

Infiltrate Ideological and Political Elements to Optimize the Effective Way of English Audio-visual Teaching

Yuan Zhuang

Tianjin University of Commerce Boustead College, Tianjin, 300384, China

Email: jessie7957@163.com

Keywords: Curriculum Ideology, Audiovisual Teaching, English Major, Effective Path

Abstract: Ideological and political education is an important prerequisite for advancing the reform and gradual improvement of the educational system of higher education. There are many things to reveal about ideological and political education. Integrating ideological and political education into English audio-visual teaching is not only conducive to the all-round development of college students, but also helps colleges and universities achieve the goal of "establishing morality and promoting community awareness". This paper studies the effective ways of infiltrating ideological and political elements to optimize English audiovisual teaching. Firstly, using the literature research method to summarize the role of infiltrating ideological and political elements to optimize English audiovisual teaching and infiltrating ideological and political elements into English audiovisual classrooms. Through the questionnaire survey method, the effective path of English audiovisual teaching with ideological and political elements is investigated, and the ideological and political themes and teaching methods that students are interested in are obtained through the research. The survey results show that the main ideological and political themes of interest to students are values, accounting for 44%, followed by traditional festivals, accounting for about 32%. The more acceptable ways for students to incorporate ideological and political elements in English teaching are mainly listening to VOA/BBC news, celebrity speeches, and national leaders' meetings in class, accounting for about 45%. The second is narratives and argumentative essays on the theme of social phenomena.

1. Introductions

Today, there is still a lack of "comprehensive staff training" awareness in our English classrooms. The main reason is that our English teachers do not know how to combine the knowledge in books with the education of theoretical and ideological and political courses [1, 2]. In view of this problem, it is undoubtedly very necessary and important to explore the ways and methods to incorporate ideological and political courses into English classroom teaching [3, 4]. This is also of great importance and practical significance for cultivating outstanding talents in colleges and universities. The combination of ideological and political courses helps students to firmly establish a good worldview and professional ethics, and at the same time they can master basic English knowledge and improve their own comprehensive quality; promote the science and modernization of Western culture, and understand Western culture and history, to deepen the thinking and learning interest of young Chinese students [5, 6]. A sense of recognition of Chinese traditional culture; it is helpful to guide students to take the values of socialism with Chinese characteristics as the core value as an example, treat Western culture appropriately, and deepen students' interest in learning [7, 8]. A sense of identity with Chinese culture; it is helpful for students to take the core values of socialism as an example, treat Western culture appropriately, and promote excellent Chinese culture [9, 10].

In the exploration and research of effective ways to infiltrate ideological and political elements to optimize English audio-visual teaching, firstly, the methods and approaches of ideological and political classroom teaching are researched and proposed, the perspectives, research orientations, and research approaches of traditional research, as well as the ideas that have been applied for many years. Some core concepts in the political classroom teaching field currently exist in the discipline

discourse category structure system, which is also carrying the tremendous impact brought about by the changes of the times. We must truly implement the goal of ideological and political curriculum construction, and give play to the huge concentration and integration effect of mainstream ideology in the new era on our country's social ideology, and we still need to persevere in further exploration and attempts [11]. Some English education experts and scholars talk about how to integrate the process of English education into ideological and political education with the teaching background of higher science and engineering colleges in our country. The discussion of integrating its content is mainly around the development of the thinking model of students in science colleges. Ignoring the overall characteristics of college students in our country. Some researchers have studied the necessity, feasibility and specific implementation methods of integrating ideological and ideological and political education into the "four batches" of intensive reading courses. However, the intensive reading class of high school English is only a part of our high school English teaching. In addition to the intensive reading class, it also includes reading, writing and other courses. They are all able to integrate the ideological and political courses into them [12].

This paper studies the effective ways of infiltrating ideological and political elements to optimize English audiovisual teaching. Firstly, using the literature research method to summarize the role of infiltrating ideological and political elements to optimize English audiovisual teaching and infiltrating ideological and political elements into English audiovisual classrooms. Through the questionnaire survey method, the effective path of English audiovisual teaching with ideological and political elements is investigated, and the ideological and political topics that students are interested in and the teaching methods are obtained through the research.

2. Infiltrate Ideological and Political Elements to Optimize English Audiovisual Teaching Research

2.1 Research Method

(1) Internet investigation method

Internet research methods are an effective supplement to traditional research methods. It is a research method that uses Internet technology to collect, record, organize and analyze relevant data. This article uses web search as a pre-processing method for the next questionnaire survey to make the questionnaire distribution more targeted and effective.

(2) Questionnaire survey method

The main purpose of the questionnaire survey method is to understand the effective ways of permeating ideological and political elements to optimize English audiovisual teaching. Through the questionnaire survey, we can intuitively discover the effective path for colleges and universities to permeate ideological and political elements to optimize English audiovisual teaching, propose a data basis for statistics and analysis.

2.2 Infiltrate Ideological and Political Elements to Optimize English Audiovisual Teaching Methods

(1) Teaching content

The teaching time of this course is 2 class hours per week, a total of 32 class hours/semester. The teaching content involves culture, values, literature, art, traditional festivals, etc. The teaching objectives focus on the cultivation of listening strategies, vocabulary, and thinking skills etc., After fully combining the "ideological and political factors", teachers can find the organic combination of the teaching theme and the ideological and political education for students, the combination of teaching content and the ideological and political development of students, and the correct choice in the teaching process, various ideological themes are cut into, expanded and broadened. Classroom teaching is intelligently integrated and organically combined with the curriculum resources and knowledge of traditional Chinese culture. The ideological and political teaching is more intensive, interactive, coordinated, and patriotism penetrates into the teaching activities to maximize the teaching effect. Here are some topics as examples to illustrate the guiding ideology and specific

methods. Traditional festivals: The teaching text introduces the origins and traditions of Halloween, Valentine's Day, Christmas and Independence Day in the United States. Teachers can introduce the origin and customs of some traditional Chinese festivals in English, such as the Spring Festival, Qingming Festival, and Dragon Boat Festival. Students are encouraged to cooperate in groups. Make special PPT presentations in the form of presentations and demonstrate them in the classroom. You can also carry out speeches and debates on how to maintain and inherit ethnic festivals, so as to deepen the recognition and recognition of Chinese traditions from the perspective of festivals.

(2) Teaching form

The course includes comprehensive language skills training to develop and improve students' ability to apply language knowledge and cross-cultural communication skills. In the ideological and political teaching of constructing the curriculum, we should understand the five links of listening, speaking, reading, breaking through the curriculum barriers and running through the class. In and outside the classroom, students can enhance their thinking and cultural power, and improve their thinking while improving their professional standards. In the listening, teachers can choose the speeches of some national leaders. In the reading, teachers can choose the articles of Western scholars, the English version of the Chinese government report and the speeches at the international leaders' meeting.

(3) Teaching evaluation methods

The reform of sub-item assessment results integrated into the teaching of "ideological and political elements" is mainly reflected in the exploration and research of autonomous learning as an integral part of the second stage of classroom planning, that is, various thematic activities, mainly reading and oral practice. These activities will make those seemingly boring "classroom ideological and political" more grounded, and seemingly confused and incomprehensible English materials will also become cordial and vivid, allowing our students to break through the boundaries of pure English learning and broaden their horizons. They have cultivated their ability to judge and think, to understand contemporary China more comprehensively and objectively, to treat the outside world, to learn by playing and learning intangible.

2.3 The Role of Infiltrating Ideological and Political Elements into the English Audiovisual Classroom

(1) Conducive to further enhancing the educating function of college English teaching

As language teaching, English teaching includes the historical development and cultural heritage of a country and a nation. In short, language teaching is also cultural teaching. To strengthen cultural construction and promote cultural development, the most important thing is how to understand the role of culture, how to deal with domestic and foreign cultures, and how to build socialist cultural forces. In short, it is to enhance cultural awareness, enhance cultural self-confidence and realize cultural autonomy. In the process of language teaching, people often emphasize not only the need to master language elements, but also the understanding of culture, not only learning foreign languages, but also learning foreign cultures, so that cultural learning and knowledge complement each other. In fact, the relationship between culture and language learning is not only a question of Western cultural differences, but also a question of national culture. Without Chinese national culture, it is difficult to learn Western culture. Because language learning should ultimately transfer one culture to another, it should not only be understood as a simple correspondence between vocabulary and sentence. In cultural exchanges, mutual respect and tolerance and the process of maintaining cultural differences while seeking common ground includes cultural tolerance. Cultural tolerance and cultural exchanges promote each other. In the process of integrating into ideological and political education, cultural self-confidence has been established, national self-esteem has been enhanced, and the moral quality of Chinese citizens has been improved.

(2) Guiding college students to correctly understand the differences between Chinese and Western cultures

Culture is a symbol, with different types and rich content. Language is part of culture, and it also

has cultural contributions. Language is the external form of culture, and culture is the internal source of language. We cannot talk about culture without language, nor can we talk about language without culture. College English textbooks contain a lot of content about Western society and culture. Students feel fresh about the influx of Western culture and Western ideas and follow them blindly. However, due to the lack of the formation of life and values, there are differences in understanding, and this lacks cultural self-confidence for our country.

3. Research on the Effective Path of English Audio-Visual Teaching with Ideological and Political Elements

3.1 Research Purpose

The questionnaire survey method is used to investigate the effective path of English audio-visual classroom teaching with ideological and political elements, and provide a basis for the effective path of English audio-visual classroom teaching into ideological and political elements.

3.2 Questionnaire Survey

(1) Survey object

This article is mainly to investigate the effective path of English audiovisual teaching with ideological and political elements. Therefore, the subjects of this survey are teachers and students of English majors in Tianjin University of Commerce Boustead College. Teachers conducted a questionnaire survey, and the 6 classes of Grade 2019 were marked as a,b,c,d,e and f class. Due to the limitations of this research condition, this questionnaire is only a survey of graduates from 6 classes. The research results still have certain technical limitations and cannot fundamentally represent our penetration from colleges and universities in other provinces, cities and regions across the country. Ideological and political elements are an effective way for English audiovisual teaching.

(2) Issuance of questionnaires

1) The minimum distribution of questionnaires

According to the minimum sample size formula in statistics, this article sets the confidence level of the questionnaire to 80%, and the allowable error does not exceed 8%. Calculate the minimum sample size as

$$n_0 = \left(\frac{t_a}{2\Delta p} \right)^2 = \left(\frac{1.645}{2 \times 0.075} \right)^2 = 120 \quad (1)$$

2) This questionnaire survey is completed in two stages. The first stage is the distribution of questionnaires. According to the minimum sample size, the number of questionnaires distributed this time is 180. The second stage is the questionnaire recovery stage, which will be recovered after 6 days. It was 167, and the response rate of this questionnaire was 95%.

3) In order to test the reliability and stability of the questionnaire, first calculate the variance of the questionnaire results, and then use the method of "half-half reliability" to test the reliability of the returned questionnaire. Using formula (2) to calculate the reliability coefficient, the correlation coefficient of the questionnaire is $r=0.883$. According to the theories and methods of modern scientific research, when the reliability of a test reaches 0.80 or more, it can be regarded as a test with higher reliability. The test results confirm that the questionnaire is reliable.

$$r = 1 - \frac{S^2(1 - r_1)}{S_n^2} \quad (2)$$

3.3 Data Processing

(1) Enter the questionnaire data into the EXCEL software, and establish a data table on the ideological and political topics and methods incorporated in the English audiovisual classroom teaching. In order to obtain the real questionnaire data, the data must also be tested. In EXCEL, the Grubbs method is used to eliminate abnormal data.

(2) Import the processed data in EXCEL into SPSS software, and use SPSS software to analyze the data.

4. Analysis of Survey Results

4.1 Ideological and Political Theme

Questionnaires are used to investigate students' interest in ideological and political topics. The survey results are shown in Table 1:

Table 1. Ideological and Political Theme

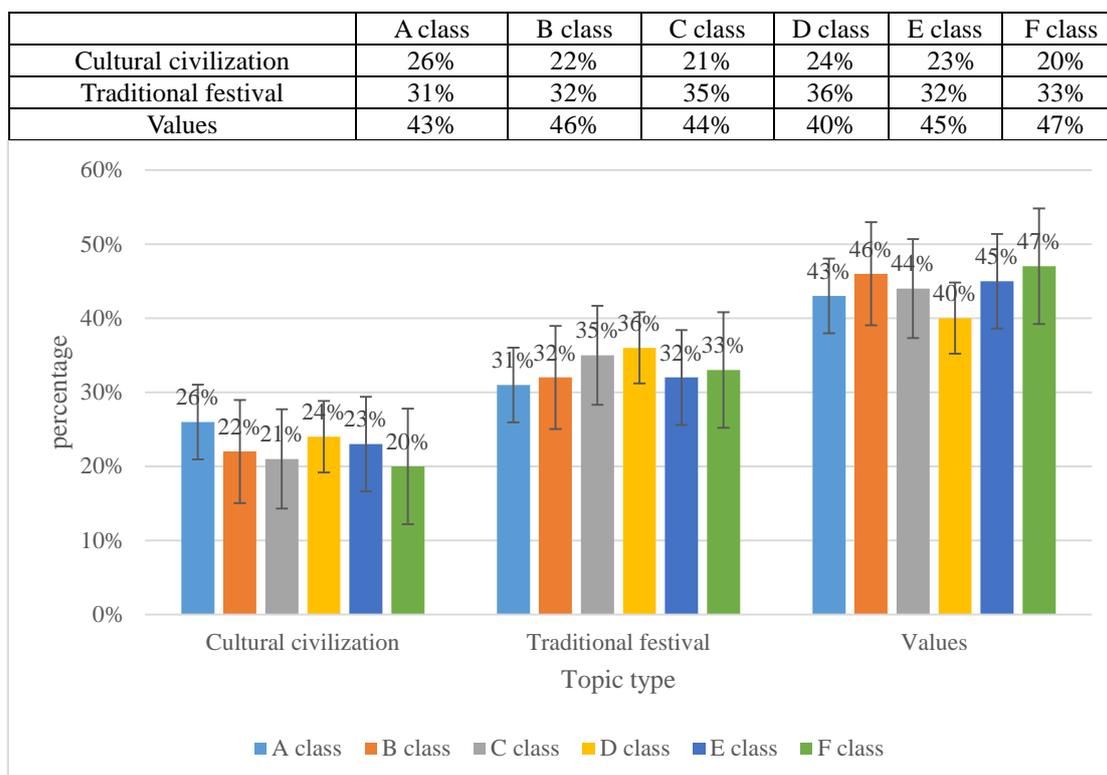


Figure 1. Ideological and Political Theme

It can be seen from Figure 1 that the main ideological and political themes that students are interested in are war and peace, accounting for 44%, followed by traditional festivals, accounting for about 32%.

4.2 Methods of Ideological and Political Topics Incorporated in Classroom Teaching

Questionnaires are used to investigate students' interest in ideological and political teaching methods. The survey results are shown in Table 2:

Table 2. Teaching method

	A class	B class	C class	D class	E class	F class
Five minutes for unlimited topics	24%	22%	23%	20%	23%	21%
Narrative and argumentative essays with the theme of social phenomena	34%	33%	30%	31%	32%	33%
Listen to VOA/BBC news, celebrity speeches, national leaders' meeting speeches	42%	45%	47%	49%	45%	46%

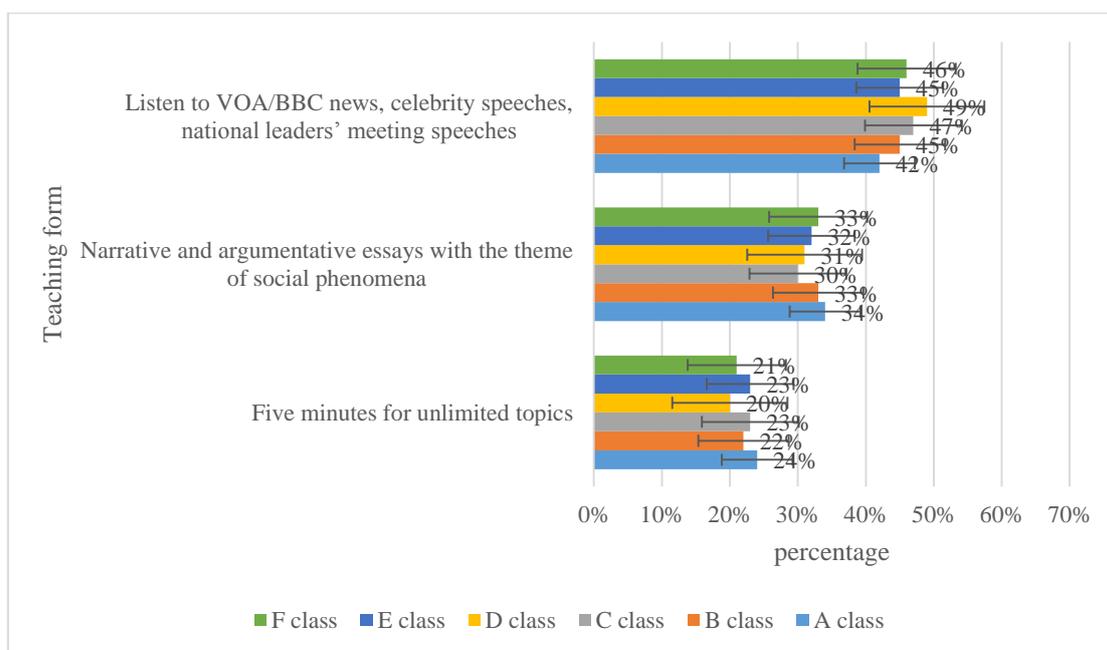


Figure 2. Teaching method

It can be seen from Figure 2 that the more acceptable forms for students to incorporate ideological and political elements in English teaching are mainly listening to VOA/BBC news, celebrity speeches, and national leaders' meeting speeches, accounting for about 45%. The second is narrative and argumentative essays on social phenomena and themes.

5. Conclusions

Knowledge, skills and values are the three elements of education, which are inseparable from each other. The combination of English higher education and ideological and political education is the embodiment and practice of deepening the ideological and political policies of vocational courses. Comprehensive English is the main course for English majors. While improving students' English language skills, it guides students to correctly understand Western culture, and combines content that reflects the history, development and essence of Chinese culture, so that students can enhance the contrast between Chinese and Western culture, consolidated cultural self-confidence and enhanced patriotism. Incorporate "ideological and political elements" into teaching content, teaching methods and assessment methods, and integrate ideological and political education throughout the teaching process, so that students can understand Western culture, love extraordinary and Chinese culture, and feel the power of China.

Acknowledgements

This paper is supported by College Teaching Research Project of Tianjin University of Commerce Boustead College (No. BD20219207)

References

- [1] Jia C, Dan L. On Ways to Infiltrate Ecological Civilization Education into Ideological and Political Education of Higher Vocational Colleges[J]. science education article collects, 2016, 56(4):337-341.
- [2] Su L, Xiao L, Wang J. A Case Study of the Ideological and Political Education of College English Translation Course Driven by Words[J]. Creative Education, 2021, 12(2):317-328
- [3] Zhang M, Li S. Ideology in College English Teaching under the Background of Courses for Ideological and Political Education[J]. Open Access Library Journal, 2021, 08(2):1-10..

- [4] Yang Y. On Detecting Abnormal Access for Online Ideological and Political Education[J]. *International Journal of Distributed Systems and Technologies*, 2021, 12(2):35-45.
- [5] Multimodal teacher input and science learning in a middle school sheltered classroom[J]. *Journal of Research in Science Teaching*, 2016, 53(1):7–30.
- [6] Boateng R, Boateng S L, Awuah R B, et al. Videos in learning in higher education: assessing perceptions and attitudes of students at the University of Ghana[J]. *Smart Learning Environments*, 2016, 3(8):1-13.
- [7] Zimnyi K. Gateways into teaching translation in the language classroom: a proposal for audiovisual translation of *Coraline* in EFL/ESOL[J]. *Entrel íguas*, 2017, 3(2):p ágs. 336-351
- [8] Vera P G, Corisco A. Audiovisual materials: a way to reinforce listening skills in primary school teacher education[J]. *Language Value*, 2016(8):1-25..
- [9] Andrzej, Czyzewski, Bozena, et al. An audio-visual corpus for multimodal automatic speech recognition[J]. *Journal of Intelligent Information Systems*, 2017, 49(2):167–192.
- [10] Labinska B, Matiichuk K, Morarash H. Enhancing Learners' Communicative Skills through Audio-Visual Means[J]. *Revista Romaneasca pentru Educatie Multidimensionala*, 2020, 12(2):220-236.
- [11] Raphael, Tegha, Ketcha. Varieties of English in Cameroon audio-visual materials: Cameroon audio-lects: An account of five major English media 'audio-lects' in Cameroon[J]. *ENGLISH TODAY*, 2019, 35(1):20-27.
- [12] Heckmann M. Audio-visual Word Prominence Detection from Clean and Noisy Speech[J]. *Computer Speech & Language*, 2017, 48(MAR.):15-30.