

# Research on the Integration of Ideological and Political Elements Into Cross-Border English Teaching

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**Abstract:** *Integrating the teaching content of cross-border English with the concept of ideological and political education can give full play to the homework of diversified education of the curriculum and show the advantages of the curriculum. Based on the background of the current new curriculum reform, it is necessary to give play to the value of ideological and political education. Teaching through the combination of classroom content has become an important part of subject teaching, and it can also cultivate students' ideological and political ability. In the process of teaching ideological politics in colleges and universities, as a teacher, you should not only guide students to understand the basic ideological knowledge, but more importantly, you should strengthen the integration of the curriculum and the concept of ideological politics. While catering to the essence of the discipline, it can also innovate teaching methods and cultivate students' ideological and political awareness, and ultimately make students become high-quality talents with both political integrity and ability in the new century.*

**Keywords:** Cross-border English; Ideological and political elements; Curriculum teaching.

## 1. INTRODUCTION

As an important component of the curriculum system architecture, ideological and political education involves higher standards and requirements in terms of professional knowledge structure, ideological and political connotations, and the formulation and implementation of teaching objectives in the current education reform background. Under the requirements and standards for cultivating core competencies, it is emphasized that ideological and political learning should reflect strong practicality and guide students to engage in experiential learning activities. Currently, in the process of conducting cross-border English courses, it is necessary to explore, design, and implement teaching from various aspects such as course path design, teaching design, and implementation design. At the same time, it is also necessary to analyze the effectiveness of ideological and political practices in order to provide reference for the construction of ideological and political education in cross-border English. In the field of management economics, Zhang (2025) investigates dynamic pricing strategies that account for customers' limited rational behavior within competitive market environments[1], while Ge, Ma, and Wang (2023) explore the adaptation and feasibility of implementing a Green GDP accounting system within the Chinese context[2]. The intersection of culture and technology is examined by Yang and Mustafa (2025), who conduct reception studies on how multimodality transforms the translation and communication of Chinese museum culture in the intelligent media era[3]. Meanwhile, sociological research delves into identity construction in digital spaces, with Huang and Liang (2023) presenting a comparative empirical study on the liminal status and identity formation of lesbians on social media in China and the UK[4]. Complementing this, Li (2023) analyzes the discursive construction of masculinity through mainstream media coverage in China, particularly focusing on the phenomenon of canceling "effeminate" men[5]. Together, these studies highlight the complex interplay between economic behavior, cultural translation, and social identity in increasingly mediated and globalized contexts.

## 2. THE CURRENT SITUATION OF CROSS-BORDER ENGLISH TEACHING IN UNIVERSITIES UNDER THE CONCEPT OF "IDEOLOGICAL AND POLITICAL EDUCATION"

### 2.1 Insufficient student awareness of the course

Many teachers, in the process of conducting cross-border English teaching, tend to focus more on explaining knowledge points, neglecting the students' learning environment, classroom fun, and learning enthusiasm, which can have an impact on the overall teaching effectiveness. Teachers do not pay attention to the severity of these

problems during the teaching process, so in daily teaching, they will use a single teaching method to present abstract knowledge to students. This simple way of explanation leads to students only swallowing the material in one go during the learning process, without truly understanding the course and knowledge, and applying it to their daily lives. This loses the meaning of teaching and learning, resulting in a decrease in classroom efficiency.

## **2.2 Single teaching content**

Many teachers, in the process of actual teaching, only make content modifications and explanations based on the perspective of textbooks, without paying attention to expanding students' knowledge, and without timely supplementing some new subject research results. In addition, teachers do not pay attention to enriching the teaching content in their teaching, so they are unable to expand students' knowledge. The serious singularity of teaching content will limit students' development, and it will be difficult to efficiently cultivate students' subjects and improve their innovation abilities.

## **3. THE SIGNIFICANCE OF INTEGRATING CROSS-BORDER ENGLISH TEACHING AND IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES**

In carrying out cross-border English teaching in universities, the teaching objectives of teachers include guiding students to master basic knowledge, while also improving students' comprehensive ideological and political literacy, enabling them to possess high cultural qualities, and laying a foundation for subsequent learning. Due to the strong comprehensiveness of ideological and political education and its close connection with students' actual lives, cross-border English knowledge contains rich spiritual connotations. By integrating cross-border English knowledge into ideological and political teaching in universities, students' moral literacy can be improved. During the process of studying in universities, teachers connect the content inside and outside the classroom to guide students' understanding, which can stimulate students' interest in learning, broaden their knowledge, and promote comprehensive development.

The fundamental goal of the ideological and political education currently launched by schools is to help students improve their ideological and moral cultivation. Teachers shoulder an important task of ideological education and need to keep up with the times, using the development of the times as a background to carry out efficient teaching. Otherwise, they will lose the status and value of the subject, and the important significance of education. At present, it is necessary to integrate cultural confidence with ideological and political education, so that students can better integrate into the development of the times, cultivate and exercise their ability to distinguish right from wrong, and enable them to adhere to correct ideological consciousness, resist negative thoughts, and objectively and comprehensively view the conflict between ideological consciousness and cultural background in complex social environments, in order to provide assistance for students' future development.

## **4. INTEGRATION STRATEGY OF CROSS-BORDER ENGLISH TEACHING AND IDEOLOGICAL AND POLITICAL EDUCATION IN UNIVERSITIES**

### **4.1 Building a Teaching Environment**

In order to fully leverage the role of cross-border English in ideological and political education in universities, teachers should continuously improve the school-based curriculum based on the actual situation of the school. By deeply integrating cross-border English with ideological and political education in universities, a good learning atmosphere for cross-border English can be created, and students' understanding of cross-border English can be strengthened. In the process of developing school-based curriculum, teachers can use cross-border English films and songs to continuously enrich course content in a modern way. In the online environment, teachers can also use various online resources to carry out cross-border English penetration and teaching, constantly enriching the teaching content. For example, teachers can play some meaningful songs and poems on cross-border English topics for students in class to stimulate their comprehensive literacy. At the same time, teachers can also organize students to watch some cross-border English programs to help students understand cross-border English knowledge in depth. Through the use of microblog and WeChat official account, cross-border English columns can be created to strengthen guidance for students in the form of online teaching, so that students can actively collect knowledge about cross-border English. In the context of further deepening teaching reform, cross-border

English curriculum teaching has also incorporated many ideological and political elements. While enriching English textbooks, it can also broaden the coverage of teaching, including the culture, customs, and history of different countries. As teachers, they can fully explore the ideological and political elements in the textbooks and integrate them with English knowledge teaching, ultimately creating a good learning cultural atmosphere for students, enabling them to understand Western cultural characteristics, and promoting their comprehensive development. As school administrators, we can set up some landscapes with ideological and political elements within the campus, strengthen the construction of the natural environment, or add some books and materials related to ideological and political elements in the library, so that students can read and understand ideological and political knowledge in their leisure time. Finally, we should strengthen the propaganda of ideological and political education, establish propaganda columns with how to improve students' ideological and political education as the core, and set up propaganda slogans. While showcasing diverse campus cultural activities to students, we can also provide some platforms for students to improve their ideological and political education, such as knowledge competitions and cultural performances. These teaching forms can enable students to learn about ideological and political knowledge and constantly broaden their horizons. By effectively integrating modern technology in curriculum education, cross-border English course teaching can be made more systematic, thereby ensuring the quality of classroom teaching. For example, in the process of conducting curriculum teaching, teachers can use online resources to collect content related to ideological and political education, so that students can have a deeper understanding of the connotation of ideological and political education.

#### **4.2 Innovative Teaching Concepts**

In the context of ideological and political education, the integration of cross-border English and ideological and political education must grasp the key point of cultivating morality and talents, only in this way can we ensure the quality of education. Art education is particularly important in the process of cross-border English education, as it can effectively cultivate students' comprehensive literacy. However, in the process of teaching ideological and political courses, there are also many ideas and concepts related to cross-border English. Only by deeply exploring the connotation of cross-border English can we fully integrate socialist ideas with cross-border English teaching and promote teaching reform and development. As university teachers, we must actively change our teaching concepts, start from the characteristics of ideological and political education in universities, examine the reform of teaching modes, and integrate cross-border English education into ideological and political teaching. For example, in ideological and political course teaching, teachers can use information technology to display some excellent art works to students, guide students to perceive the spiritual connotation that the author wants to express from an artistic perspective, and guide them from the aspect of ideological and political education, so that students can acquire learning ability and strengthen their will and beliefs while watching the works. In the process of conducting cross-border English course teaching, teachers should guide students to appreciate some literary works. This can not only improve the comprehensive cultural literacy of students at this stage, but also help students to broaden their thinking and enhance their humanistic cultivation. In the process of appreciating literary works, teachers can start from different perspectives. For example, when explaining classic articles, teachers can fully stimulate students' imagination, so that students can express their own views after reading the works, and further deepen their understanding of English and American literary works. For example, in the process of explaining the article "Oliver Twist", teachers can first use multimedia technology to play some exciting clips about movies for students, and then find the four main characters in the novel for role-playing. Through role-playing, students can truly understand the ideas and emotions that the novel aims to express, further appreciate the unique charm of literary works, and enhance their ideological and political awareness.

#### **4.3 Throughout the Party's history and ideology**

Compared to the forms of text and reading aloud, students tend to learn through storytelling. Because an excellent story not only has twists and turns, but also allows students to experience the protagonist's emotions firsthand. Therefore, ideological and political teachers can incorporate some character stories into the teaching process by changing the previous oral teaching methods, so that students can understand the history of the Party. Prior to this, there had always been a phenomenon in ideological and political classrooms in universities, where teachers only focused on ideological and political textbooks and neglected extracurricular expansion content. Some teachers, when teaching ideological and political courses, completely adhere to the content of the book, losing the soul of party history. Both of the above methods are not advisable. Ideological and political teachers should combine textbook content and timely tell stories of party history to fully cultivate students' patriotism and firm socialist ideology. After ups and downs, the CPC has expressed different feelings, whether for anti Japanese soldiers or

ordinary people [6]. These can all become the materials for ideological and political education in colleges and universities at present. For example, when teaching the chapter of "Establishing the Right Life Purpose", teachers can indirectly guide students to establish their own life goals by telling the goals of Li Dazhao, Cai Yuanpei and other representatives of the CPC. This not only broadens students' horizons and ideals, but also subtly establishes the seed of serving the country in their hearts. Of course, teachers should not be hollow and rigid when telling character stories, but should cleverly and appropriately design them as a part of teaching. In the chapter on the importance of ideals and beliefs, teachers can also cite the relevant deeds of Communist Party members during the Long March, such as the Four Degrees of Chishui River and the Flying Battle of Luding Bridge, to illustrate the important influence of ideals and beliefs on human behavior. Role models can serve as role models for students, thus also providing implicit ideological and political education to them.

#### **4.4 Establish an evaluation system**

The construction of the evaluation system for ideological and political education should not only examine students' mastery of ideological and political theory, but also highlight the assessment and evaluation from the perspective of practice. By encouraging students to take active actions and implement practice, it can promote their comprehensive development. In the process of theoretical assessment, it can be led by professional teachers, while practical training courses need to be jointly promoted by practical training teachers. If necessary, some enterprise cadres can also be invited to participate in the assessment. The practical activities are mainly evaluated jointly by the student union and the head of the school Youth League Committee. Through this diversified evaluation method, the comprehensive value of ideological and political education evaluation can be fully highlighted, ultimately improving students' ideological and political literacy. When defining evaluation indicators, evaluation can be conducted from various aspects such as students' ideological and political consciousness, ideological and political ability, and ideological and political creativity. In addition, in the process of conducting ideological and political evaluations, attention should also be paid to the construction of incentive systems, ultimately enabling students with outstanding ideological and political abilities and correct attitudes to receive more incentives.

#### **4.5 Strengthen the construction of the teaching staff**

In the process of conducting ideological and political education in cross-border English teaching, it is necessary to improve the comprehensive literacy of teachers and ultimately build a teacher team with high ideological, political, and educational abilities. The ideological and political education of teachers mainly includes their personal charisma and the ideological and political knowledge they possess. The behavior of teachers has a significant impact on students. Therefore, whether in the process of teaching public courses or professional courses, teachers should timely infiltrate the teaching of ideological and political education. Continuously infecting students with their professional knowledge and ultimately improving their ideological and moral cultivation. To enhance the timeliness of ideological and political education in cross-border English teaching, it is necessary to build a team of managers with high comprehensive literacy, requiring teachers to start from the following three aspects. Firstly, it should have innovative functions, requiring political and religious administrators to learn the thinking methods and dialectical approaches of historical materialism, and ultimately carry out efficient ideological and political courses, so that students can establish correct ideological concepts. Secondly, one should possess a high level of political literacy. In the process of cross-border English teaching, teachers should approach issues from a political perspective and maintain a clear political mindset at all times. Students in vocational colleges generally have low learning abilities and lack autonomy in their studies. Therefore, as teachers, we should innovate teaching methods to constantly attract students' attention, so that they can fully devote themselves to ideological and political learning. In addition, teachers should also strengthen communication and exchange with students during the teaching process, use humanistic care as a means to accommodate students' mistakes in learning and life, timely resolve students' negative emotions, and ultimately help students shape a healthy personality.

### **5. CONCLUSION**

In summary, in the process of conducting cross-border English courses, teachers need to attach importance to the application of this course, integrate it with ideological and political concepts, and highlight the importance of this course for students' ideological and conceptual changes. Change traditional teaching methods and use ideological and political guidance to highlight the innovation of the entire classroom and improve students' learning efficiency.

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