Qualities: Gaps in ideological and political literacy, teaching ability and research ability led to uneven integration effects.

# 5 Construction of Practical Framework for Integration

## 5.1 Construction Basis and Ideas

Construction basis included: theoretical basis (constructivism, communicative language teaching, etc.), current situation investigation results, domestic and foreign practice experience, and national talent cultivation policy requirements. Construction ideas adhered to "student-centered, teacher-led, goal-oriented and system-guaranteed", taking the organic integration of language teaching, cross-cultural training and ideological and political education as the core goal, constructing a framework from five interrelated dimensions: teaching objectives, teaching content, teaching methods, teaching evaluation and teacher training.

## 5.2 Design of Teaching Objectives

Following the "three-dimensional integration" principle, integrating ideological and political objectives into knowledge and skill, process and method, emotion, attitude and value objectives. 1. Knowledge and Skill Objectives: Master language knowledge and skills with ideological and political connotations, such as expressing "poverty alleviation" and translating Chinese cultural classics. 2. Process and Method Objectives: Guide students to form correct thinking methods through cross-cultural theme discussions and case analysis. 3. Emotion, Attitude and Value Objectives: Enhance national identity, cultural confidence, respect cultural diversity and cultivate social responsibility. Objectives should be hierarchical and targeted according to students' grades and majors.

## 5.3 Development of Teaching Content

Adhering to "digging deeply into the existing, supplementing the lacking, and integrating the new". 1. Excavation of Existing Materials: Dig out ideological and political elements from theme content, language expression and cultural background of textbooks. 2. Supplementary Resources: Add red cultural resources, traditional cultural resources, national policy resources and global issue resources. 3. Integration of Hot Issues: Combine social hot issues such as digital economy and global anti-epidemic to improve learning interest.

## 5.4 Innovation of Teaching Methods

1. Situational Simulation: Create international cultural exchange and foreign-related negotiation scenarios to improve language ability and cultural confidence. 2. Project-Based Learning: Design projects such as "spreading Chinese culture overseas" to enhance practical ability and cultural understanding. 3. Online-Offline Mixed Teaching: Build online platforms for resource sharing and offline interactive activities for in-depth learning. 4. Case Teaching: Select cases with ideological and political connotations to cultivate professional ethics and global awareness.

## 5.5 Improvement of Teaching Evaluation System

Establishing a multi-dimensional, process-oriented and multi-subject evaluation system. 1. Multi-Dimensional Indicators: Cover knowledge and skills (mastery of ideological and political theme language), process and methods (participation in thematic activities), emotion, attitude and values (recognition of Chinese culture). 2. Process-Oriented Methods: Adopt classroom observation, learning portfolio and stage test evaluation. 3. Multi-Subject Evaluation: Involve teachers, students and peers in evaluation to ensure comprehensiveness and objectivity.

## 5.6 Strengthening of Teacher Training

1. Training Content: Cover theoretical knowledge (connotation of curriculum ideological and political education), practical skills (material resource excavation, activity design) and case sharing. 2. Training Forms: Combine offline centralized training, online courses, practical training (demonstration class observation) and subject research. 3. Long-Term Mechanism: Formulate long-term plans, establish incentive and feedback mechanisms, and strengthen cooperation between foreign language and ideological and political departments.

## 6 Practical Exploration in Different Types of Courses

### 6.1 Comprehensive Language Courses

Taking comprehensive English courses as an example, integration objectives include mastering ideological and political theme language skills, improving cross-cultural thinking and enhancing cultural confidence. Content development involves excavating textbook resources and supplementing classic works. Methods adopt thematic discussion and role-playing. Evaluation uses multi-dimensional and multi-subject methods.

### 6.2 Listening and Speaking Courses

Taking Japanese listening and speaking courses as an example, objectives focus on understanding and expressing ideological and political themes in Japanese. Select relevant listening materials and design speaking themes such as introducing Chinese traditional culture. Methods include listening discussion and speech contests. Evaluate through listening tests and oral expression performance.

### 6.3 Reading and Writing Courses

Taking French reading and writing courses as an example, objectives involve reading ideological and political theme materials and writing relevant articles. Select French materials about Chinese culture and design writing tasks. Adopt reading analysis and essay exchange methods. Evaluate through reading tests and writing works.

### 6.4 Professional Courses

Taking international trade English courses as an example, objectives include mastering professional vocabulary with ideological and political connotations and cultivating professional ethics. Excavate professional material elements and supplement international trade rule resources. Use case analysis and negotiation simulation methods. Evaluate through professional tests and project performance.

### 6.5 Empirical Research on Integration Effect

Select 4 foreign language classes as experimental (adopting the constructed integration approaches) and control groups (traditional teaching), with a one-semester research period. Research tools include questionnaires, tests and interviews. Results show that experimental group students have higher scores in cultural confidence and national identity, better learning interest, and higher language test scores, especially in ideological and political theme questions. Conclusion: The constructed practical approaches are feasible and effective, promoting both language ability and ideological and political awareness.

## 7 Conclusion and Prospect

### 7.1 Main Research Conclusions

First, the connotation of ideological and political education in foreign language teaching is organic integration with language teaching, with core elements including patriotic education, cultural confidence education, etc. Second, the current integration situation is positive, with improved teacher attention, initial practice experience, positive student feedback and initial support system. Third, existing problems include vague understanding, insufficient resource excavation, simple methods, imperfect evaluation system, insufficient training and inadequate support system, caused by traditional concepts, lack of theoretical guidance, insufficient investment, imperfect management system and teacher quality differences. Fourth, the constructed five-dimensional practical framework and course-specific approaches are feasible and effective, promoting students' language ability and ideological and political awareness.

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