

Analysis of the Integration of Ideological and Moral Education Elements in University English Course Teaching

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Abstract

In this paper, we analyze the background of the study and the policy environment, and do a questionnaire research to analyze the current problems in the integration of the Ideological and Moral Education elements in the teaching process of college English and the construction of the curriculum, and propose solutions.

Keywords

College English; Ideological and Moral Education Elements; Curriculum Construction.

1. Research Background

Since 2004, the central government has issued documents on further strengthening and improving the ideological and moral construction of minors and the ideological and political education of college students, and Shanghai has thus started the exploration of the ideological and political education (moral education) curriculum reform in schools. Shanghai's curriculum reform has gone through three stages, and the focus of the reform has changed from the construction of moral education courses in primary and secondary schools to the integrated construction of moral education courses in schools and universities, and in this process, the concept of building a whole-person, whole-course education pattern has become increasingly clear.



Fig 1. Policy Background

In 2010, Shanghai undertook the national education system reform pilot project "Overall Planning of Moral Education Curriculum for Primary and Secondary Schools". In 2014, the Shanghai Municipal Party Committee and the Shanghai Municipal Government issued the

"Shanghai Education Comprehensive Reform". In 2014, the Shanghai municipal government issued the "Shanghai Education Comprehensive Reform Program (2014-2020)". "Third, to strengthen resource sharing and promote integration and complementarity, to form a synergistic system of cooperation and win-win cooperation between education and economic and social development. In the three target systems, from within the education system, the core is to insist on "educating people, moral education first", and to make "establishing moral education" the fundamental task of education, that is, to organically integrate cultivating and practicing socialist core values into the entire education system in addition, it should be fully reflected in the daily management of the school, and we should work hard on the small, detailed and implementation.

We realize that to strengthen the ideological and political education in colleges and universities, we must start from the essential requirement of "educating people" in higher education and the strategic height of national ideology, and we cannot talk about the construction of "Civic Science Course". "Instead, we should seize the core link of curriculum reform, give full play to the role of the main channel of classroom teaching in educating people, focus on the ideological and political education throughout the whole process of school education and teaching, focus on the implementation of teaching and educating people in the main channel of classroom teaching, deeply explore the ideological and political theory education resources of various courses, give full play to the function of educating people in all courses, and implement the responsibility of educating people by all teachers. The responsibilities of all teachers.

2. The Main Form of Curriculum Ideological Moral Education

The main form of curriculum Ideological Moral Education is to integrate elements of ideological and political education, including theoretical knowledge, values and spiritual pursuits of ideological and political education, into each course to influence students' ideological consciousness and behaviors in a subtle way.

2.1. The Essence of Curriculum Ideological Moral Education is to Establish Morality and Educate People

The essence of curriculum Ideological Moral Education is still a kind of education, is to achieve moral education. "Educate people" first "educate morality", focusing on the organic unity of teaching, educating people and educating talent, has always been the fine tradition of education in China. "Ideological and political education is to do the work of people, to solve the 'training of what kind of people' 'how to train people' problem, is the fine tradition of our party and country and the lifeline of the work. " It always insists on establishing oneself by virtue, learning by virtue and teaching by virtue, focuses on strengthening the education of students' worldview, outlook on life and values, inherits and innovates the excellent Chinese traditional culture, and actively guides contemporary students to establish correct national, ethnic, historical and cultural outlooks, so as to cultivate more talents with comprehensive development of moral, intellectual, physical, social and aesthetic development for society and train qualified builders and reliable successors for the cause of socialism with Chinese characteristics. This will cultivate more talents for the overall development of moral, physical, aesthetic and cultural values for the society and cultivate qualified builders and reliable successors for the cause of socialism with Chinese characteristics.

2.2. The Concept of Curriculum Civic Government is to Educate People Collaboratively

From the point of view of the proposed curriculum Ideological Moral Education, its purpose is to achieve the same direction of all kinds of courses and ideological and political theory courses, to realize the collaborative education of people. Whether it is "three-wide" education or "ten-

wide" education, it reflects the concept of collaborative education. As our Party's education policy and the common mission of all levels of schools in China, the most important indicator of a school's education level is whether it can continuously train qualified builders and reliable successors for the cause of socialism with Chinese characteristics, and whether it can unite talents, cultivate talents and deliver talents for the realization of the Chinese dream of the great rejuvenation of the Chinese nation. The world's top universities have grown up in serving the development of their own countries, and "as long as we are effective in cultivating socialist builders and successors, our universities will have a position and a voice in the world".

2.3. The Structure of Curriculum Ideological Moral Education is Three-dimensional and Diversified

Curriculum Ideological Moral Education itself implies a change in the structure of education, i.e., the realization of the unification of knowledge transmission, value shaping and ability cultivation in a pluralistic way.

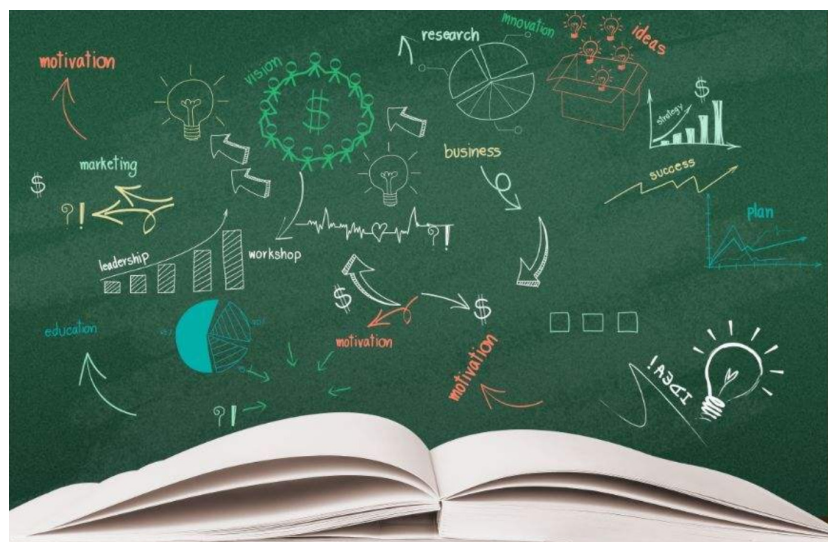


Fig 2. Research Background

The actual curriculum teaching often separates these three for various reasons, and in a sense, the curriculum Ideological Moral Education is a return to the reunification of these three. It requires teachers to actively explore ways to intervene in students' daily lives, to integrate teaching with students' current life situations and confusions, and to consciously respond to students' real problems and confusions in their studies, lives, social interactions and practices, so as to reach the depths of their tacit knowledge, i.e., the hidden roots of their cognition and practices, and thus have a positive impact on them. This will have a positive impact on them.

2.4. The Method of Thinking about Politics in the Curriculum is a Combination of the Explicit and the Implicit

What to cultivate, how to cultivate and for whom to cultivate is the fundamental issue of talent cultivation, and the beneficial practices abroad can be borrowed, but fundamentally, education must be run on Chinese soil and adhere to the direction of socialist schooling. Talent training system involves teaching system, teaching material system, discipline system, management system, etc., through which is the ideological and political work system. Curriculum Ideological Moral Education is based on the construction of such a blueprint for education, through deepening the reform of the objectives, content, structure and mode of the curriculum, the political identity, national consciousness, cultural self-confidence, personality development and other ideological and political education orientation and the inherent knowledge and skills

of the various courses to achieve the organic combination of explicit and implicit education, to promote the free and comprehensive development of students, to give full play to the role of education The role of teaching and educating people.

2.5. The Thinking of Curriculum Ideological Moral Educationis Scientific Innovation

In the era of great social changes and cultural prosperity, it is necessary to establish both scientific and innovative thinking. At the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping put forward the clear requirement of improving students' ideological and political quality, namely "four correct understandings", the essence of which lies in learning to analyze problems with correct positions, views and methods, closely combining study, observation, practice and thinking, and being good at grasping the history and the direction of development of the times, and grasping the mainstream and the main point is to learn to use the correct position, viewpoint and method to analyze problems, to combine learning, observation and practice with thinking, to grasp the direction of development of history and the times, to grasp the mainstream and tributaries, phenomena and essence of society, to develop historical thinking, dialectical thinking, systematic thinking and innovative thinking. It emphasizes the need to use dialectical materialism and historical materialism to look at things, not to fall into the quagmire of idealism and mechanical materialism, and to orient theories to mysticism. Especially in the current context of the changing ideological field of the international community and the fierce clash of various social trends and concepts, our education needs to further strengthen ideological and political education in all courses to teach and educate people with Marxist positions, views and methods, so as to build a solid ideological defense for students and resist the harm of various erroneous trends and statements to students. Secondly, what is shown in the course Civic Politics is an innovative thinking, which emphasizes the integration of ideological and political education in courses other than ideological and political theory courses, which has not been paid attention to in the previous ideological and political education. And in the specific process of the construction of the course Civic Politics, there is also a greater need for innovative thinking, with new thinking to give rise to new ideas, new ideas to seek new development, new development to promote new methods, new methods to solve new problems, to achieve the innovative development of the course Civic Politics.

3. The Content of Ideological and Moral Education in University English Teaching

3.1. Focusing on the Correct Outlook on Life

Before educating students to be successful, we teach them how to behave. The content of the textbook is integrated into the education of students' outlook on life. In the reading article of College English entitled "How Travel Transformed Me", the author shows us the real luxury of travel. (She made me think the luxury of travel isn't in the fancy resorts you stay at or the souvenirs you buy. The luxury of travel lies in the people you've met along the way, and how their stories will teach you a (A little lesson or two about life.). Through the study of this article, in the explanation of this text story, guide them to open their eyes and understand different places in the world, so as to establish a correct outlook on life and values.

3.2. Strengthen the Education of Ideals and Beliefs

Ideals and beliefs are products of the spiritual level, and a person without ideals and beliefs has no soul. The Chinese Communist Party developed China from standing up to getting rich to getting strong today not by talking, but by doing it with strong ideals and beliefs. University students are in the struggle period of their life, and they should instill the concept that youth is

for struggle in English teaching. By learning professional knowledge and mastering a skill, they can better serve the people and the society in the future and can add bricks to realize the Chinese dream as soon as possible. In the English course, teachers should influence students implicitly in the teaching process so that each of them will have the awareness of the Chinese dream and take the realization of the Chinese dream as their responsibility and obligation. In the teaching process, we can also integrate famous quotes and aphorisms to let students have a deeper experience, for example: Where there is a will, there is a way. These quotations and sayings are the wisdom of previous generations, and the truths contained in them are sufficient to assist the teaching materials to play the role of ideological and moral education.

3.3. Focus on Patriotism Education

The Chinese people have endured countless unimaginable risks and tests for five thousand years because of their deep and enduring patriotism. Patriotism is also the most fundamental element of the core socialist values. In his speech while presiding over the 29th collective study of the Political Bureau of the CPC Central Committee, Xi Jinping pointed out that, in conjunction with promoting and practicing the core values of socialism, in-depth, lasting and vivid patriotic propaganda and education should be carried out among the youth, so that the spirit of patriotism can take firm root in the hearts of the youth, so that the youth can cultivate their love for their country, strengthen their will to strengthen their country, and practice the act of serving their country, so that the spirit of patriotism can be The spirit of patriotism will be passed on from generation to generation and carried forward.



Fig 3. Patriotism education

It is also the duty and responsibility of teachers to plant the seeds of patriotism in the hearts of students. At this stage, what college students need to do is to establish patriotism and aspire to work tirelessly for the prosperity and strength of the motherland and the great rejuvenation of the nation. They should be brave enough to climb and explore, and master the real knowledge so that they can make greater contributions to the country and the people in the future.

3.4. Advocate Socialist Core Values

In the new era of socialism education, the 18th Party Congress proposed that Chinese people should cultivate and practice "socialist core values". The basic contents of these values include wealth, strength, democracy, civilization and harmony at the national level; freedom, equality, justice and rule of law at the social level; and patriotism, respect for work, honesty and friendliness at the individual level. In class, the author assigned a translation task: translate these 24 words into English. The students practiced in groups, and the first group to complete the task was given extra points, in addition to checking individual completion. In the process of practicing, students completed the translation task and understood the Chinese and English of these 12 words, and at the same time, they had a deeper understanding of these 24 words,

although this was only the simplest exercise. Although this is only the simplest exercise, the classroom atmosphere is better and the students are more willing and willing to participate, which makes the classroom more efficient and effective. The teaching task was completed effectively, and the students were introduced to the content of socialist core values on top of that. What would have taken 40 minutes to cover now takes 30 minutes or less, and both teachers and students feel more relaxed throughout the process. In such a classroom atmosphere, students accept the education of socialist core values more effectively.

3.5. Reinforcing Civic Moral Education

In October 2019, the Central Committee of the Communist Party of China (CPC) and the State Council issued the Outline for the Implementation of Civic Morality in the New Era, which requires social morality, professional morality, family virtue, and personal virtue as the focus. Use the stories in the text to discuss with students the relationship between love, marriage and family. We also take this opportunity to share our own views on love and family with students, as well as to learn about their current relationship status and ask them to describe their parents' love. By discussing, sharing and studying the text, students will have a clearer and deeper understanding of love and build a healthy and positive view of love and attitude towards love, which will also plant a good seed for students to form a family in the future. Role modeling of English teachers. In teaching English courses, teachers should play the role of role models. The power of role models is infinite, and "high moral character is the teacher, and righteousness is the model". In the process of educating students, the teacher's knowledge, vision and ability are very important, however, the most important influence on students is the teacher's values of dealing with people and being public and private. A teacher's high moral character and charisma have a long-lasting impact on students. If teachers present their students with these high and positive personal virtues, it is much easier for them to develop such virtues.

4. Analysis of the Problems and Reasons of Integrating Ideological and Moral Education in University English Teaching

University education is a very important part of China's higher education. As a university student, it is important to master a skill, but it is more urgent to learn to be a human being. The so-called moral education is to establish a high moral character and to be a person with correct "three views". Helping young students who have just entered university campus to establish the correct "three views" is not only the responsibility of the teachers of college Ideological Moral Education and college counselors, but also the responsibility of teachers of all subjects in college. In the process of collecting materials, the author designed a questionnaire titled "Teaching English as a foreign language in higher education institutions". Among them, 65 were male and 110 were female. The fourth question was "Do you think you need to receive other ways of moral and ethical education besides the university's Ideological Moral Education class?" There are 162 students who think it is necessary, accounting for 92.75%, and 13 students who think it is not necessary, accounting for 7.43%, which shows that more than 90% of the students think it is necessary to receive other ways of ideological and moral education. The fifth question is "Do you think teachers should educate students about ideology and morality in college English classes?" 158 students thought they should, accounting for 90.29%, while only 17 students thought they should not, accounting for 9.71%. So most of the students still think that they should be taught moral education in English class, and they realize the importance of moral education. The seventh question was "Do you want to receive moral and ethical education in college English class?" 154 students answered "yes", accounting for 88% of the respondents, while 21 students answered "no". From the results of this survey, there are still many students who want to receive moral education in English class.

4.1. Main Problems of Integrating Moral and Ethical Education into College English Teaching

(1) The awareness of integrating ideological and moral education needs to be improved

In the college English classroom, due to the limited time, teachers will put more energy on the teaching of language knowledge and skills, expecting to finish the teaching objectives within the limited teaching time, complete the memory and understanding of words, phrases and sentence structures, and the goal for the English course still stays on the mastery of language, while English is a foreign language for Chinese people, and it is natural to master a lot of vocabulary and grammar knowledge need to spend a lot of time and energy, and teachers will also spend more effort on these aspects in the course of lessons. We all know that the mastery of knowledge and the improvement of one's overall quality are sometimes not proportional to each other, but on the contrary, they sometimes limit the development of students' ability to a certain extent. Moreover, some students do not buy this way of teaching, but reduce the motivation to learn. Therefore, in daily teaching, teachers should change their mindset and focus on developing students' ability. English as a language is not only a tool, but also a means of socialization, and students should eventually learn to communicate in English and help them achieve high-quality employment, and educate students with this orientation to motivate them to learn as much as possible so that they can achieve independent learning. The facts tell us that practice plays a very important role in the development of students' abilities. Our country's education reform has been carried out for many years, and the shift from examination-based education to quality education has been advocated for many years, but China's basic national conditions have led to the phenomenon that the teaching of English in college still emphasizes theory over practice and knowledge over ability. Only by applying knowledge to practice can students develop lifelong application skills. In the process of applying what they have learned to practice, they can not only cultivate students' application ability but also improve their quality in all aspects in the process.

(2) Insufficient exploitation of the ideological and political education elements of teaching contents

As a full-time English teacher in a university for 10 years, the author's English teaching has its own personality and also has certain representativeness. Take the author's case, before pursuing postgraduate studies in ideological and political education, she was almost unconscious about cultivating students' social, professional, family and personal virtues. The author is more concerned about whether the students have mastered the words and knowledge points of this unit, whether they can write a notice as required, whether they can pass all the final exams in English, or even what is the passing rate of B-level exams? New Practical English" Comprehensive Course 1, Fifth Edition, Unit 4 Be on Time and in Time talks about the importance of punctuality and making rules to follow. The importance of honesty and integrity is mentioned in Unit 10 Being Honest and Open of the New Vision College English 1 Reading and Writing Tutorial, Second Edition. Life is like a field of newly fallen snow. Where I choose to walk every step will show. The teacher can teach the students about civic ethics in the context of this explanation. In the final analysis, in addition to the weak awareness of English teachers in nurturing people, English teachers do not fully understand the meaning of the three whole nurturing people. In addition, the level of English teachers' ideological and moral education needs to be improved, and the systematization of ideological and moral education still needs to be strengthened.

(3) Single method of integrating ideological and moral education

Traditional classroom teaching. Most English teachers are still based on the teaching of their major and will not teach students ideology and morality too much. Even if they have the intention, they do not have the ability, because they are restricted by their major, teachers will

not dig deeply into this course, and because they are not rich in time, they are more inclined to the traditional education methods. After more than 40 years of reform and opening up, China has undergone radical changes, but the ideological and moral education of college students has not been well combined with the current situation and the stage they are in to adopt more innovative forms of classes, such as using multimedia, using practical teaching, etc. Most of them still stay at the stage of reading from the text. It is just a formality. Sometimes there is the phenomenon of "superficial but not real" ideological and moral education for students in colleges and universities, doing superficial articles and routines in a formal way regardless of the effect of ideological and moral education. This kind of lightly write and go through the flowers do not pay attention to the purpose of teaching does not pay attention to the effect of education is basically ineffective education, can not achieve the purpose of ideological and moral education for students. The "three whole education" is not in place. English teachers do not have a deep understanding of the "three comprehensive education" and do not thoroughly implement it into their teaching. The moral education in colleges and universities should not be limited to colleges and universities, but can break through the wall of schools and let people outside who care about higher education participate in the moral education of college students. When conducting ideological and moral education, teachers must pay attention to students. College students are a group of dynamic people who like to communicate, and in the classroom, they should design course teaching according to their characteristics, so that they can actively participate, personally experience and feel, so that they can be impressed and make them feel that it is something meaningful and can better play the role of education.

4.2. Analysis of the Reasons for the Problems of Integrating Ideological and Moral Education in University English Teaching

The root causes of the above problems in English teaching in universities are the following.

(1) The consciousness of "three comprehensive education" needs to be enhanced

The connotation of "three comprehensive education". If the youth is strong, the country is strong, a hundred-year plan, education is the foundation, education is about the future of the country, the hope of the nation. English teachers should establish a sense of "three whole education", the whole staff, the whole process, all-round education. The whole staff nurtures people by mobilizing all the forces that can be mobilized to educate students mentally and morally, and the state, society, family, school and teachers work together to form a large pattern of nurturing people. "The ultimate goal of the "three-wide education" is to cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, social and aesthetic development, and who have a correct outlook on life, values and worldview; who have lofty ideals and great patriotic spirit; who always The core values of socialism and the quality of civic morality should be practiced at all times. The key to educating all students is the teachers. The English course is a public basic course in the university, covering all majors in the university, and it has a great influence on the moral education of students. The responsibility of English teachers is not only to teach English language skills and culture, but also to educate people. Of course, the lack of English teachers' awareness of nurturing people has a lot to do with the school's implementation and guidance of the talent training goals.

(2) The initiative of teachers in teaching needs to be strengthened

English teachers do not fully grasp the profound meaning of "establishing moral education", and in the classroom teaching, teaching English language skills, Western culture and English knowledge are given priority, and moral education is not put in a very important position, and they do not deeply explore the long-term significance of doing a good job in moral education of college students. The long-term significance of the work. This problem should be divided into two, first of all, the teachers themselves need to strengthen the ideological and moral education, only this kind of moral education idea, "three whole education" concept firmly rooted in the

hearts of teachers, then in the teaching of students, teachers will be able to convey this concept to students, in the subtle education. Therefore, the quality of teachers themselves needs to be improved. Secondly, in recent years, universities have been expanding, and more and more students will receive university education. As the main force and successor of building the country, higher vocational colleges and universities have a greater responsibility, and whether they can train them to be successful and useful to the country and society is related to the process of socialist modernization and the progress of realizing the Chinese dream. Regardless of which subject teachers, should be integrated into the ideological and moral education work on the top priority. Our students are in the seedling gestation period, which is a critical period of life growth, if this period we can not well guide students to the correct direction of life, it will have a great impact on their lives, perhaps we do a little effort can change a person's life.

(3) The creativity of teachers in teaching needs to be improved

The authors conducted a survey on this issue, and one of the questions was: In what way do you want your teacher to teach you about morality and ethics in English classes at university? A total of 175 students participated in the survey, among which 154 students (88%) thought the way of cultural infiltration, 153 students (87.43%) thought the way of subtle influence through the content of the textbook, 133 students (76%) thought the way of special class was better, and 120 students (68.75%) thought the way of special lecture was better. 68.75%. The above survey shows that the students are more in favor of the two methods of cultural infiltration and subtle influence through the content of the textbook, and they are also in favor of the special class and the special lecture. The survey shows that students also want to get ideological and moral education in many ways. The method of integrating ideological and moral education is not scientific. There is a phenomenon that English teaching and moral education are separated from each other, English teaching is only English teaching, and moral education is only moral education, and moral education is not integrated into English teaching. It is a problem to find the entry point to integrate moral education. Teachers also need to find the reason from themselves. Nowadays, college students are the generation of playing Jitterbug, and it is a matter of a networked cell phone for college students in this era to know the world without going out. This epidemic has shown everyone how happy they are as Chinese people. General Secretary Xi Jinping personally commanded and deployed, putting people's lives in the first place in this epidemic prevention and control blockade. The information that everyone was basically concerned about all the time when the village was closed and the roads were closed and the neighborhoods were closed was probably more detailed for the students than for the teachers. In the process of epidemic prevention and control, many medical teams volunteered to support Hubei, many volunteers emerged, and some doctors were infected and even died in the process of treatment, which we all experienced and connected teachers and students together, whether there was a generation gap or an age gap, it was something we all experienced together. English teachers need to connect English learning with emergencies in their courses, so that it resonates better and can give students something to say and actively participate in classroom interactions.

5. Countermeasures for Integrating Ideological and Moral Education in College English Teaching

5.1. Schools should Strengthen the Construction of Teachers' Ideological and Moral Education should be Strengthened

The ideological and moral education of students in colleges and universities is far from enough to rely on university teachers of Ideological Moral Education and Political Science alone in the classroom, and the teaching time of Ideological Moral Education and Political Science teachers is limited. So it is necessary to strengthen the ideological and moral education work of all

lecturers and the staff of every department that students come into contact with at school, carry out organizational study, group discussion, watch videos and other ways and means, so that every teacher can inculcate ideological and moral education to students in their own course teaching, and form a situation where the whole staff can educate people. So the first step for English teachers to do is to improve their own ideological and moral education construction first.

5.2. Enhance Teachers' Awareness of Cultivating Students' Ideology and Morality

Establishing moral education is the central task and the key of college education. Teachers are the engineers of human souls, which is the responsibility of teachers from the level of ideology and morality. In quality education, moral, intellectual, physical and aesthetic cultivation are mentioned, and "moral" is put in the first place, so when cultivating talents, the cultivation of ideological character is also put in the first place. As an English teacher, we should first teach students to be human, then teach them to think, and finally teach them knowledge. Do not be in a hurry, in the process of teaching only focus on the full classroom, only thinking about the textbook knowledge to teach students, often with half the effect. As a teacher, you should take moral education as the ultimate goal of education. If you train students with talent but no morality, such people are not good for society and others, the goal of teachers is to train students with both morality and talent. Therefore, English teachers should strengthen their own ideological and moral education level, and in the process of teaching, they should stand high, look far and have a big picture view.

5.3. Improve Teachers' Ideological and Moral Quality

The school builds a stable ideological and moral education team based on teachers and volunteers. English teachers can join it. The school holds regular exchanges and sharing sessions on ideological and moral education, organizes training for teachers' ideological and moral education, continuously improves the implementation level of ideological and moral education of all teaching staff, gives full play to the backbone role of counselors in the work of ideological and moral education, and encourages and advocates teachers to gradually obtain the national psychological counselor qualification. English teachers can also obtain such qualifications through their efforts, which will not only help them improve themselves, but also benefit the establishment of a harmonious teacher-student relationship, and will be beneficial to English teachers in carrying out ideological and moral education. Select outstanding young teachers to take turns to be the secretary of the league committee, take advantage of the party and league to carry out various activities that are beneficial to students' physical and mental health, and use the activities to guide students to establish ambitious ideals and aspirations. Improve the volunteer service system of college students, give full play to the role of schools, school-enterprise cooperation units, social practice bases and other public welfare off-campus education sites, and incorporate the volunteer service activities that students participate in during their school years into the comprehensive quality evaluation index of students in a documentary way, and gradually become a mandatory requirement for merit evaluation, so as to promote the in-depth development of volunteer service activities.

5.4. Reinforce Patriotism Education

The year of 2020 is a special year. The pneumonia epidemic of new coronavirus infection has disrupted people's normal life. The outbreak of the new coronavirus-infected pneumonia epidemic coincided with the Chinese New Year, when people all over the country had a different kind of Chinese New Year, with an increased mobile population and a sharp increase in risk during the Spring Festival. However, countless heroes and role models emerged around us, who defied difficulties and life and death, especially medical and nursing personnel, who turned into

warriors guarding our home and country and actively participated in the support and rescue work in the hardest-hit areas of the epidemic. There are also many college students around us who have joined the volunteer team, and a mask and a yellow vest have become a beautiful scenery in the epidemic prevention and control. They stood on the front line of this war without smoke and mirrors, and built a barrier for us with their own bodies, regardless of their personal safety. All of this comes from their love for the motherland, and they express their deepest love for the motherland with their actions. This is a rare global crisis, and a common challenge for all mankind. As the first country to notify the international community of the epidemic and the first to fight it, China mobilized the whole nation and mobilized the whole country to fight the epidemic, and became one of the first countries in the world to control the domestic epidemic through hard work and great sacrifices, not only holding the regional defense line of epidemic prevention and control for the world, but also accumulating valuable experience for the global fight against the epidemic. Our party and government have always put people's lives first, and looking at the current international situation, we as Chinese should all feel proud and honored. Now that the new pneumonia is still going on in the international arena, China has extended a helping hand to help them control the epidemic, and such a great nation's style makes us proud to be Chinese at all times. Viruses know no borders and epidemics know no race. We know that as long as there is still one country that has not effectively controlled the epidemic, the battle will not be over. In this battle, China has fully demonstrated its role as a responsible power with irrefutable facts and has made sacrifices and contributions worthy of the international community; in this battle, China has taken practical actions of openness and cooperation to maintain global public health security together with other countries in the world. On this event, I think it is a good ideological and moral education for all students. So in the teaching process, teachers need to stand on a higher level. If there is a problem with the ideological and moral education of the students, then all the education that the students receive may be problematic. This is not what teachers want to see. As teachers, we hope that the world will be full of peaches and plums, and we hope that all students will become useful to society, build the country and make our motherland stronger and stronger.

5.5. Optimizing Socialist Core Values

The education era is progressing, international current affairs and national events are changing rapidly, so the ideological and moral education and teaching contents for higher vocational college students cannot be unchanged, but should keep pace with the times and be updated in real time, so that more higher vocational college students can participate and actively care about national events, and it is especially important to educate students about socialist core values in the background of the new era. The 24 words of wealth and strength, democracy, civilization, harmony, freedom, equality, justice, rule of law, patriotism, dedication, honesty and friendliness not only require students to be familiar with them and understand the deeper meaning of these 24 words, but also should be combined with practice for students to experience them by themselves. The youth of the new era should consciously practice the core socialist values. Young people of the new era should draw moral nutrients from the models of the times, moral exemplars and heroes, share their feelings, inherit and carry forward their moral style, always reflect on themselves, correct themselves and improve themselves. Let the youth of the new era pursue a nobler, more perfect, more tasteful, and more realistic life in a sunny, green, and clean China.

6. Conclusion

In this paper, we have introduced the policy background and research necessity of curriculum Civics, and at the same time sorted out the course contents that need to be concerned in the university English curriculum Civics, and analyzed the current problems in the construction of

university English curriculum Civics, and further identified the causes of these problems, and finally gave the solutions.

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