# Research on the Infiltration Path of Ideological and Political Education in College English Classroom from the Perspective of Ubiquitous Learning

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***Abstract:*** *At the 2016 National Congress on Ideological and Political Work in Colleges and Universities, it was clearly pointed out that "we should adhere to the central link of moral cultivation, make ideological and political work run through the whole process of education and teaching, and all kinds of courses should go hand in hand with ideological and political theory courses to form a synergistic effect." The development of modern information technology and the update of intelligent terminal devices have greatly changed the learning methods of students, making ubiquitous learning possible. Under the background of information education, in college English teaching, adhering to the trinity teaching concept of "value shaping - knowledge imparting - ability training", how to "seamlessly connect" students' values and "moisten things silently" to infiltrate education is an important issue that college English educators must urgently solve.*

***Keywords:*** *ideological and political curriculum, ubiquitous learning, college English*

## 1. Introduction

In February 2017, the Opinions on Strengthening and Improving the Ideological and Political Work in Colleges and Universities under the New Situation (hereinafter referred to as the Opinions) issued by the Central Committee of the Communist Party of China and the State Council mentioned the concept of "three all-around education", that is, all-round education of all staff in the whole process [4]. In May 2020, the Guiding Outline for Ideological and Political Construction of University Curriculum issued by the Ministry of Education pointed out that comprehensively promoting ideological and political construction of university curriculum is a strategic measure to implement the fundamental task of establishing morality and cultivating people [3]. We should firmly grasp the "main force" of teachers, the "main battlefield" of curriculum construction, and the "main channel" of classroom teaching, so that all colleges and universities, all teachers, and all courses can bear the responsibility of educating people, keep a good canal, and plant a good responsibility field, so that all kinds of courses and ideological and political courses can go hand in hand with each other, integrate explicit education and implicit education, form a synergy, and build a pattern in which all employees are in the role of educating people in all directions [2]. In all the important speeches on education made by the major leaders of China, they all expressed their great importance to the moral education in colleges and universities [1].

Ideological and political curriculum is a new requirement given by the new era, and it is also the responsibility of educators, "ideological and political curriculum" is different from "ideological and political curriculum". It is not a curriculum, but a teaching concept. The ideological and political construction of the curriculum should avoid the "two skins" style of rote copying, and can "moisten things silently" and naturally penetrate when "going hand in hand" with various courses.

Xiao and Huang believe that the ideological and political education of English curriculum is to "organically combine the guidance of values with the teaching of language knowledge and the cultivation of language application ability, consciously pay attention to the guidance of values and put them in an important position in the process of knowledge teaching and ability cultivation"[14].

## 2. The feasibility and necessity of ideological and political education in college English

The College English Teaching Guide (2020 Edition) defines college English as a "public basic course and core general education course". As the core carrier of "curriculum thinking and politics",

college English should become a basic course of Bacon casting soul [13]. College English, as a basic course with the richest teaching content and the widest teaching scope, has both the characteristics of tools and humanism. Its core is to cultivate students' language skills, cross-cultural ability and humanistic quality. This gives college English a unique advantage in curriculum education. College English teaching should not only focus on knowledge teaching and ability training, but also on value shaping, improving students' political literacy and moral cultivation, and helping them establish socialist core values.

In college English teaching, the state of "emphasizing the instrumental nature and neglecting the humanistic nature" still exists. On the one hand, language is the carrier of culture. College English textbooks mostly use target language materials written by foreigners in their mother tongue, and most of the classroom presentation forms are target language. The final assessment criteria mostly focus on the mastery and application of language knowledge, ignoring the examination of ideological and political literacy. In addition, students have been placed in the foreign cultural context for a long time to internalize the foreign ideology, culture, discourse system and ideology, which will form a sense of cultural identity over time [5]. However, they lack confidence in their own national culture and are "westernized" in cultural awareness, which brings certain challenges to the promotion of traditional Chinese culture. On the other hand, although the majority of college English teachers will use various teaching forms to carry out value guidance and ideological education in combination with the teaching content in the classroom teaching process, their cultural consciousness, theory and systematicness are still insufficient, and sometimes there is inevitably the phenomenon of "two skins", which becomes a mere formality.

## 3. The concept of ubiquitous learning and its advantages

With the development of modern information technology and mobile terminal technology, great changes have taken place in people's learning concepts and learning methods, making "ubiquitous learning" possible. "Ubiquitous learning" is derived from the concept of "ubiquitous computing" and was first proposed by American Mark Weiser in 1998 [11]. The American Education Development Center pointed out in its 2003 report that ubiquitous learning is a kind of learning environment designed under ubiquitous technology conditions. It refers to communication at all times, ubiquitous learning, and 5A learning that uses readily available advanced scientific and technological tools to carry out learning activities. Its essence is "people-centered, with the learning task itself as the focus", which is a natural or spontaneous behavior [10]. In 2007, China Audio Visual Education published a special topic on "1:1 digital learning". It mentioned twice that ubiquitous learning is the future learning method under the ubiquitous computing environment, providing students with a 3A learning that can be used anywhere and at any time to carry out learning activities with the available scientific and technological tools.

Compared with traditional mobile learning, ubiquitous learning creates a learner centered intelligent learning space that is not limited by time and space, enabling learners to use any terminal anytime and anywhere to carry out autonomous learning or collaborative learning according to actual needs[16].

The universality, continuity, autonomy and interactivity of ubiquitous learning itself, as well as the characteristics of "student-centered, task driven", meet the needs of college English classroom ideological and political education, providing opportunities for college students to carry out "imperceptibly" ideological and political infiltration education.

## 4. Construction of ideological and political infiltration path in college English classroom

### 4.1 Rooting of output oriented teaching concept

In 2015, Professor Wen proposed the Production oriented Approach (POA), which aims to change the current situation of "focusing on input, ignoring output" and "focusing on language knowledge, ignoring communicative competence" in foreign language teaching. Based on the "learning center theory", "learning and using as one" and "whole person education theory", the theory proposed three teaching assumptions: "output driven", "input facilitation" and "selective learning", Realize the teaching process of "driving - promoting - evaluating" [7].

The output oriented approach puts forward the "learning center theory", emphasizing that all teaching activities should serve the occurrence of effective learning [12]. Taking the output oriented

approach as the guidance to design the ideological and political teaching of college English curriculum is to integrate the ideological and political elements into each teaching link and finally achieve the goal of ideological and political output. Teachers should excavate textbook resources, design ideological and political theme output goals, provide input materials through multiple channels, encourage students to learn independently, set various communication tasks, urge students to achieve output goals, and evaluate students' learning ability in multiple dimensions. Input drives output, stimulates students' subjective initiative in learning, enhances their ability to use language, improves their ability to think critically and solve problems, and imperceptibly enhances their ideological and political awareness.

The "all person education" concept of the output oriented method is consistent with the "all person, all round and all-round education" concept advocated by the "curriculum ideological and political", which is to achieve the goal of curriculum education and improve the comprehensive quality of students [6].

### 4.2 Construction of flipped classroom teaching model

The ubiquitous learning environment makes new teaching models relying on modern information technology, such as flipped classroom, gradually become the focus of English teaching reform in recent years. Flipped classroom, focusing on the cultivation of students' independent learning ability, aims to meet students' personalized learning, and emphasizes the cultivation of students' critical thinking ability, problem-solving ability and innovation ability [17]. The teaching process of this model mainly includes three stages: pre class preparation stage, classroom organization stage and post class summary stage. The specific ideas are as follows:

Before class: the internal driving formation stage (online+offline) of task output orientation+self-study facilitation highlights the key and difficult points of language and introduces ideological and political cultural elements.

At the teacher level: first of all, we need to have a clear understanding of the learning situation of this lesson, combine the moral education elements of ideological and political education of the course, objectively analyze and reasonably screen the teaching content and teaching resources, select high-quality resources that reflect the key and difficult points of language and reflect cultural characteristics, and then we can also set discussion topics related to ideological and political elements to push to students through MOOC, Learning Link and other learning platforms or WeChat and other communication platforms, Let the students know their own learning tasks and goals, and at the same time think about politics and ideology. Teachers can understand the students' self-study situation and existing problems through the completion of students' tasks [10].

At the student level: self-learning teachers release materials, videos, micro classes, courseware and other teaching materials on the platform, understand the relevant cultural background knowledge, think about the moral education elements contained in the content, communicate with teachers or students on difficult points in knowledge learning through the platform, and imperceptibly form cultural cognition in the interactive communication to establish correct values.

In class: knowledge promotion and internalization stage of teacher-student interaction+student student interaction (online+offline)

With students as the main body and interactive communication as the main line, we should promote the internalization of knowledge and strengthen the infiltration of ideological and political culture.

Teacher level: according to the situation that students independently complete pre class tasks, teachers can master the weaknesses of students' knowledge learning and cultural cognition, gradually expand the teaching content by presenting teaching methods, and timely cut into cultural and ideological points to strengthen the penetration of moral education. At the same time, teachers can set up group discussion activities to present the learning results in the form of competitions and reports. Teachers should enhance students' participation in learning through different online and offline activity designs.

At the student level: for the knowledge points and cultural and ideological and political points presented by teachers, actively participate and think objective evaluation of group activities on the platform. Through teacher-student interaction+student student interaction, actively construct and internalize knowledge, acquire excellent cultural values, and construct their own ideological and political cultural system.

After class: knowledge production stage of group task+individual task (online+offline)

Arrange and complete tasks, and deepen the ideological and political cultural concept.

Teacher level: according to the learning effect, the platform releases diversified learning tasks, consolidates the learning of knowledge points, deepens students' ideological and political cultural concepts, at the same time, according to the completion of the task, understands the learning situation, optimizes the teaching design, better integrates the ideological and political elements, and improves their own ideological and political education ability.

Student level: students actively complete the after-school tasks independently, and think, summarize and evaluate the knowledge points taught by teachers. Carefully review the group evaluation and teacher evaluation, do a good job of self reflection, self adjustment, and improve their overall quality.

### 4.3 Practice of multidimensional evaluation model

In setting up the evaluation system of students' comprehensive ability, we should abandon the traditional single evaluation model. The traditional evaluation model "focuses on the results, rather than the process" and "focuses on the dominance, rather than the recessiveness". In the ubiquitous learning environment, this single evaluation model can no longer meet the needs of comprehensive evaluation of students[14]. Therefore, a new multi-dimensional evaluation system must be established, that is, a multi-dimensional evaluation system of comprehensive diagnostic evaluation, formative evaluation and summative evaluation, to realize the diversification of evaluation contents, evaluation subjects, evaluation objectives and evaluation methods.

Diagnostic evaluation is used to know students' early learning conditions in advance, so as to formulate corresponding teaching plans suitable for students' learning stage, prepare teaching materials, design teaching activities, release teaching tasks, set evaluation standards, etc. Formative evaluation refers to a dynamic evaluation model accompanying the learning process. Specifically, it refers to tracking and evaluating the development of students' attitudes, emotions, strategies and other aspects reflected in their daily learning process through observation, recording and other ways in the teaching process. Formative evaluation can be used to grasp some important factors that are not easy to quantify in the learning process of students, such as learning attitude, learning interest, learning strategies, learning emotions, etc. Teachers can timely adjust the corresponding teaching strategies, redesign new teaching tasks, etc. The summative assessment can more clearly detect the language knowledge and pragmatic skills that students have mastered at this stage, as well as the healthy development of their thoughts.

The main body of evaluation can integrate teacher evaluation, student self-evaluation, student mutual evaluation and machine evaluation.

The evaluation methods can be varied. In addition to the traditional test paper, there can also be multiple evaluation methods, such as attendance evaluation, unit test evaluation, classroom evaluation, homework evaluation, topic discussion evaluation, group cooperative learning evaluation, supplementary material learning evaluation, video learning duration and frequency evaluation, classroom participation activities, etc.

Stafforbim, an American scholar, believes that "the most important purpose of evaluation is not to prove, but to improve" [8]. Only a reasonable and scientific evaluation method can finally achieve the goal of evaluation: to stimulate students, mobilize their enthusiasm for learning, and promote the comprehensive and healthy development of students' knowledge ability and ideological quality.

## 5. Conclusion

Students are the main body in teaching activities and active constructors of information and knowledge [9]. Students' active participation is the key to the occurrence and success of learning, and adequate resource environment is the premise of students' active learning. Therefore, "autonomous learning" and "learning environment" are the core of the whole teaching. It is particularly important to construct the necessary environment and conditions for students to create knowledge, so as to promote students' active exploration and discovery, improve students' ability to apply knowledge and enhance their ideological and moral cultivation. Therefore, the construction of the trinity teaching ecological environment of "school teacher student" from the perspective of pan learning should be attached

importance to the smooth development of ideological and political education in college English courses. This paper focuses on the discussion of the ideological and political construction of college English curriculum from the teacher level. The discussion on the school and student level is slightly weak, and we look forward to learning together with other education colleagues.

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