Construction and Practice of Foreign Language Curriculum Teaching Plan from the Perspective of Cognitive Ideological and Political Theory

Yunli Wang[1,a,*], Yan Li[2,b]

[1]School of Translation Studies, Xi'an Fanyi University, Xi'an, Shaanxi, China
[2]School of English Language and Culture, Xi'an Fanyi University, Xi'an, Shaanxi, China
[a]wyl22106@gmail.com, [b]406486392@qq.com
[*]Corresponding author

Abstract: With the continuous acceleration of the current process of world integration, there is an increasing emphasis on foreign language learning. However, the current design of foreign language classroom teaching plans in China is unreasonable, and the emphasis on students' ideological, political, and cross-cultural abilities is low, which makes the teaching effect of foreign language courses poor and seriously hinders students' foreign language learning. In order to better solve these problems and promote the better development of foreign language teaching, this article explored them in conjunction with cognitive politics. Based on the study of foreign language course teaching, this paper indicated that a foreign language course teaching program can be established based on cognitive ideological and political theories, and two classes of students from a local college majoring in English, Class 1 and Class 2, were selected as teaching practice objects. The study found that this method has certain feasibility, and compared to the traditional method, the number of students in Class 1 and Class 2 who were very satisfied with English course teaching increased by 17.54%. This indicated that the method proposed in this article can enhance students' enthusiasm for learning foreign languages and improve teaching quality, thereby cultivating students' cognitive and ideological abilities.

Keywords: Teaching Plan Construction, Cognitive Ideological and Political Theory, Foreign Language Course Teaching, Teaching Practice

1. Introduction

In the current information age, traditional foreign language curriculum teaching plans are no longer suitable for the learning of foreign language course students. It is necessary to reform and develop them by combining cognitive ideological and political thinking with scientific thinking [1]. However, many researchers are investigating how to use the cognitive perspective in the design of English classroom programs in order to compensate for the shortcomings of traditional teaching programs and to make the most of their unique functions in English classroom programs. Therefore, this article focused on exploring the construction methods and practical teaching of foreign language curriculum teaching plans from the perspective of cognitive ideological and political theory. It is hoped that this research can provide more theoretical basis for the reform of foreign language classroom teaching models and promote the better development of foreign language classroom teaching.

Due to the continuous deepening of current teaching reform, foreign language teaching has attracted more attention. Scholars have approached the teaching of foreign language courses from different perspectives and have proposed a variety of teaching strategies based on this, which have played a positive role in improving the effectiveness of language classes. Byram Michael believed that language teaching has a responsibility to prepare learners for interaction with people from other cultural backgrounds, imparting skills, attitudes, and knowledge to them. He also stated that foreign language teaching needs to be linked to other disciplines in order to develop a method of integrating civic education insights, all of which can have an impact on teachers' professional identity and overall curriculum collaboration [2]. Lee Given discussed the promoting effect of flipped learning on English learning and found through research that most students preferred to learn English in a flipped learning environment. Students in flipped classrooms were more actively involved in the learning process than those in non flipped classrooms. He believed that the teaching model of flipped learning has a positive

effect on English learning [3]. Wang Danping explored the reality and complexity of sudden language transitions in foreign language classrooms, and found through experiments that cross language is a dialogue method jointly constructed by teachers and students, which has a promoting effect on foreign language teachers to update their language learning knowledge and develop transformative teacher-student relationships. He also pointed out that the cross-language approach is an innovative way of teaching and learning. [4]. Some of the explorations they have made in teaching foreign language courses can both enrich the theory of foreign language teaching and motivate students to learn, thus improving the teaching effectiveness of English majors.

To promote the reform of foreign language teaching mode, this article combined the theoretical analysis of cognitive ideology with previous scholars' discussions on foreign language course teaching to construct a new foreign language course teaching plan. Through teaching practice research, it was found that the new teaching plan constructed in this article is more conducive to improving students' foreign language learning effectiveness and stimulating their interest in learning. Compared with traditional teaching plans, the innovation of this article's plan lied in its attention to the importance of cognitive ideological and political theory and its application in foreign language teaching, which helps to improve students' cognitive level and cultivate their ideological and political concepts. The research process of this article is shown in Figure 1.
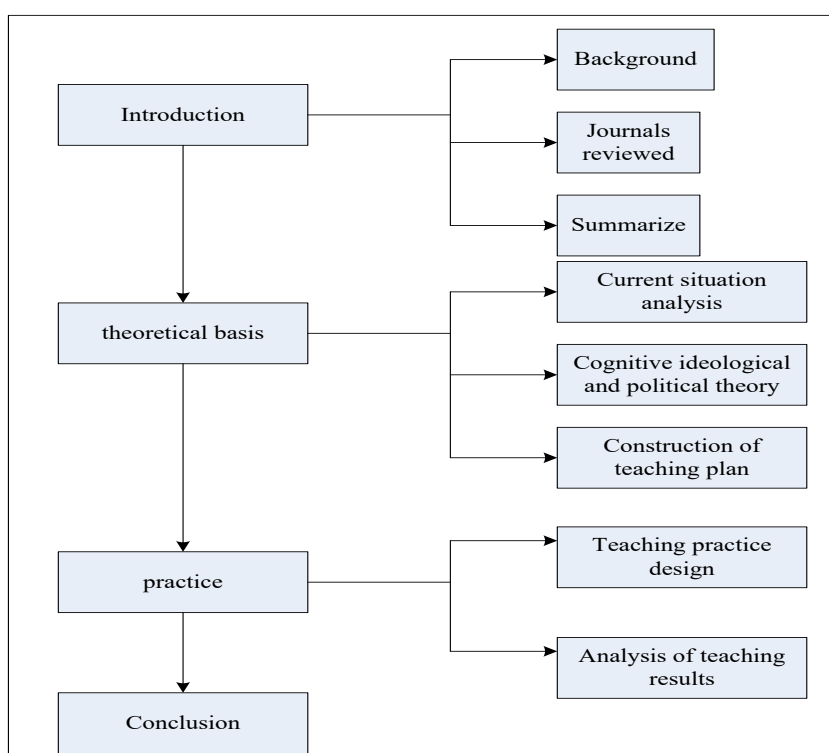

Figure 1: Research process of this article

2. Theoretical Basis for Constructing Teaching Plans for Foreign Language Courses

2.1 Foreign Language Course Teaching Plan

2.1.1 Overview of Foreign Language Course Teaching

The teaching of foreign language courses includes five aspects: objectives, content, sequence, teaching process, and evaluation [5]. Foreign language teaching aims to develop students' comprehensive English language skills, independent learning ability, and comprehensive cultural literacy to meet the needs of China's social development and world interaction [6]. Currently, in foreign language teaching in Chinese universities, English, Russian, Japanese, German, and French are the main languages used, and most schools consider English as their first foreign language.

The new curriculum standards believe that improving students' ability to understand and interpret Chinese culture, serving the international exchange of Chinese culture, is an important task for foreign

language teaching in colleges and universities. In foreign language teaching colleges and universities, socialist core values should be integrated. The curriculum should fully explore its ideological and emotional resources in various aspects such as course construction, textbook writing, and teaching implementation, enrich its humanistic connotation, and achieve the unity of instrumental and humanistic qualities [7]. College English teaching should actively integrate into the ideological and political courses of the school, serving the moral education and talent cultivation of the university.

On the basis of cultivating students' English proficiency, college foreign languages strengthen their awareness and ability for cross-cultural communication, and on this basis, develop their independent learning ability, enhance their overall cultural quality, and cultivate their humanistic spirit and thinking ability. This enables students to use foreign languages correctly and efficiently in their studies, daily life, and future work to meet the development needs of the country, society, schools, and individuals [8-9].

2.1.2 Current Situation of Foreign Language Curriculum Teaching

At present, foreign language courses in Chinese universities are no longer well adapted to the needs of the new curriculum reform [10-11]. It is mostly reflected in five aspects: First, it is not clearly stated that the purpose and content of its writing is to serve the moral and ideological education in the curriculum. Secondly, the proportion of Chinese culture and technology reflected in various textbooks is very low, some even completely absent, which is not conducive to students telling Chinese stories well, spreading Chinese culture, and building confidence in Chinese culture [12]. Thirdly, there is a lack of emphasis on people's moral cultivation. Fourthly, unit teaching activities, language learning content, and exercise design are all scattered, and educational objectives cannot be considered as an organic whole. The teaching of language knowledge, the cultivation of language abilities, the improvement of language quality, and the shaping of values cannot be combined. Fifth, the phenomenon of "disconnection" is more prominent.

Although some textbooks may focus on "integrity" in some content, these contents are either not implemented or labeled, and the phenomenon of "two skins" is relatively serious. Therefore, in order to better accomplish the tasks of "cultivating morality and cultivating talents" and "thought and political education in courses", it is necessary to redesign the teaching content of foreign language courses and construct corresponding teaching plans and strategies based on this [13].

2.2 Overview of Cognitive Ideological and Political Theory

The learning process of a person is a process of mutual influence among the cognitive system, metacognitive system, and self-system. Among them, the cognitive system is responsible for effectively processing and processing the information required to complete a task, and it is responsible for analyzing, operating, inferring, comparing, and categorizing work. Cognitive load refers to the energy put into learning activities by students. On this basis, a cognitive method based on knowledge extraction, understanding, analysis, and application is proposed. To scientifically understand the contemporary meaning and acquisition mechanism of practical knowledge, it is necessary to develop metacognition in cognitive activities.

One is consistency in content. The goal of "cognitive ideology and politics" is to enable people to form ideologies, political concepts, and ethical norms that are consistent with society and class. "Attitude" is the core of ideological concepts and a component of "cognitive ideology and politics".

The second is consistency in the object. The object of foreign language teaching under cognitive ideology and politics is citizens, people of all ethnic groups, and their ideological and moral qualities, cultural qualities, and spiritual motivation, which is consistent with the object of persuasion. The object of cultivation is citizens, the object of improvement is quality, and the goal of uniting and mobilizing the people to achieve is to stimulate spiritual motivation, which is closely related to a correct attitude, that is, the purpose and content of a correct attitude.

The third is the inclusiveness of purpose, and a correct attitude is the starting point and destination of cognitive persuasion theory. The purpose of foreign language teaching under cognitive ideology and politics is simply to correct people's attitudes, guide their behavior, and improve students' cross-cultural level.

The fourth is consistency in the process. The persuader conveys certain information to the persuasive person through a specific environment, with the aim of encouraging the persuasive person to change their attitude. However, the formation of their new attitude involves three stages: "obedience",

"assimilation", and "internalization". The process of cognitive thought and political education is essentially the process of transforming certain social ideologies, values, and moral norms into the personal ideological and moral character of the educated. The prerequisite for transformation is to make the educated believe and accept the requirements of society from the bottom of their hearts, and incorporate them into their own value system. From this point, it can be seen that the attitude formation of college students is consistent with their cognitive understanding and internalization of teaching under ideological and political education.

2.3 The Construction of Foreign Language Teaching Programs from the Perspective of Cognitive Ideology and Politics

Taking English teaching and learning in colleges and universities as an example, important ideological and political elements should be integrated into the classroom to enjoy foreign language teaching and achieve one lesson, one gain [14-15]. Each unit should have a clear ideological and political theme, audio-visual content and activities, practice design, and final output tasks and projects. On this basis, this article indicates that the design concept based on cognitive ideological and political themes is more in line with the current construction of foreign language curriculum teaching plans.

Compared to other disciplines, foreign language teaching represented by college English mainly covers the culture and society of European and American countries [16-17]. To promote Chinese culture to the world, tell the story of China better, and establish our own cultural confidence, it is necessary to have a full understanding and respect for the cultures of various countries, understand each other, and tolerate each other, in order to achieve this goal. Therefore, in the teaching content of foreign language courses, it is necessary to balance the proportion of Chinese culture and Western culture, so that students can have a deeper understanding of the advantages and disadvantages of the two cultures and civilizations in comparison [18].

As an organism, the use of language units inevitably carries the subjective initiative of users and their own cultural characteristics. Therefore, in foreign language teaching, the fundamental concept of "holistic teaching" should be followed, while also emphasizing the teaching of foreign language writing. Therefore, it is necessary to integrate different teaching modes and approaches, integrating their respective advantages into an organic whole. This not only facilitates individualized teaching, but also facilitates serving foreign language writing [19].

However, the rich cognitive ideological and political theories in foreign language teaching should be invisibly integrated into all teaching activities, links, and textbooks. A single teaching method and path are difficult to meet new requirements. It is necessary to integrate the advantages of different paths to select suitable textbooks, in order to teach according to students' aptitude and flexibly adopt task based collaborative and exploratory methods [20].

3. Teaching Practice of Foreign Language Course Teaching Plan

3.1 Teaching Experiment Design

After constructing foreign language curriculum teaching through cognitive ideological and political theory, this article also needs to conduct empirical exploration of this plan through teaching practice. Therefore, this article selects two sophomore classes of English majors from a local university as the experimental subjects. Among them, Class 1 constructed a curriculum teaching plan through traditional methods and conducts teaching, while Class 2 constructed a curriculum teaching plan through the ideological and political discourse of this article before conducting teaching. After 4 months of study, the English scores and satisfaction with the teaching plan were compared between two classes of students in the post test. The basic information of the two classes of students before the experiment is shown in Table 1.

Table 1: Basic information of students in two classes before the experiment

Serial number	Class	Class 1		Class 2	
1	Number of people	Schoolboy	Schoolgirl	Schoolboy	Schoolgirl
2		10	32	8	33
3	Total number of people	42		41	
4	Pre test English score	62.32 ± 7.62		63.42 ± 6.38	
5	P value	0.312			

3.2 Teaching Experiment Results

3.2.1 Comparison of Student English Scores

Student grades can intuitively reflect the teaching effectiveness of the course teaching plan and are the most important criterion for measuring the teaching plan. A comparison of the teaching effectiveness of the two classes after four months was made, as shown in Figure 2.
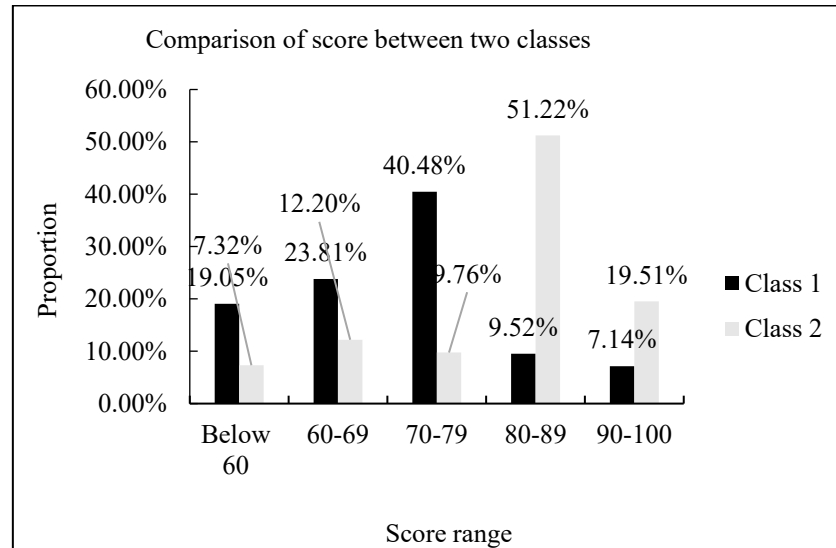

Figure 2: Comparison of English test scores between two classes of students

From Figure 2, it can be seen that the proportion of students in Class 1 who scored below 60 was 19.05%, the proportion of students in the 60-69 range was 23.81%, the proportion of students in the 70-79 range was 40.48%, the proportion of students in the 80-89 range was 9.52%, and the proportion of students in the 90-100 range was 7.14%. The proportion of students in Class 2 who scored below 60 was 7.32%, the proportion of students in the range of 60-69 was 12.2%, the proportion of students in the range of 70-79 was 9.76%, the proportion of students in the range of 80-89 was 51.22%, and the proportion of students in the range of 90-100 was 19.51%. It can be seen that the scores of Class 1 students were mostly concentrated in the range of 70-79 points. In addition, the proportion of students with scored below 60 and 60-69 was also high. Overall, it can be seen that after four months of teaching, the overall performance of Class 1 students was not high. The scores of students in Class 2 were mostly concentrated in the range of 80-89 points, followed by the range of 90-100 points, indicating that students in Class 2 generally scored higher. This meant that the English test scores of Class 2 students were better than those of Class 1 students, and their test results were better.

In addition, this article also counted the highest, lowest, and average scores of the two classes of students in the pre test and post test. The specific results are shown in Table 2.

Table 2: Comparison of the highest scores, lowest scores, and average scores of the two classes of students on the pre test and post test

Class	Highest score	Lowest score	Average
Pre test class 1	91	38	62.32 ± 7.62
Post test class 1	94	50	66.25 ± 3.13
Pre test class 2	90	40	63.42 ± 6.38
Post test class 2	98	57	70.33 ± 5.62

From Table 2, it can be seen that the highest, lowest, and average scores of Class 2 students in the post test were higher than those of Class 1 students, indicating that Class 2 students have made more significant progress in the post test.

3.2.2 Comparison of Student Satisfaction

Student satisfaction is an important criterion for measuring students' teaching attitude. Usually, the higher the satisfaction of students, the more proactive they are towards teaching. The satisfaction of students in two classes with English course teaching is shown in Figure 3.
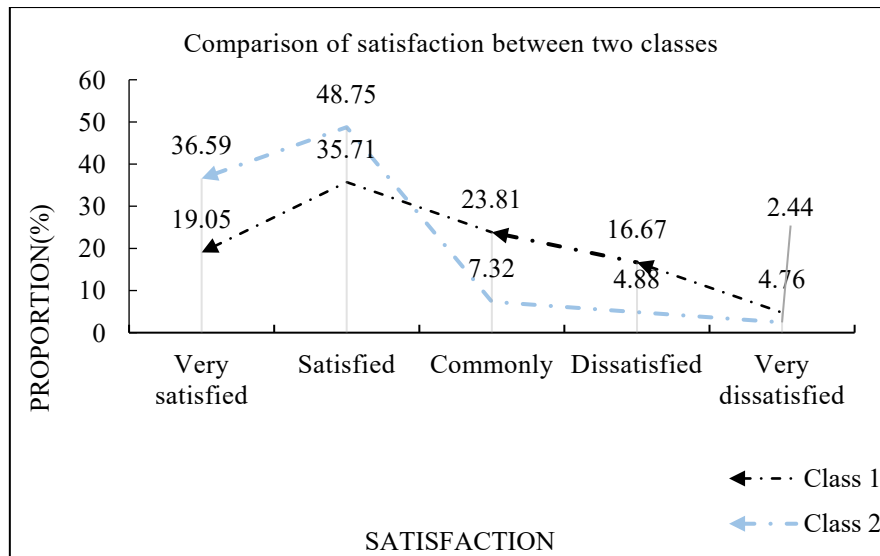
Figure 3: Comparison of students' satisfaction with English course teaching between two classes

From Figure 3, it can be seen that the proportion of students in Class 1 who were very satisfied with the teaching plan was 19.05%, and the proportion of students who were very dissatisfied was 4.76%, with the highest proportion being satisfied, with 35.71%. The proportion of students in Class 2 who were very satisfied with the teaching plan was 36.59%, while the proportion of students who were very dissatisfied was 2.44%. Among them, the highest proportion was also the degree of satisfaction, which was 48.75%. Compared to Class 1 students, Class 2 students had a 13.04% increase in satisfaction and a 17.54% increase in very satisfied students. From this, it can be seen that the satisfaction level of Class 2 students who conducted course teaching through this method was better, indicating that Class 2 students were more interested in English learning. This approach is better suited to the design of today's foreign language teaching programs.

4. Conclusion

With the continuous changes in current educational needs, there are also different requirements for foreign language teaching. Therefore, it is an urgent topic to discuss how to reform the curriculum and teaching program to achieve better teaching effect in foreign language classroom teaching in Chinese universities. The theme of this article is the construction and practice of foreign language course teaching plans from the perspective of cognitive ideological and political theory. Firstly, the relevant research background of this article was introduced, and then previous scholars' research on this topic was explored. Through the analysis of the current situation of foreign language teaching in Chinese universities, this paper indicated that it is necessary to apply the cognitive thinking theory to the design of foreign language classroom teaching programs in universities. Finally, the correctness of the theory for foreign language classroom teaching was demonstrated by taking university English classroom teaching as an example. Research has shown that the application of cognitive ideological and political theory in the construction of foreign language curriculum teaching plans in this article has good application effects. It not only helps to improve students' foreign language grades, integrate language learning with ideological and political education, but also helps to stimulate students' interest in learning and maintain a positive attitude towards foreign language learning. However, due to limitations in experimental conditions, there are also some shortcomings in this study, and further exploration is needed in the future.

References

[1] Biletska, Iryna O. "The use of modern technologies by foreign language teachers: developing digital skills." Linguistics and Culture Review 5.S2 (2021): 16-27.
[2] Byram, Michael, and Manuela Wagner. "Making a difference: Language teaching for intercultural and international dialogue." Foreign Language Annals 51.1 (2018): 140-151.
[3] Lee, Given, and Amanda Wallace. "Flipped learning in the English as a foreign language classroom: Outcomes and perceptions." TESOL quarterly 52.1 (2018): 62-84.

[4] Wang Danping. "Translanguaging in Chinese foreign language classrooms: Students and teachers' attitudes and practices." International Journal of Bilingual Education and Bilingualism 22.2 (2019): 138-149.

[5] Warner, Chantelle, and Beatrice Dupuy. "Moving toward multiliteracies in foreign language teaching: Past and present perspectives… and beyond." Foreign Language Annals 51.1 (2018): 116-128.

[6] Reinhardt, Jonathon. "Social media in second and foreign language teaching and learning: Blogs, wikis, and social networking." Language Teaching 52.1 (2019): 1-39.

[7] Lestari, Mega, and Achmad Yudi Wahyudin. "Language learning strategies of undergraduate EFL students." Journal of English Language Teaching and Learning 1.1 (2020): 25-30.

[8] Makhmudov, Kudratbek. "Ways of forming intercultural communication in foreign language teaching." Science and Education 1.4 (2020): 84-89.

[9] Porto, Melina, Stephanie Ann Houghton, and Michael Byram. "Intercultural citizenship in the (foreign) language classroom." Language Teaching Research 22.5 (2018): 484-498.

[10] Yuce, Erkan. "Possible problems in online foreign language teaching at a university context." International Journal of curriculum and Instruction 11.2 (2019): 75-86.

[11] Huang, Fang, Timothy Teo, and Mingming Zhou. "Factors affecting Chinese English as a foreign language teachers' technology acceptance: A qualitative study." Journal of Educational Computing Research 57.1 (2019): 83-105.

[12] Onishchuk, Iryna, Maryna Ikonnikova, Tetiana Antonenko, Inna Kharchenko, Svetlana Shestakova, Nataliia Kuzmenko, et al. "Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine." Revista Romaneasca Pentru Educatie Multidimensionala 12.3 (2020): 44-65.

[13] Albantani, Azkia Muharom, and Ahmad Madkur. "Think globally, act locally: the strategy of incorporating local wisdom in foreign language teaching in indonesia." International Journal of Applied Linguistics and English Literature 7.2 (2018): 1-8.

[14] Dewaele, Jean-Marc, Witney John, Saito Kazuya, Dewaele Livia. "Foreign language enjoyment and anxiety: The effect of teacher and learner variables." Language teaching research 22.6 (2018): 676-697.

[15] Macias, Diego Fernando. "Classroom management in foreign language education: An exploratory review." Profile Issues in TeachersProfessional Development 20.1 (2018): 153-166.

[16] Liu, Haixia, Lina Wang, and Matthew J. Koehler. "Exploring the intention-behavior gap in the technology acceptance model: A mixed-methods study in the context of foreign-language teaching in China." British Journal of Educational Technology 50.5 (2019): 2536-2556.

[17] Ashraf, T. Ara. "Teaching English as a foreign language in Saudi Arabia: struggles and strategies." International Journal of English Language Education 6.1 (2018): 133-154.

[18] Zhang Ruofei, and Di Zou. "Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning." Computer Assisted Language Learning 35.4 (2022): 696-742.

[19] Madrakhimova, Makhbuba Sobirjonovna. "Writing as an aim and means of teaching in learning a foreign language." Scientific and Technical Journal of Namangan Institute of Engineering and Technology 2.11 (2020): 209-213.

[20] McConachy, Troy. "Critically engaging with cultural representations in foreign language textbooks." Intercultural Education 29.1 (2018): 77-88.