

The Implementation Path of Integrating Huxiang Culture into the Ideological and Political Teaching of College English Courses

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Abstract: *Integrating Huxiang culture into college English teaching is an important part of the reform and development of college English teaching in the new era. It is the need of teaching development, curriculum education, as well as cultural inheritance and innovation. It is of great significance for carrying out ideological and political education, protecting and inheriting cultural heritage, and improving teachers' educational and teaching abilities. This paper suggests that the implementation path should start from aspects such as the selection of Huxiang culture, the optimization of curriculum and teaching materials, the enhancement of teachers' awareness and ability of education, and the innovation of teaching models and methods, so as to promote the in - depth integration of Huxiang culture and English teaching.*

Keywords: Huxiang culture; Ideological and political education in English courses; Cultural confidence.

1. INTRODUCTION

In 2020, the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" identified strengthening the education of outstanding traditional Huxiang culture as one of the key contents of ideological and political education construction [1]. The "College English Teaching Guide" points out that college English teaching is also part of the school's ideological and political education teaching system. College English courses should organically integrate ideological and political concepts and content, incorporate Huxiang culture into teaching materials, carry forward the Chinese spirit, tell Chinese stories well, and cultivate students' patriotic feelings [2]. College English education shoulders the important mission of integrating China and foreign countries. Integrating Huxiang culture into college English teaching is an important part of the reform and development of college English teaching in the new era, a need for teaching development, curriculum education, and cultural inheritance and innovation, with great practical significance and practical value.

2. THE VALUE OF INTEGRATING HUXIANG CULTURE INTO THE IDEOLOGICAL AND POLITICAL TEACHING OF COLLEGE ENGLISH COURSES

2.1 Facilitating the Implementation of Ideological and Political Education

Integrating Huxiang culture into the college English classroom helps to implement the ideological and political goal of cultivating people with moral integrity. General Secretary Xi Jinping pointed out: "We should adhere to cultivating people with moral integrity as the central link, run ideological and political work through the whole process of education and teaching, and achieve all - round and whole - process education." To implement the fundamental task of cultivating people with moral integrity, it is necessary to continuously study and explore the ideological values and spiritual connotations contained in outstanding traditional Huxiang culture, expand the depth and breadth of classroom teaching, and effectively give play to the value - leading function of classroom teaching [3]. The English discipline undertakes the important task of cultivating students' cultural confidence and spreading traditional culture. From the perspective of the teaching function of college English, integrating outstanding traditional Huxiang culture into college English teaching can not only enhance students' interest in learning English but also improve their cultural literacy and cross - cultural communication ability [4]. Students can temper excellent characters in continuous edification, cherish national feelings and a sense of family and country, and bravely assume the responsibilities of the times and historical missions, becoming beneficiaries and inheritors of Huxiang culture.

2.2 Contributing to the Protection and Inheritance of Cultural Heritage

Huxiang culture is the foundation for China to stand firm in the surging world culture. In an era of fierce collision between Chinese and Western cultures, the significance of protecting and inheriting Huxiang culture is even more significant. Learning outstanding traditional Huxiang culture can stimulate college students' attention and love for it, and then enhance their awareness of respecting and protecting cultural heritage. Language learning is a two-way cultural communication. Integrating elements of Huxiang culture into college English teaching, such as Chinese literature and art, ancient science and technology, traditional festivals, classic folk customs, clothing and food, historical sites, folk tales, and idiom stories, can enable college students to have a deeper understanding of Chinese cultural traditions, strengthen their national identity and identity, so that college students can maintain cultural characteristics and enhance cultural confidence in the context of globalization. With language as the carrier in the English classroom, the "going - out" of Huxiang culture can promote the communication and collision between Huxiang culture and the cultures of other countries in the world, and increase the world's understanding of Huxiang culture, which is the protection, inheritance, and innovation of Chinese cultural heritage.

3. THE CURRENT SITUATION OF INTEGRATING HUXIANG CULTURE INTO THE IDEOLOGICAL AND POLITICAL TEACHING OF COLLEGE ENGLISH COURSES

College English teachers integrating Huxiang culture into the classroom and running value education through classroom teaching conforms to the requirements of the times, serves national development, and is conducive to enhancing China's international status and discourse power. However, there are a series of problems that need to be clarified and studied in aspects such as textbook compilation and teachers' ideological and political awareness in the integration of traditional culture into the ideological and political education of English courses.

Statistics show that the content related to Huxiang culture in college English textbooks accounts for only about 2% on average, resulting in the "aphasia of Huxiang culture". In recent years, college English textbooks have undergone significant reforms, and the academic community has expounded on the textbook compilation concepts and practices guided by ideological and political education from different perspectives, presenting new research trends. However, no consensus has been reached on textbook compilation and the selection of traditional culture content. Some scholars believe that the integration of traditional culture should be "ingenious and silent", and the goal of cultivating people with moral integrity should be achieved "subtly". Some advocate directly using the "element outline" composed of twelve phrases of the core socialist values to compile textbooks, so that textbooks with rules can facilitate teachers to integrate core values into the classroom. Some support the compilation of textbooks guided by the themes of "cultivating one's moral character, regulating the family, governing the country, and helping all people". The lack of unified textbook compilation standards and the uncertainty of the content of Huxiang culture integrated into the ideological and political education of English courses have led to deviations in the practice of integrating traditional culture into the ideological and political education of English courses.

In addition, some foreign language teachers in colleges and universities have problems such as insufficient cultural heritage of Huxiang culture, a lack of in-depth understanding of the spirit of Huxiang culture, limited ability to spread Huxiang culture in the classroom, and poor effectiveness of integration into teaching [4]. In particular, the inaccurate understanding and uncertain selection of outstanding traditional culture are common problems among foreign language teachers. Teachers have great arbitrariness and subjectivity in the selection of traditional culture content integrated into the classroom. The low sensitivity of English teachers to outstanding ideological and political elements in traditional culture, as well as their lack of extraction ability and the ability to integrate them into the classroom, directly lead to poor penetration of traditional culture and poor educational effects in the classroom.

4. THE IMPLEMENTATION PATH OF INTEGRATING HUXIANG CULTURE INTO THE IDEOLOGICAL AND POLITICAL TEACHING OF COLLEGE ENGLISH COURSES

4.1 Enhancing the Huxiang culture Literacy of College English Teachers

Most college English teachers have an educational background in English majors. Therefore, in their past educational experiences, they often focused on the cultivation of English knowledge and skills, as well as research in specific sub-fields of English, such as literature, linguistics, and translation. As a result, some college English

teachers have limited knowledge of the local Huxiang culture where their teaching institutions are located, and their abilities to teach Huxiang culture in English also need to be improved. "The red - culture literacy of curriculum ideology and politics teachers is mainly reflected in mastering the theoretical knowledge of Huxiang culture, possessing the ability to spread Huxiang culture, and having the red - culture character".

Colleges and universities should build platforms, provide channels, and offer training opportunities for college English teachers to learn the theoretical knowledge of Huxiang culture. For example, strengthen exchanges and cooperation with local red - culture research institutions, and invite red - culture research experts to the school to hold special lectures for college English teachers. Organize teachers on campus to carry out red - culture - themed seminars and workshops. On the basis of ensuring that college English teachers master a certain amount of theoretical knowledge of Huxiang culture, colleges and universities should introduce some incentive plans and measures to encourage college English teachers to actively participate in the foreign - language dissemination of local Huxiang culture by taking advantage of their language skills. For instance, encourage teachers to develop online high - quality English courses on Huxiang culture, release popular science content about Huxiang culture in English through new media such as short videos, and translate local red - culture materials. To cultivate the red - culture character of college English teachers, colleges and universities should pay attention to the construction of teaching ethics and work styles, and organize teachers to be influenced by Huxiang culture by learning about the deeds of revolutionary heroes and martyrs, so as to continuously improve their ideological and moral standards.

4.2 Optimizing the Content and Methods of Classroom Teaching

In the teaching practice of Huxiang culture, teachers first need to solve the problem of a shortage of teaching materials. Currently, the college English textbooks with a high usage rate are usually compiled for non - English - major undergraduates across the country. They lack regional pertinence and hardly involve local Huxiang culture. Therefore, college English teachers should avoid rote teaching, actively explore materials in local Huxiang culture that are closely related to the curriculum standards and textbook requirements, translate them into English, and then integrate them into the teaching content. College English teachers should also use artificial intelligence software such as ChatGPT, DeepSeek to classify the Huxiang culture content into different grades.

For example, in the "Growth English" advanced chapter, in the unit with the topic of "New Semester and Dreams", teachers can elevate the connotation of the word "dream" to the great ideal of revolutionary heroes and martyrs to save the nation from peril by integrating the deeds of local revolutionary heroes and martyrs during their college years. For instance, the deeds of Martyr Lai Yinfang, who was from Qingyuan City, Guangdong Province, such as intensively studying Marxist - Leninist works, conducting in - depth research on the labor situation, and taking the lead in founding the progressive journal "New Enlightenment" during his studies at Sun Yat - sen University, can be translated into English. Use various methods such as videos and story - telling to present the deeds of revolutionary heroes and martyrs, so as to enhance students' interest and understanding. This can not only enable college students to learn the corresponding English words for common red - culture terms such as "communism", "revolution", and "martyr", but also enable contemporary college students to be subtly influenced by the heroic deeds of revolutionary predecessors, prompting them to establish lofty personal ideals.

According to the constructivist theory, participatory learning can effectively improve students' interest in and understanding of Huxiang culture. In classroom teaching practice, college English teachers should pay attention to teaching methods, adhere to a student - centered approach, and design rich classroom teaching activities to arouse students' interest and make them actively participate in red - culture learning. Activities such as "Introduction to Red Tourist Attractions in My Hometown", English dubbing of red - themed film and television clips, red - culture English vocabulary solitaire, English cover versions of classic red songs, appreciation of selected segments of red - culture documentaries, and "My Most Revered Revolutionary Hero and Martyr" thematic speech contests can be carried out in the classroom [5].

4.3 Incorporating Huxiang culture Teaching into the Teaching Evaluation System

To assess the quality of red - culture teaching in college English courses and improve teachers' teaching levels of Huxiang culture which including red-culture of Hengyang in English, it is necessary to incorporate red - culture teaching into the teaching evaluation system, and comprehensively adopt forms such as the combination of formative evaluation and summative evaluation, student evaluation of teaching, supervisor evaluation of teaching, and peer - to - peer evaluation.

The current college English curriculum evaluation system mainly focuses on students' language abilities while ignoring the assessment of their cultural literacy. To "give play to the positive guiding role of testing in teaching, so that it can better provide diagnostic and feedback information for teaching", college English teachers should comprehensively use various forms to test students' learning achievements of local Huxiang culture at different stages of the semester, and continuously optimize teaching methods based on the test results to improve teaching quality. During the semester, methods such as in - class quizzes on red - culture knowledge, after - class reading reports on red - culture documents, and group in - class red - culture - themed presentations can be used to test students' periodic learning achievements. At the end of the semester, if teachers use the final - exam form to evaluate students' learning, the assessment of Huxiang culture should be included in the test - paper structure, and the proportion of scores should be reasonably allocated.

When colleges and universities use forms such as student evaluation of teaching, supervisor evaluation of teaching, and peer - to - peer evaluation to evaluate the teaching quality of college English teachers, the teaching quality of Huxiang culture should also be regarded as an important indicator of curriculum ideology and politics teaching quality and incorporated into the teacher evaluation standard system. A assessment plan suitable for the school should be introduced, and the participation and teaching achievements of red - culture teaching should be taken as important assessment contents for teachers' performance assessment, professional title evaluation, and selection of excellent teachers. Take the School of Foreign Languages of Guangdong Polytechnic of Science and Trade as an example. The school has formulated the "Performance Evaluation Standards for Curriculum Ideology and Politics in the School of Foreign Languages" to stimulate teachers' enthusiasm for curriculum ideology and politics construction. Teachers in the school have obtained 5 provincial - and municipal - level curriculum ideology and politics - related research projects, built 3 school - level model curriculum ideology and politics courses, produced 8 excellent curriculum ideology and politics cases, and published 3 curriculum ideology and politics papers.

5. CONCLUSION

Since the Ministry of Education issued the "Guidelines for the Construction of Curriculum Ideology and Politics in Institutions of Higher Education" in 2020, all colleges and universities in China have been required to comprehensively promote the construction of curriculum ideology and politics and integrate curriculum ideology and politics into the whole process of classroom - teaching construction of each course. Integrating local Huxiang culture into the curriculum ideology and politics teaching of college English courses can not only enhance college students' understanding of local Huxiang culture and improve their ability to spread Huxiang culture in English, but also subtly guide college students to develop correct values, so as to cultivate well - rounded socialist builders and successors.

However, currently, there are still urgent problems to be solved in integrating local Huxiang culture into the curriculum ideology and politics teaching of college English courses. College students lack a reserve of local red - culture knowledge, and college English teachers have not effectively integrated local Huxiang culture into classroom teaching. As a result, after completing a one - year college English course, college students still lack the ability and practice to spread Huxiang culture in English. To effectively solve the above problems and integrate local Huxiang culture into the curriculum ideology and politics teaching of college English courses, it is necessary not only to improve the red - culture literacy of college English teachers, enabling them as classroom organizers to continuously optimize the content and methods of red - culture teaching in the classroom, but also to incorporate the teaching quality of Huxiang culture into a comprehensive teaching evaluation system to test and improve teachers' teaching. In addition, a long - term follow - up study on the path of integrating local Huxiang culture into the curriculum ideology and politics teaching of college English courses should be carried out to verify its effectiveness.

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