

# Construction of Ideological and Political Teaching Model of the English Courses of Military Characteristics from the Perspective of “Output-oriented Method”

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**Abstract.** This paper explores the construction of a curriculum ideological and political teaching model that integrates the cultivation of foreign language skills and the improvement of ideological and moral quality in the military English curriculum with special characteristics. First, clarify the ideological and political connotation and basic principles of military characteristic foreign language courses. Then, it summarizes the general principles and strategies of POA-guided ideological and political teaching of military English courses, providing practical guidelines for frontline teachers teaching reform of military English courses' ideological and political education.

**Keywords:** output-oriented method; military characteristic English course; ideology and politics; Implementation framework.

## 1. Introduction

According to the latest Syllabus of College English Courses in Military Colleges and universities and the personnel training program of Naval colleges and universities, courses with military characteristics such as Military English, Practical English for Navy, and English for Marine Police Duty have been included in the compulsory courses of public tool courses of science and cultural foundation courses for navy growth officers, and are an important part of the higher education of military colleges. We should fully explore the ideological and political education resources contained in the course and its teaching mode, so that these military English courses can give full play to their own role and move in the same direction with other ideological and political courses to form a synergistic effect.

## 2. Problems in Ideological and Political Teaching Model of the English Courses of Military Characteristics

First, the content of teaching reflects the historical development and information construction of our army is less. Compared with the introduction of the US and Western countries, the proportion of relevant content reflecting the development and current situation of the Chinese army is seriously insufficient.

Second, the ideological and political elements of teaching design are insufficient. There are no corresponding ideological and political elements in the teaching design of how to help cadets to strengthen their ideals and beliefs, build a strong military spirit consciousness, and win.

Third, there is the lack of systematic curriculum ideological and political classroom teaching implementation system. The discrete nature of teaching activities, language learning content and practice design is prominent, and there is no organic whole with the educational goal as the internal logic, so it is difficult to form a joint force of language knowledge teaching, language ability cultivation, quality improvement and value building.

Fourth, teaching mode emphasizes knowledge teaching, moral education is insufficient. The existing teaching mode has not solved and answered the fundamental question of "what kind of people to be trained, how to train and for whom to train" in military colleges in the new era.

Fifth, the disconnection of curriculum ideological and political teaching design is serious. The existing teaching design in some units will put forward the teaching goal of "military quality" and other qualities, but either it is not implemented, or labelling treatment, "two skins" phenomenon is more serious.

### **3. The ideological and political connotation of foreign language courses with military characteristics**

According to the military education policy in the new era, the primary goal of military English courses is to guide students to firm their ideals and beliefs, namely: faith in Marxism, faith in socialism and communism, and loyalty to the Party and the people; The core is to guide cadets to cast a strong sense of the military spirit, the Party's absolute leadership of the army is the foundation of the people's army, the soul of the army; The core is to guide the cadets to be determined to build the strong forces and win the war, which is to temper the fighting spirit of "not afraid of hardship, not afraid of death" and to temper the indomitable will to fight.

### **4. Principles and strategies of ideological and political teaching design of military English courses from the perspective of POA**

#### **4.1 The design of teaching objectives highlights precision**

First, the ideological and political teaching objectives of military English courses should be based on the military education policy in the new era.

Second, curriculum ideological and political teaching objectives should be organically linked with language teaching objectives. The ideological and political elements in the actual teaching of foreign language courses are suitable as implicit goals and organically integrated into the teaching content (Wen Qiufang 2020).

Third, curriculum ideological and political teaching objectives must be text-based and higher than the text (Hu Jiehui 2021). At present, the proportion of content reflecting the historical development and the information construction of the Chinese army is seriously insufficient, and some content is basically missing.

#### **4.2 Curriculum ideological and political content design should grasp the "three degrees"**

First, the design should be high standard. The ideological and political construction of military English courses must first occupy a High Ground, to look at professional construction and course teaching in the context of the great rejuvenation of the Chinese nation, and to establish a grand vision to look at the profession.

Second, the design should be profound. Ideological and political content of military English courses should highlight "military flavor", that is, to train cadets to firm ideals and beliefs, cast a strong sense of military soul, and be determined to win as the dominant principle of the course's ideological and political content.

Third, the design should be hot. The ideological and political content design of military English courses must be centered on the development of military cadets, based on the characteristics of military colleges and guided by the subject attributes of military English. Such ideological and political content can arouse the interest of cadets, and can have the effect of "As the rain drips lightly, it moistens everything without making a sound".

#### **4.3 The course teaching process should be progressive**

Curriculum ideological and political construction focuses on the teaching design. Vygotsky (1978) believed that the design of learning steps should follow the principle of the zone of proximal development. Specifically, teaching should focus on the development zone between students'

current level and possible level, and provide students with content with difficulty, so as to arouse students' enthusiasm. The step-by-step teaching activities can achieve the effect of twice the result with half the effort.

First, the difficulty of classroom teaching activities is improved step by step. According to the theory of the nearest development area, teaching should focus on the nearest development area of students, provide students with content with difficulty, mobilize the enthusiasm of students, exert their potential, surpass their nearest development area and reach the level of the next development stage, and then carry out the development of the next development area on this basis. This requires that the difficulty of classroom teaching activities should be gradually improved.

Second, teachers provide scaffolds for language and ideological and political learning. Because the teaching goal always needs students to jump to acquire knowledge. At this time, teachers need to provide students with the necessary language and ideological and political scaffolds, such as: vocabulary, phrases, function sentences, ideas, opinions, and so on.

#### **4.4 Curriculum evaluation feedback highlights integration**

Curriculum evaluation should be a comprehensive evaluation of knowledge, ability and value. The evaluation of curriculum ideological and political teaching should be integrated into the evaluation of language knowledge and skills. Among them, the evaluation of language knowledge and skills is dominant, while the evaluation of ideological and political goals is implicit.

### **5. Conclusion**

This paper summarizes the general principles and strategies of carrying out the ideological and political teaching of military English courses guided by the "output-oriented method", reveals the internal logic of promoting the ideological and political teaching of curriculum, and provides academic support for front-line teachers to carry out the ideological and political teaching of military English courses. In addition, it also gives a specific framework for the implementation of curriculum ideological and political teaching, shows the idea of leading the reform of military English teaching system with curriculum ideological and political elements, and the path and method of integrating ideological and political elements into the teaching content and process, providing front-line teachers with specific operational guidelines from theory to practice.

### **Reference**

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