

Application of Production-Oriented Method in Ideological and Political Education of College English Courses

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ABSTRACT

Curriculum ideology and "production-oriented approach" are both teaching concepts with Chinese characteristics, and they have a good foundation for integration. This article explores the use of production-oriented approach in ideological and political education in college English courses, and analyzes its feasibility and practical path from three aspects: teaching philosophy, teaching process, and teaching connotation. Research has shown that the production-oriented approach can effectively enhance students' language proficiency, learning ability, and critical thinking ability through the three stages of "driving facilitating evaluating", while incorporating ideological and political elements to achieve the goal of holistic education.

Keywords: *Production-oriented approach, College English, Course ideology and politics, Teaching application.*

1. INTRODUCTION

With the acceleration of globalization, English, as the main language of international communication, occupies a pivotal position in university education. However, for a long time, the teaching effectiveness of college English courses has been repeatedly criticized, especially in local universities, where students' English application ability has not been significantly improved, and the phenomenon of mute English is still common. The traditional teaching mode of college English has many problems, such as "emphasizing theory over practice", "emphasizing majors over moral education", "emphasizing cultural input over cultural output", "emphasizing results over process", etc. These issues seriously constrain the quality of English teaching and the comprehensive development of students.

In response to the above issues, Professor Wen Qiufang proposed the Production Oriented Approach (POA), which aims to enhance students' language production ability through the three stages of "driving facilitating evaluating". In recent years, with the introduction of the concept of ideological and political education in college English courses,

how to integrate ideological and political elements and cultivate students' socialist core values has become a new research topic. This article aims to explore the use of production-oriented approach in ideological and political education in college English courses, in order to provide reference for the reform of college English teaching.

2. OVERVIEW OF PRODUCTION-ORIENTED APPROACH

Production-oriented approach is a foreign language teaching method with Chinese characteristics proposed by Professor Wen Qiufang. This method emphasizes students' language production ability, focuses on "applying what they have learned", and achieves effective transformation and application of language knowledge through the three stages of "driving facilitating evaluating".

2.1 *The Phase to Start the Ideological and Political Teaching*

The phase is when teachers create real or simulated communication scenarios to stimulate students' learning desire and interest, clarify

learning tasks and goals. At this stage, teachers need to design challenging and practical learning tasks that enable students to recognize their language deficiencies and generate learning motivation.

2.2 The Phase to Facilitate the Ideological and Political Teaching

The facilitation stage is the preparation stage for students to complete language production under the guidance of teachers, through the selection of input materials, the learning of language forms, and the construction of discourse structures. At this stage, teachers need to provide rich input materials to guide students in effective language learning and practice, while paying attention to individual differences and learning needs of students.

2.3 The Phase to Evaluate the Ideological and Political Teaching

The evaluation stage is when teachers conduct timely and comprehensive evaluations of students' learning outcomes, including the quality of language production, participation in the learning process, and so on. At this stage, teachers need to adopt diversified evaluation methods, such as Teacher Student Collaborative Assessment (TSCA), peer evaluation, etc., to promote students' reflection and progress.

3. FEASIBILITY OF PRODUCTION-ORIENTED APPROACH IN IDEOLOGICAL AND POLITICAL EDUCATION OF COLLEGE ENGLISH COURSES

The combination of production-oriented approach and ideological and political education in college English courses has significant feasibility, mainly reflected in the following three aspects:

3.1 The Compatibility of Teaching Philosophy

The production-oriented approach emphasizes students' language production ability and practical application ability, which is highly consistent with the concept of "learning for application" emphasized in ideological and political courses. Through the implementation of production-oriented approach, students can be guided to engage in meaningful language production in the process of language learning, combining social reality and

ideological and political elements, thereby achieving a dual improvement of language ability and ideological and political literacy.

3.2 The Reference Value of Teaching Process

The three stages of "driving facilitating evaluating" in the production-oriented approach provide a reference teaching process for ideological and political education in college English courses. Teachers can design learning tasks with ideological and political elements based on the teaching content and student characteristics, stimulate students' learning interest and motivation through the driving stage, promote language learning and practice in the stage, and reflect and progress in the evaluation stage, forming a complete teaching chain.

3.3 The Complementarity of Teaching Connotations

The production-oriented approach emphasizes the transformation and application of language knowledge, while the curriculum of ideological and political education emphasizes the integration and cultivation of socialist core values. The two complement each other in terms of teaching content. Through the implementation of production-oriented approach, ideological and political elements can be integrated into various aspects of language learning, enabling students to receive ideological and political education unconsciously in the process of language production, and achieving synchronous improvement of language ability and ideological and political literacy.

In summary, the output-oriented approach provides new theoretical support and practical paths for ideological and political education in college English courses. Through reasonable teaching design and implementation, this method can enhance students' language production ability, strengthen the integration of ideological and political education, and cultivate high-quality talents with international vision and patriotism. In the future, with the continuous deepening of research and the widespread application of practice, the role of production-oriented approach in ideological and political education in college English courses will become more prominent.

4. THE PRACTICAL PATH OF PRODUCTION-ORIENTED APPROACH IN IDEOLOGICAL AND POLITICAL TEACHING OF COLLEGE ENGLISH COURSES

4.1 Pre-class Preparation

4.1.1 Determining Teaching Objectives

In the pre-class preparation stage, teachers need to clarify teaching objectives, including language proficiency and ideological and political literacy. The language proficiency goal mainly focuses on improving students' basic skills such as listening, speaking, reading, writing, and translation, while the ideological and political literacy goal emphasizes the integration and cultivation of socialist core values.

4.1.2 Designing Learning Tasks

According to the teaching objectives, teachers need to design learning tasks with ideological and political elements. These tasks can revolve around social hotspots, cultural heritage, international perspectives, and other themes, while trying to be as close as possible to the teaching materials of the unit. The aim is to guide students to introduce relevant ideological and political topics in the process of language production, combining explicit language teaching with implicit ideological and political teaching, and avoiding deliberate teaching. Guide students to think about social issues in a more natural way, cultivate patriotism and international perspective, and gradually form a positive outlook on life and values.

4.1.3 Selecting Input Materials

In the facilitation stage, teachers need to provide students with rich input materials, including texts, videos, audio, pictures, etc. We can take full advantages of the materials on the platform of *learning power*, the bilingual news of *China Daily*, and the Chinese and English versions of *Xi Jinping's Ideas on Governance*. These materials should be close to students' actual life, have a sense of the times and ideological and political elements, and can effectively stimulate students' interest in learning and thinking. At the same time, teachers also need to process and manipulate input materials appropriately to make them more in line with students' learning needs and cognitive levels.

4.2 Classroom Teaching

4.2.1 The Phase to Start the Ideological and Political Teaching

In this phase of classroom teaching, based on the theme of college English unit teaching, teachers can select relevant ideological and political topics, and stimulate students' learning interest and motivation by showcasing real or simulated communication scenarios. For example, teachers can use multimedia technology to play a video or audio related to ideological and political themes, guiding students to think and discuss relevant issues. Alternatively, teachers can set up relevant oral tasks and require students to engage in role-playing or group discussions. Through these methods, in the process of output, students can not only practice their English expression ability, but also exercise their critical thinking ability, and recognize their language deficiencies, thereby generating learning motivation.

4.2.2 The Phase to Facilitate the Ideological and Political Teaching

In the facilitation stage, teachers need to guide students to conduct in-depth learning and analysis of input materials, and master relevant language knowledge and discourse structures. At the same time, teachers also need to combine ideological and political elements to guide students to think and discuss relevant issues, cultivate students' critical thinking ability and critical thinking. For example, the article of the second unit of *New Version College Advanced English Comprehensive Course 2--- True Hight* tells the growth process of a disabled high jumper Michael, who constantly breaks through himself and pursues higher goals in adversity. This spirit of fearlessness and courage to challenge oneself is equally significant in real life. When explaining this article, we can analyze the complex writing techniques and the main storyline of the protagonist's growth, while also using this to stimulate students' thinking. This spirit of daring to challenge oneself, breaking through oneself, and fearlessly facing difficulties also plays an important role in China's struggle process. There are many typical cases in China's struggle, and the entire history of the Chinese War of Resistance Against Japan is the best embodiment of the spirit of fearlessness, including the battles and heroic individuals that emerged during the Korean War, which were particularly suitable for ideological and political education materials. Teachers are

supposed to first analyze and extract the materials of representative audio, video, text, and image, and review and learn about these historical and heroic figures with students. Through these methods, they help students fully stimulate their thinking in the process of language learning. The revolutionary predecessors come together and write a growth history of the Chinese nation who has the courage to challenge difficulties and break through themselves step by step. By igniting the seeds in students' hearts and fully deepening their understanding and recognition of the ideological and political theme of this unit, they can not only recognize the importance of constantly challenging themselves and achieving personal growth, but also enhance their recognition and affirmation of the fearless spirit of the nation.

4.2.3 The Phase to Evaluate the Ideological and Political Teaching

In the evaluation process, teachers need to adopt diversified evaluation methods to timely and comprehensively evaluate students' learning outcomes. These evaluation methods can include teacher-student cooperative evaluation, peer evaluation, self-evaluation, etc. In the evaluation process, teachers need to pay attention to the quality of students' language output, participation in the learning process, and the improvement of their ideological and political literacy. Through feedback and discussion of evaluation results, guide students to reflect on their learning process and outcomes, clarify their progress and shortcomings, and adjust their learning strategies and methods accordingly.

4.3 Post-class Expansion

4.3.1 Assigning Homework After Class

In the post-class expansion stage, teachers can assign some homework related to ideological and political themes, such as writing, translation, oral expression, etc. These assignments should have a certain level of challenge and practicality, and be able to stimulate students' interest and creativity in learning. At the same time, teachers also need to timely correct and provide feedback on homework, helping students correct errors and improve their language proficiency.

4.3.2 Carrying out Extracurricular Activities

In addition to homework, teachers can also organize students to engage in extracurricular activities related to ideological and political themes, such as English speech competitions, English debate competitions, English storytelling competitions, English corners, etc. For example, an English corner can have a fixed time and location, set topics in advance, and incorporate ideological and political elements into the topics. By publishing relevant information to students in advance through the campus WeChat platform and campus network, students can learn and accumulate language materials in advance for the English corner theme, so as to ensure them smooth communication through pre-preparation. To ensure students' positive thinking and the formation of a positive outlook on life and values, English corners should be equipped with on duty teachers to summarize and guide today's topics before the end of the activity. In the early stage of the English corner, the number of participants should be set to attract students who are truly willing to participate. These students, due to their subjective willingness to participate, will actively prepare for the topic. In the early stage of the English corner, the quality of the activity can be guaranteed, and gradually promote the development of the activity towards high quality, becoming a "reputation" activity, which can gradually attract more students to join and enable more students to exercise and learn. These activities can provide students with more opportunities for language practice and ideological and political education resources, promoting their learning and growth through practice. Meanwhile, through these activities, teachers can also better understand students' language proficiency and ideological and political literacy, providing targeted guidance for subsequent teaching.

4.3.3 Establishing a Learning Community

During the after-school expansion stage, teachers can also establish a learning community to encourage students to learn and help each other. Through online or offline means, students can share their learning experiences, insights, and achievements, and explore and solve problems together. In this process, students can motivate and inspire each other, forming a positive learning atmosphere and team spirit. At the same time, through communication and interaction with other classmates, students can broaden their horizons and

ways of thinking, and improve their overall quality and competitiveness.

5. THE PRACTICAL EFFECT AND REFLECTION OF PRODUCTION-ORIENTED APPROACH IN IDEOLOGICAL AND POLITICAL TEACHING OF COLLEGE ENGLISH COURSES

5.1 Practical Effect

5.1.1 Improving Students' Language Proficiency

Through the implementation of production-oriented approach, students continuously practice and apply their learned knowledge in the process of language production, thereby improving their basic skills such as listening, speaking, reading, writing, and translation. At the same time, due to the emphasis on integrating ideological and political elements into the design of learning tasks by teachers, students can better understand and apply relevant vocabulary and expressions in the process of language production, which is conducive to improving the comprehensive English literacy of college students and their ability to tell Chinese stories well.

5.1.2 Cultivating Students' Ideological and Political Literacy

Through the implementation of production-oriented approach, students constantly come into contact with and reflect on ideological and political themes in the process of language learning, thereby deepening their understanding and recognition of socialist core values. At the same time, as teachers focus on evaluating the improvement of students' ideological and political literacy in the evaluation process, students can also pay more attention to their own ideological and political performance and improvement in the learning process. During this process, students gradually achieve positive growth in their thinking awareness and values.

5.1.3 Promoting the Comprehensive Development of Students

Through the implementation of production-oriented approach, students have achieved comprehensive development and improvement under the dual role of language learning and

ideological and political education. Students not only improve their language skills and ideological and political literacy, but also cultivate comprehensive qualities such as critical thinking, innovation ability, and teamwork spirit. The improvement of these abilities lays a solid foundation for students' future learning and work.

5.2 Reflection on Practice

5.2.1 The Integration of Ideological and Political Elements with Language Knowledge Needs to Be Strengthened

In the practical process, sometimes there may be a separation between ideological and political elements and language knowledge. In order to better integrate the two, teachers need to pay more attention to the correlation and complementarity between the design of learning tasks and the selection of input materials, avoiding the phenomenon of language teaching and ideological and political teaching being separated. There is a must to deliberate ideological and political teaching carries the risk of backfire. At the same time, it is necessary to strengthen the guidance and evaluation of students' ideological and political literacy in the promotion and evaluation stages, in order to promote learning through evaluation.

5.2.2 Attention Needs To Be Paid to Individual Differences and Learning Needs of Students

In the practical process, due to individual differences and different learning needs of students, sometimes some students may find it difficult to keep up with the teaching progress or lack interest in learning. In order to better meet students' learning needs and improve teaching effectiveness, teachers need to pay more attention to students' individual differences and learning characteristics, and adopt personalized teaching strategies and methods. For example, different difficulty learning tasks and evaluation criteria can be designed for students at different levels. Alternatively, group cooperative learning can be adopted, allowing students to learn and help each other within the group.

5.2.3 After-school Expansion and Extension Needs to Be Strengthened

In the practical process, after-school expansion and extension activities play an important role in

consolidating students' learning outcomes and improving their overall quality. However, due to time and energy constraints, there may be situations where after-school expansion is not sufficient or there is a lack of effective guidance. In order to better strengthen after-school expansion and extension, teachers should optimize teaching materials and designs, ensure that the selection of topics can stimulate students' interest in participation, mobilize their enthusiasm for participating in after-school expansion, and ensure the effectiveness of after-school expansion.

6. CONCLUSION

In summary, the production-oriented approach has a high degree of compatibility with ideological and political education in college English courses, and the combination of the two can open up new research directions and fields for ideological and political education in college English courses. In future practical applications, certain design principles need to be followed, such as student friendliness, effective driving, appropriate integration, explicit implicit combination, gradual and precise support, etc. In order to better ensure the comprehensive integration of ideological and political elements in language task design, support, and evaluation, and achieve the goal of ideological and political education in the curriculum.

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