Design and Implementation of Teaching Mode of College English Ideopolitical Course

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ABSTRACT

At the historic moment of China's rise as a major power, ideological and political (ideopolitical) education in higher education has emerged to meet the demands of the times. China's foreign language education has always aligned itself with the needs of the nation. As a general education course that embodies both instrumental and humanistic values, College English—bridging two languages and two cultures—has become a crucial vehicle for ideological and political education in universities. The College English Ideopolitical curriculum should emphasize the integration of language proficiency and ideological education, foster patriotic sentiment and cultural confidence, and expand global perspectives and intercultural communication skills. With the advancement of artificial intelligence, AI-enhanced English ideopolitical teaching not only improves the efficiency of language acquisition but also broadens the scope and depth of ideological education, providing technological support for cultivating well-rounded talents suited for the new era. This model represents an innovative approach to nurturing globally competent citizens who are deeply rooted in Chinese values, contributing to the nation's strategic goals in an increasingly interconnected world.

Keywords: *Ideological and political education, AI-enhanced English ideopolitical teaching, College English teaching.*

1. INTRODUCTION

From the 20th century, when China's foreign language education advocated "disseminating Western learning to the East" and "making foreign things serve China" to resist imperialist aggression, to the revolutionary war period when it focused on cultivating military translators; from the post-reform and opening-up era, when it emphasized importing advanced foreign technologies and ideas, to the 21st century, where interdisciplinary talent cultivation became a priority—China's foreign language education has always been closely tied to the fate of the nation. History has proven that China's foreign language education can only cultivate the talent needed by the nation if it keeps pace with the times and responds to the demands of each era. As China has grown into the world's second-largest economy, with increasing global influence and the great rejuvenation of the Chinese nation on the horizon, integrating ideological and political education into foreign language education has become a necessity of the times. In September 2016, during a group study session of the Political Bureau, the General Secretary emphasized, "Participating in global governance requires a large number of professionals who are familiar with the Party and state policies, understand China's national conditions, possess a global vision, are well-versed in international rules, and excel in international negotiations". Therefore, China's foreign language education must actively adapt to these changes, serve the nation's strategic needs, facilitate China's engagement with the world, help the world better understand China, and innovate its knowledge and curriculum systems.

College English, as a compulsory general education course in higher education, embodies both instrumental and humanistic attributes. While delivering language instruction and skill development, it should also utilize teaching content to help students cultivate cultural confidence, foster patriotic values, and broaden global perspectives. Historically, College English curricula have predominantly focused on Anglo-American culture

and narratives, inevitably exposing students to the cultural values embedded in the English language. However, students' intercultural communication competence should encompass not only the absorption of Western culture but also the ability to effectively articulate Chinese culture. Proficiency in introducing Chinese culture and telling China's stories in English not only strengthens cultural confidence but also enhances critical thinking and analytical skills. In recent years, many universities have actively integrated ideological and political (ideopolitical) content into College English classrooms, significantly enriching the curriculum. This approach enables students to establish meaningful connections between English and their lived experiences, thereby increasing engagement in classroom activities. Teaching teams continue to explore and refine ideopolitical teaching models tailored to the needs of the new era through practical implementation. This paper takes the "New Advanced College English Integrated Course" as an example to analyze how ideopolitical elements can be seamlessly incorporated into teaching objectives, content, and methodologies, paving the way for innovative design pathways in College English courses.

2. TEACHING OBJECTIVES OF COLLEGE ENGLISH IDEOPOLITICAL COURSES

The Guidelines for Ideological and Political Construction in Higher Education Courses issued by the Ministry of Education in May 2020 emphasizes that comprehensively advancing curriculum-based ideological and political education is a strategic initiative to fulfill the fundamental task of fostering virtue through education. It calls for focusing on three key aspects: faculty members as the "main force", curriculum development as the "main battlefield", and classroom teaching as the "main channel", ensuring that all universities, instructors, and courses effectively undertake the responsibility of nurturing students. As a compulsory public course, College English plays a vital role in higher education, bearing the significant mission of cultivating talent for the Party and the nation. Its teaching objectives extend beyond enhancing students' English language proficiency to integrating ideological and political education into English instruction, achieving an organic unity of knowledge impartation and value guidance. Specifically, the teaching objectives of College English ideological and political courses include the following:

2.1 Integration of Language Proficiency and Ideological-Political Education

The primary objective of College English ideological-political courses is to enhance students' comprehensive language skills—listening, speaking, reading, writing, and translation—while seamlessly incorporating ideological-political elements into language instruction. This involves shifting the traditional Anglo-American literature and culture-focused curriculum toward English teaching materials that highlight Chinese traditional culture, the achievements of socialism with Chinese characteristics, and global issues. Through this approach, students not only improve their English proficiency but also deepen their understanding of their nation and the world, positioning Chinese elements at the forefront of English education. As a comprehensive humanities and social sciences course, College English inherently possesses rich ideological-political educational resources, facilitating the effective implementation of such education.

2.2 Cultivating Patriotism and Cultural Confidence

A key objective of College English ideological and political education is to foster students' patriotism and cultural confidence. While learning English inevitably exposes students to English cultural influences, they must not become alienated by it. The input of Western culture must be counterbalanced by a steadfast output of Chinese culture. For too long, English teaching has neglected this dimension, resulting in a "cultural aphasia" regarding Chinese heritage. Through ideological-political English instruction, we aim to shape students' identity as ambassadors of their native culture, deepen their understanding and appreciation of China's history, traditional culture, and modern developmental achievements, help them comprehend the advantages of socialism with Chinese characteristics and equip them to effectively tell China's stories and amplify China's voice globally. This approach enables students to establish proper worldviews, outlooks on life, and value systems, develop dialectical perspectives toward different cultural values and form healthy value orientations. The curriculum thus transforms English from merely a linguistic tool into a bridge for cultural exchange that maintains Chinese cultural sovereignty while engaging with global perspectives.

2.3 Expanding Global Vision and Intercultural Communication Competence

In the context of globalization, the College English ideological and political curriculum also aims to cultivate students' global perspectives and intercultural communication skills. China's rise demands an increasing number of high-caliber professionals who possess both specialized expertise and proficient English communication capabilities for advanced cross-cultural exchanges. Intercultural communication should be a two-way cultural dialogue rather than one-way Western cultural import. Through ideological-political English education, students will comprehend China's developmental needs and global challenges, analyze the underlying cultural, historical and social factors across nations, understand both the differences and commonalities among world cultures and enhance their ability to handle complex international affairs in professional fields. Concurrently, the curriculum guides students to develop a balanced international outlook, avoid either blind worship of western culture or narrow nationalism, foster a sense of global responsibility and awareness of a shared human community, align personal aspirations with national and social development and clarify their historical mission in China's modernization. This approach transforms English learning from mere language acquisition into a strategic tool for cultivating globally competent citizens who can confidently represent China on the international stage while maintaining cultural authenticity. The curriculum emphasizes that true intercultural competence means being able to explain Chinese perspectives in English as effectively as understanding foreign viewpoints.

3. TEACHING CONTENT OF COLLEGE ENGLISH IDEOLOGICAL AND POLITICAL COURSES

3.1 Establishing Correct Values

Moral education is a crucial component of College English ideological and political courses, as it directly impacts the nation's future, the success of education, and students' physical and mental well-being. Existing College English textbooks contain numerous insightful passages that can be leveraged to integrate ideological and political elements, enhancing students' comprehensive English skills while guiding them to reflect on personal moral standards and behavioral norms. For example, in "New Advanced College English Integrated Course" Book 4, Unit 1: "Unforgettable Teachers", one of the teaching objectives is to inspire students to contemplate the exemplary qualities, professional ethics, and societal influence of outstanding teachers. As key figures in students' academic journeys, teachers' guiding roles are deeply familiar to students, enabling them to readily identify common traits of excellent educators—such as love, sympathy, devotion, patience, humor, fairness, strictness, and inspiration. This demonstrates students' recognition of these virtues and motivates them to aspire to similar excellence. When students share stories about people and events in their lives in English, their enthusiasm for expression increases, leading to higher classroom engagement. Comparing the most influential educators in Chinese and Western history, China's Confucius and ancient Greece's Socrates stand as equals. Confucius advocated that "excellence in learning leads to official service", emphasizing that education should cultivate morally cultivated gentlemen capable of governance. He prioritized moral education, centered on "propriety" and "benevolence", and promoted teaching methods such as "educating students according to their aptitude" and "heuristic teaching", advising that teachers should guide students only after they have deeply pondered a question. Similarly, Socrates believed education should produce virtuous individuals capable of governing. His teaching method, the "Socratic Irony", employed questioning and logical debate to stimulate critical thinking, expose contradictions, and delve into the essence of issues through dialectical reasoning. By comparing the philosophies of these two great educators, students can analyze the similarities and differences between Chinese and Western ways of thinking and values, cultivate critical thinking, and develop a sound value system. This comparative approach not only enriches their understanding of educational traditions but also fosters a balanced perspective on cultural diversity.

3.2 Cultivating a Global Perspective

The rapid advancement of science and technology has intensified international connectivity, making globalization an irreversible trend. Global challenges—including warfare, economic issues, environmental protection, healthcare, and space exploration—require

collaborative efforts among nations. These international developments are closely tied to individuals' lives and careers, making it imperative for contemporary university students to develop a global outlook. A Global Perspective refers to the ability to transcend national or regional boundaries when perceiving, analyzing, and resolving issues, understanding the interconnectedness of cultures, economies, politics, and societies worldwide. It encompasses cross-cultural understanding, awareness of global issues and international competitiveness. In "New Advanced College English Integrated Course" Book 4, Unit 5: Law in the Age of Artificial Intelligence, the author examines AI-related controversies not only in the U.S. but also in Israel, the Philippines, and other countries, demonstrating that AI governance cannot be addressed by any single nation alone. This prompts students to reflect on AI's societal benefits and risks, ethical dilemmas, and legal implications—paralleling past debates on cloning and cybersecurity—while considering China's role in shaping global standards. China's remarkable progress in AI, exemplified by companies like DeepSeek developing products tailored to Chinese users (rivaling U.S. innovations like ChatGPT), has elevated its global influence. The dynamic interplay of competition and cooperation between China and the U.S. in AI underscores China's growing prominence as the world's second-largest economy, bolstering national confidence. Beyond AI, China's "New Four Great Inventions"—e-commerce, mobile payments, bike-sharing, and high-speed rail—have captivated global attention, transitioning the nation from technology importer to exporter. Initiatives like the Belt and Road further facilitate economic, technological, and cultural exchanges, particularly across Eurasia. To cultivate these perspectives, students can engage with international media (e.g., CGTN, TED Talks), model UN debates, role-play as diplomats and make multilateral analysis of global events. As a hybrid of language instruction and ideological education, college English courses uniquely equip students with "patriotism and global competence". By redesigning objectives, curating global topics, innovating pedagogies, and refining assessments, these courses help students advance English proficiency, develop open, inclusive, and dialectical worldviews and emerge as a new generation capable of balancing national identity with international engagement

3.3 Integrating Traditional Chinese Culture with Modern Concepts

Under the dual impact of globalization and modernization, traditional culture faces unprecedented challenges to its preservation and transformation. Simultaneously, the sense of value alienation and identity crisis brought by modern development has prompted a re-examination of traditional culture's contemporary significance. This paradoxical situation has spurred an urgent exploration of pathways to integrate traditional and modern values. The fusion of traditional and modern concepts is neither a simple overlay nor replacement, but rather a complex process of creative transformation. It requires organic integration across three dimensions: core values – preserving the essence of traditional ethics, forms of expression – adapting traditional symbols to contemporary contexts, functional adaptation – identifying complementary roles for tradition and modernity. This integration must fulfill three conditions: selectivity (critically identifying universal values in traditional culture), transformability (reinterpreting traditional symbols through modern lenses), complementarity (discovering functional synergies between old and new). For instance, the Confucian ecological wisdom of "harmony between humanity and nature" provides a philosophical foundation for modern sustainable development, while contemporary environmental technologies operationalize this concept. A case study appears in "New Advanced College English" Book 2, Unit 1: "Father Knows Better", which examines generation conflicts in American families. Similar issues exist in China, where students identify equal communication as key to resolving intergenerational differences. Traditional Chinese culture elevates filial piety as a core value, with the "Classic of Filial Piety" declaring it "the root of virtue". Historically manifested through hierarchical norms ("The ruler guides subjects, the father guides sons"), filial piety served as both family ethic and social stabilizer. Modern reinterpretations preserve filial piety's core—respect and care for elders—while transforming its practice through technological solutions such as AI eldercare assistants, telemedicine, through silver economy such as age-friendly products (smart canes, anti-slip home designs) and social evolution: shifting from "family ethics" to "societal co-governance", from "absolute obedience" to "equal dialogue". This modernization of filial values demonstrates how traditional culture gains renewed

vitality through legal frameworks, technological applications, and social services, becoming a cornerstone for building a harmonious aging society.

4. AI-EMPOWERED INNOVATIVE TEACHING MODELS FOR COLLEGE ENGLISH IDEOLOGICAL AND POLITICAL EDUCATION

4.1 The Significance of AI in College English Ideological and Political Teaching

College English courses are typically conducted in large lecture-style classes of around 100 students, with teacher-centered instruction remaining the dominant approach. This makes it challenging to tailor learning plans to individual students' English proficiency levels. However, rapid advancements in digital technology have provided solutions to this longstanding issue. Against the backdrop of deepening globalization and digitalization, computer technology has entered the artificial intelligence era, comprehensively reshaping the educational ecosystem across multiple dimensions. AI-enhanced English ideological and political teaching not only improves language acquisition efficiency but also expands the scope and depth of ideological education, providing technological support for cultivating a new generation of talents with both global perspectives and cultural confidence. Whereas traditional classrooms struggle to accommodate varying English proficiency levels, AI can generate personalized learning profiles for each student through intelligent diagnostics (e.g., speech recognition, automated writing evaluation systems), offering customized solutions such as leveled reading materials and adaptive testing. The conventional teacher-student interaction model is being transformed into a "teacher-student-machine" tripartite dynamic supported by AI-generated systems, injecting new vitality into classroom instruction. AI technologies—particularly speech recognition, natural language processing (NLP), and intelligent recommendation systems—have been successfully implemented across industries and are now being effectively applied to English language teaching, significantly enhancing both learning efficiency and personalized instruction. Specifically, AI optimizes English classroom teaching through four key dimensions: First,

intelligent voice interaction systems enable real-time feedback. Utilizing advanced speech recognition, AI language applications can instantly analyze students' pronunciation errors and provide corrective models. This immediate interaction not only helps students continuously improve their pronunciation but also creates immersive language practice environments through NLP-powered virtual English dialogue scenarios, effectively boosting both learning motivation and practical language application skills. Second, AI-driven personalized learning systems overcome the limitations of traditional teaching. By analyzing individual student data, intelligent platforms generate customized learning pathways, allowing students to progress at their own optimal pace both in and outside class. This fundamentally resolves the "one-size-fits-all" progression problem inherent in traditional classrooms while dramatically increasing learner autonomy. Third, AI-assisted teaching systems provide educators with precise data support. Teachers gain access to real-time academic performance analytics, enabling quick identification of both class-wide and individual student weaknesses. For instance, the system can automatically flag students needing vocabulary or speaking improvement, allowing instructors to adjust lesson content and exercises with greater precision. Simultaneously, AI-powered automatic grading and test generation functions significantly reduce teachers' workload in assignment evaluation and exam preparation, freeing them to focus more energy on instructional content design and personalized guidance—ensuring each student receives targeted academic support. Finally, AI-enhanced English education platforms offer vast resources for College English ideological and political courses—from traditional Chinese culture to Sino-Western cultural comparisons—while simulating diverse intercultural communication scenarios like international negotiations and conferences. This greatly facilitates the implementation and advancement of ideological-political content in English courses. In summary, this AI-based teaching model is redefining College English instruction, making it more efficient, personalized, and impactful than ever before. The integration of artificial intelligence represents not just technological progress, but a pedagogical revolution that aligns language education with the demands of cultivating globally competent citizens grounded in Chinese values.

4.2 Implementation Pathways for AI-Empowered College English Ideological and Political Teaching

The College English Ideological and Political curriculum adopts a blended online-offline teaching model, which not only facilitates the advancement of classroom tasks and achievement of teaching objectives but also caters to students' needs for personalized and tiered learning. In pre-class phase, students can utilize AI tools such as DeepSeek to search for background materials related to the text, expanding their understanding of Chinese and global economic and cultural contexts. They can compile these resources into PPT presentations or video materials to deepen their comprehension of the lesson content. In in-class phase, teachers and students collaboratively share information, explore the text, and address gaps in understanding. Instructors guide students in creative and critical thinking, fostering their dialectical reasoning and awareness of harmonious coexistence. In post-class phase, students are encouraged to reflect on classroom discussions and develop their own value orientations. For example, in "New Advanced College English Integrated Course" Book 2, Unit 4: "Sports and Sportsmanship", the following AI-enhanced strategies can be employed: Pre-class: teachers use AI to analyze students' understanding of the unit theme; DeepSeek-generated test questions assess students' grasp of the concept of sportsmanship and evaluate the achievement of ideological and political education goals; AI's interactive capabilities help uncover implicit learning issues. For instance, posing the question "What's sportsmanship in people's daily life?" through DeepSeek encourages students to recognize the importance of perseverance, humility in victory, resilience in defeat, and fair competition in their daily lives. In-class: teachers leverage AI-generated learning analytics to optimize teaching strategies; by analyzing students' topic preferences and language expression data on AI platforms, instructors guide discussions on athletes and teams such as the Chinese Women's Volleyball Team, the "Dream Team" of diving, and the national table tennis team. These discussions explore the essence and broader implications of sportsmanship demonstrated by these athletes; teachers adjust lesson plans to include more case studies and supporting materials, enhancing students' understanding of the unit theme while reinforcing relevant English vocabulary and expressions for effective input. Post-class: AI platforms generate targeted, personalized assignments with varying emphases to assess students' mastery of vocabulary and sentence structures and evaluate learning outcomes; the concept of sportsmanship is elevated beyond individual athletic qualities to symbolize national strength and spirit. This approach integrates patriotism, enhancing students' national confidence and pride, and contributes to the formation of their correct values. Through these AI-enhanced pathways, the college English ideopolitical curriculum achieves a dynamic, student-centered learning experience that harmonizes language acquisition with ideological and political education.

5. CONCLUSION

As a discipline bridging both Chinese and English languages, as well as Eastern and Western cultures, College English Ideological and Political courses have become a vital vehicle for ideological education in higher education. Against the backdrop of China's growing international influence and the nation's rejuvenation, the College English curriculum must shed its traditional label as merely a "tool-based course", English instruction should not remain confined to superficial drills in linguistic knowledge and skills but should integrate Chinese cultural perspectives while engaging with Western ideologies. This approach strengthens students' critical thinking and cross-cultural communication competencies, cultivating a new generation of talent with global vision and national confidence. The advent of the AI era, coupled with China's leading advancements in artificial intelligence, provides new momentum for College English ideological and political education. AI facilitates interdisciplinary convergence, breaking down barriers between English instruction and other academic fields. By harnessing AI to enhance College English ideological learning, we can better achieve the overarching goal of fostering students' holistic development while supporting the nation's strategic objectives. This transformative model redefines English education as both a linguistic bridge and a cultural catalyst—equipping students to articulate China's narratives globally while maintaining rootedness in socialist core values. The integration of AI not only elevates pedagogical efficiency but also aligns talent cultivation with the demands of a modernizing China in an increasingly interconnected world.

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