

## *Original Paper*

# Blended “Three Entries” Ideological and Political Curriculum Integration Experiment: A Case Study of Comprehensive English Course

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### **Abstract**

*This study carried out a two-semester “Three Entries” course ideological and political experiment in the teaching of English majors in colleges and universities. The experiment found that the 58 students in the experimental group who integrated socialist ideals and beliefs into the teaching of professional courses, their life pursuits, postgraduate entrance examination plans, career ideals, and learning enthusiasm have all improved significantly, and the average score of professional course examinations has also increased by 15%; while the 60 control group students who have not carried out ideological and political integration in the course have no significant changes in the above test indicators. This experiment shows that the development of ideological and political courses in colleges and universities can effectively improve students’ learning motivation and academic performance, and promote postgraduate entrance examinations and career development, providing case experience and reference for the reform of ideological and political courses in colleges and universities.*

### **Keywords**

*Chinese colleges and universities, English major courses, curriculum ideology and political education, experimental research*

## **1. Introduction**

### *1.1 The Significance of Curriculum Ideological and Political Education*

The more ambitious a person’s ideals are, the more motivated he will be to learn, the better his academic performance and career development will be, the greater his contribution to society, and the

more meaningful his life will be (Dai, 2022). However, a questionnaire survey of 3,119 college students in 29 colleges and universities in China shows that at present, nearly half of the students in ordinary colleges and universities in China have a negative attitude towards life, do not want to study or work, and spend more than half of their time chatting and watching videos on mobile phones every day. And playing video games, usually absenteeism and failing exams, and the proportion of boys is significantly higher than that of girls. The main reason for these situations is that China's economy has advanced by leaps and bounds through reform and opening up, people's living standards have greatly improved, and there is an excess supply of materials. Many families Entering the well-off and middle class, many college students are only children, spoiled since childhood, lack lofty ideals and career pursuits, lack of learning purpose, motivation, interest, and methods (Li et al., 2022; Tian & Sun, 2022).

The growth process of Chinese President Xi Jinping in his youth is actually the best example for college students to learn from. Xi Jinping, who was under 16 years old at the time, also came to Liangjiahe Village, an impoverished village in northern Shaanxi, to jump in the queue. He experienced the poverty and backwardness of rural China at that time, and established the lofty ideal of serving the country faithfully and revitalizing China. So he searched for books and borrowed books everywhere, did farm work during the day, and studied until late at night in the cave with kerosene lamps. Not only did he lead the whole village to develop agricultural production and improve living standards, but he also read a lot of books and accumulated knowledge. After 7 years, he finally entered the university for further study. After graduation, he started to practice the dream of China's economic development from a county and a city, and finally led 1.4 billion Chinese people to realize the Chinese dream of national modernization today (Wang, 2021). It can be said that if the young Xi Jinping had not established the lofty ideal of serving the country with loyalty and dedication in the impoverished rural areas at that time, he would not have the motivation to study at night for seven years, and he would not have the feat of leading China to realize the great rejuvenation of the Chinese nation.

The university stage is a critical period of life growth. What to study, what to believe, and what to pursue at this time is very important to the development of life (Fang, 2022). How to let the current "post-00" college students establish the ideal of life and learning motivation like the young Xi Jinping, and become useful talents for the country's modernization drive, is a problem that Chinese college teachers must ponder. Professional course teachers in Chinese colleges and universities should not only impart professional knowledge and skills to students, but also educate students on ideals, beliefs and outlook on life, establish morality and cultivate people, and promote students to be people first and then to do things, so that they can contribute to the common development of the country and the world in the future contribute.

The research group believes that the "Three Entries" teaching reform of integrating socialist core values education into "entry into the textbook, entry into the classroom and entry into the mind" is the key to training students to become qualified successors of socialist modernization. The main contents of China's socialist core values are: prosperity, democracy, civilization, and harmony; freedom, equality,

justice, and the rule of law; patriotism, dedication, integrity, and friendliness. This is the pursuit of 1.4 billion Chinese people, and it is also the driving force behind the rapid development of China's national economy over the past 40 years of reform and opening up.

In order to verify the educational effect of this teaching reform concept, this research group plans to carry out a 2-semester teaching reform comparison experiment in the teaching of the "Comprehensive English" course for English majors in colleges and universities, and draw research conclusions by analyzing and comparing the survey and test data before and after the experiment.

### *1.2 "Comprehensive English" Course*

"Comprehensive English 1 & 2" is a basic compulsory course for English majors. The related courses include English grammar, and the follow-up courses include "Comprehensive English 3" and "English Writing". "Comprehensive English 1 & 2" is 8 credits and 128 hours. The textbook used in this course is "New English Course 1 & 2" published by Shanghai Foreign Language Education Press. In addition to textbooks and exercise books, an online platform is also built online, including ideological and political integration materials, courseware, and after-school exercises.

According to the positioning and requirements of cultivating high-quality applied talents with an international perspective, "Comprehensive English (1) and (2)" is a course that integrates knowledge, skills, and analysis and application abilities. The teaching is based on consolidating the basic knowledge of English language, cultivate students' comprehensive ability to use English language in three aspects: cultivating profound humanistic literacy and improving critical thinking and ability. The teaching objectives are divided into:

Knowledge objectives: to be able to recount and describe the basic knowledge of English language (pronunciation, grammar, vocabulary and discourse structure) in specific situations, to be able to analyze and evaluate the basic features of English language, the expression methods and characteristics of different English styles.

Ability goal: be able to explain the historical traditions and cultural characteristics of English-speaking countries, distinguish the differences between different cultures, and on this basis, use the basic skills of listening comprehension, oral expression, reading comprehension, writing and translation proficiently.

Ideological and political goals: Through ideological and political learning in the course, students are trained to pursue excellence and be hardworking and pragmatic; based on disciplines and industries, they will become socialist successors with international vision, family and country feelings, and mission.

## **2. Experimental Design**

### *2.1 Experimental Research Questions*

1. What kind of changes does the blended "Comprehensive English" curriculum that incorporates socialist core values bring to students' ideals and beliefs?
2. Can this teaching model improve students' performance in the course?

### 3. How acceptable are students to this teaching model?

#### 2.2 Experimental Scheme

In ZW University of China, 118 students from 4 classes of first-year English teacher majors with no significant difference in academic performance were selected, 58 students from two classes were randomly selected as the experimental group, and 60 students from the other 2 classes were selected as the control group.

The experimental group adopted the short video sharing and discussion mode that the “Generation-Z after 2000” college students are keen on in the teaching of the “Comprehensive English” course, and organically integrated the education of socialist core values, ideals and beliefs into the professional teaching content. The control group maintained the original conventional teaching mode and did not carry out course ideological and political intervention.

#### 2.3 Experiment Cycle and Class Hours

2 semesters, 16 teaching weeks per semester, 32 teaching weeks in total. “Comprehensive English” is a basic course for English majors, with 4 class hours per week, and a total of 128 class hours in 2 semesters.

#### 2.4 Experimental Integration into Materials

At present, many of the articles in the textbooks for English majors in Chinese colleges and universities are excerpted from the works of authors from English-speaking countries, and the content lacks connection with China’s national conditions. Chinese elements are lacking in texts and teaching design, and ideological and political elements are even more lacking (Yang, 2022). Therefore, while continuing to study these teaching materials, this educational reform experiment plan incorporates the following ideal and belief educational reading materials:

(1) *Xi Jinping’s Seven Years of Educated Youth* Through the interviews, he vividly described the young Xi Jinping as “the youngest educated youth who went to the hardest place and jumped in the queue for the longest time”. Practice the will, persist in learning, and keep rising. This is the most vivid ideological and political education textbook for college students. It can subtly cultivate the correct ideals, beliefs and career goals of college students, and establish a learning attitude of hard work and hard work (Ji, 2022; Liu, 2020).

(2) The English version of *Xi Jinping: The Governance of China Volume 1*, which was published by China Foreign Languages Publishing House on September 28, 2014. The book includes new ideas, new viewpoints, and new conclusions put forward by Xi Jinping in the new practice of governing the country, profoundly answers the major theoretical and practical issues of the development of the party and the country under the conditions of the new era, and focuses on the central leadership’s philosophy of governing the country and governance strategy. Kuhn, an expert on China issues in the United States, believes that the book has a “milestone” significance.

(3) The English version of *Xi Jinping: The Governance of the Country Volume II*, which was published by China Foreign Languages Publishing House on November 7, 2017. The great practice of upholding

and developing socialism with Chinese characteristics reflects the development context and main content of Xi Jinping's thought on socialism with Chinese characteristics in the new era (Wang, 2018). The English edition of *Xi Jinping: The Governance of the Country* has 515 pages in the first volume and 619 pages in the second volume, both in 16-format editions. The text part of the two books exceeds 1,000 pages and contains about 600,000 words. The translation team of the English version of this book has brought together dozens of translation elites, including several foreign experts. From translation to publication, three proofreading and three proofreading, and then proofreading and revision are more than ten times. The translation is revised and polished to ensure that the language is authentic, and finally seven finalists will jointly review and check (Hu & Tao, 2022).

(4) The English version of *Up and Out of Poverty* is a political theoretical work written by Xi Jinping. The book focuses on the theme of how to get rid of poverty and become rich as soon as possible. A highly targeted practical point of view.

(5) *International Comparison of COVID-19 Prevention and Control*, which is a collection of short videos collected and organized by the research group since February 2020 from Chinese and foreign media publicly reporting on the prevention and control of COVID-19 in various countries. Putting people's lives first and adopting a strict "dynamic clearing" epidemic prevention policy has minimized the impact of the new crown on the people and maintained sustained economic growth, fully demonstrating the superiority of the socialist system. At the same time, the glorious deeds of Chinese medical staff fighting the new crown epidemic in various parts of China who sacrificed themselves to save others, and a large number of volunteers from all walks of life to support the epidemic area also fully demonstrate that the core socialist values are the core of the Chinese spirit.

### 2.5 Experimental Integration Method

This experiment will be carried out in the English professional course "Comprehensive English". The teachers are 2 young teachers in this research group. It is planned to organically integrate the above ideological and political education materials into the course teaching in the following ways. The specific integration mode is as follows:

(1) Establish a WeChat and DingTalk group for course teaching, and require students in the experimental class to carefully read the book *Xi Jinping's Seven Years of Educated Youth* outside of class. Teachers will extensively collect wonderful comments and educational videos on the book from various colleges and universities. Ten special topics, such as the extraordinary years, promising youth, hard work, firm belief, patriotic dedication, dedication to the people, hard study, hard work, passionate emotions, and the mission of the times, were uploaded to the teaching platform in the form of micro-classes and micro-videos. In the WeChat group of the class, each student in the experimental class is required to write in English the impressions of the whole book or the key chapters in the book, and at the same time talk about life ideals and beliefs in combination with their plan to graduate and become a teacher, and upload them to the online teaching platform of the course and the class WeChat. In the group, the teacher guides the whole class to conduct micro-chats and post micro-comments in

English. These activities are included in the course grades.

(2) The research group spend 30 minutes in the course teaching every week to organize the students of the experimental class to discuss the uploaded English after reading in English in class, and to talk about their ideals and beliefs in English in combination with their own career planning, and guide the students to take the young Xi Jinping as an example, Establish correct socialist ideals and beliefs, combine one's own career planning with the great rejuvenation of the Chinese nation, and realize the sense of mission of the teaching profession. The great cause of national rejuvenation trains batches of qualified successors. This class discussion also counts towards the regular grade.

(3) Select the wonderful passages from the book *Xi Jinping's Seven Years of Educated Youth* for classroom teaching and homework.

(4) Organize the students in the experimental class to read the whole book *Xi Jinping: The Governance of the Country 1-2* (English Version) and *Up and Out of Poverty* (English Version), and select the wonderful chapters and paragraphs from the book in the English course teaching to read in English, English translation to Chinese, oral practice, applied writing and other content teaching and homework, so that students can truly understand and recognize the Chinese dream country and family feelings, and the contribution of the Communist Party of China to promoting the construction of a community with a shared future for mankind and the promotion of human peace and development. of Chinese wisdom and Chinese solutions, and increase understanding and confidence in the superiority of the socialist system with Chinese characteristics.

(5) From February 2020, publish hot articles about the prevention and control of COVID-19 in various countries by Chinese and foreign media in the WeChat group of the course, guide students to discuss in English on "Comparison of Prevention and Control of COVID-19 between China and foreign countries", and discuss the system and national culture of Chinese and foreign countries. comparison of superiority.

(6) The above-mentioned Chinese and English reading materials each have a word count of 1 million words. Considering the limited English proficiency of Chinese students, the research team selects selected articles of about 10,000 words from the above English materials and sends them to the WeChat group of the course to encourage students in the experimental class. Prioritize reading, and upload your own translated articles or reading audio and video of the above learning materials to the teaching platform or class WeChat group to share with the whole class. This activity is also included in the usual grades.

## 2.6 Examples of Teaching Design for the Course "Comprehensive English"

Take a unit as an example:

**Table 1. Examples of Comprehensive English Teaching**

Course Title	Comprehensive English (1)	Teaching majors and classes	Class 4 and 5 of the 2021 Grade English Education major
<b>Text books</b>	<i>Newly Edited Course</i> <i>English Course 1</i>	U 8 Language Structure + Dialogue “Young people talk about old age”	<b>Lecture hours</b> 2
<b>Teaching objectives</b>	<p><b>1. Knowledge objectives:</b> the use of English noun clauses; related vocabulary, phrases and sentence patterns</p> <p><b>2. Ability objective:</b> be able to judge the types of noun clauses and be able to use them; be able to use the words, phrases and sentence patterns in the text to express their own opinions.</p> <p><b>3. Ideological and political objective:</b> In the process of studying the text “Young people talk about old age”, by reading related articles in “Xi Jinping’s Governance of the Country (English Version)”, show the advanced nature of socialism with Chinese characteristics, so that students can strengthen the “four self-confidence”, and become the vanguard of realizing the “Chinese Dream”.</p>		
<b>Teaching focus</b>	<p>1. The use of noun clauses and related subject words, phrases and sentence patterns</p> <p>2. Complete the ideological and political goals of the course</p>		
<b>Teaching mode</b>	<p>Flipped classroom + BOPPPS teaching + group activities</p> <p>25 students in each class are divided into 5 groups, 5 people in each group.</p>		
<b>Teaching method</b>	<p>The teaching design of this course refers to the BOPPPS teaching model and task-based teaching method, and focuses on the development of activities in groups and the application of multimedia. The BOPPPS model consists of six stages, which are: Bridge in, Objective/Outcome, Pre-assessment, Participatory Learning, and Post-test (Post-assessment) and Summary (Summary). According to the school schedule, each class is 2 class hours, so the overall design of the distribution of 2 class hours was carried out in the teaching design.</p>		
<b>Teaching process</b>	<p><b>1. Class preview</b> (self-study time before class: 30-50 minutes)</p> <p><b>2. Classroom teaching</b> (80 minutes)</p> <p style="padding-left: 20px;"><b>2.1 Comments on the homework of the previous class</b> (3-5 minutes)</p> <p style="padding-left: 20px;"><b>2.2 Warm-up Bridge-in</b> (3-5 minutes)</p> <p style="padding-left: 20px;"><b>2.3 Reporting and discussion</b> (classroom teaching time: about 35 minutes)</p> <p style="padding-left: 20px;"><b>2.4 Interactive explanation</b> (classroom teaching time: about 35 minutes)</p> <p style="padding-left: 20px;"><b>2.5 Course Summary</b> (Classroom teaching time: about 5 minutes)</p> <p><b>3. After-class practice</b> (30 minutes of independent study time after class)</p>		
<b>Operation</b>	<p>An English argumentative essay, reference topic: How to be grateful to parents, the elderly and society, etc. or the topic of your choice, requiring no less than 150 words.</p>		

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**Aids**                    Chaoxing Learning Platform; multimedia courseware; teaching video

### **Teaching Content**

#### **1. Preview** before class (self-study time before class: 30-50 minutes)

Before the class, the teacher provides introductory materials introducing the usage of noun clauses according to the topic. At the same time, the theme of the eighth unit Dialogue is “Young people talk about old age”, so the teacher will read the article “Xi Jinping Talks on Governance (English Version)” on the Chaoxing Learning Platform before class: “Focus on family, family education, and family tradition” and “Cultivating and Promoting Socialist Core Values” were distributed to students for reading, from which they realized the necessity for the younger generation to care for the elderly and inherit the fine traditions of the Chinese nation. The theme of these two articles is consistent with the theme of the text of this lesson, the vocabulary and length are moderate, and the difficulty is more suitable for first-year students. And each group of 5 people will summarize and report the tasks according to the group arrangement content, and upload it to Chaoxing Platform after completion.

Content required to be displayed includes:

1. A brief overview of the core content of the two articles;
2. Select sentences containing noun clauses from two articles and analyze their types and usages;
3. Extract words, phrases and sentences related to traditional Chinese virtues from the article.

#### **2. Classroom teaching**

##### **2.1 Comment on the previous class assignment (3-5 minutes)**

Review the completion of the homework in the previous class, and explain the mistakes.

##### **2.2 Warm-up Bridge-in (3-5 minutes)**

Introduce the teaching content and key points of this class, and play the imported video: How China’s elderly people spend Seniors’ Day.

##### **2.3 Reporting and discussion** (classroom teaching time: about 35 minutes)

Participatory learning is the core of classroom teaching activities. The teaching process includes: by assigning tasks in advance, students are divided into groups of 5 for cooperative learning. Take notes and prepare groups for class presentations (5 minutes each). In class, teachers comment on students’ works, affirm their progress and put forward suggestions for improvement. At the same time, mutual evaluations will be conducted between groups. Each group will comment on at least one work other than its own group. Each group learns from each other and makes progress together.

##### **2.4 Interactive explanation** (that is, the course ideological and political introduction into the classroom teaching time: about 35 minutes)

Teachers guide students to study materials and texts, and explain key vocabulary and grammar knowledge points:

(1) Guide students to summarize the English expressions of Chinese traditional virtues introduced in the articles they read (5 minutes).

(2) Guide students to try to translate traditional Chinese virtues such as patriotism, integrity,

self-improvement, diligence and thrift (5 minutes)

(3) read the full text of the dialogue and find out the relevant key words in the group cooperation (15 minutes);

(4) Use the learned vocabulary to summarize and summarize the content of the dialogue in groups, and express critical opinions on the situation in the text that does not support the elderly, and guide students to understand that social development needs a relay from generation to generation, and everyone will grow old. We should be grateful to the elderly and treat them kindly. “Old people have something to rely on and old age to be supported” is a traditional Chinese virtue and an important goal of socialist development (10 minutes).

### 2.5 Course summary (class teaching time: about 5 minutes)

Each group uses relevant vocabulary to discuss how they should be grateful to their parents, and briefly summarizes by group. Review the key points of the lesson to see if the instruction met the teaching objectives, and then assign homework.

### 3. Exercises after class (30 minutes of independent study time after class)

Write an English argumentative essay, refer to the topic: How to be grateful to your parents, the elderly and society, etc., or choose your own topic. No less than 150 words are required, and it will take about 20-30 minutes. After completion, it will also be uploaded to the Chaoxing Xuexitong platform.

示例：结合综英一单元主题“年轻与老年“及”父母与家庭“，阅读《习近平谈治国理政》中关于弘扬家风的文章。

#### 生词/词组

We must take cultivating and **disseminating the core socialist values** as a fundamental project for **integrating** the people's mindset and **reinforcing** our social foundations.

**Disseminate:** [di'semɪneɪt]  
Vt. 散布, 传播, 宣传  
Vi. 散布, 广为传播  
习惯用语: Disseminate information  
散布信息

**Reinforce**  
Vt. 增强, 加强  
近义词: beef up  
strengthen

**Integrate:** [ˈɪntɪɡreɪt]  
Vt. 使结合成为整体  
Vt. & vi. (使) 融入  
习惯用语: Integrate with  
使与...结合  
Integrate into  
成为一体, 融入, 使...并入

**the core socialist values**  
社会主义核心价值观

Figure 1. Example of Comprehensive English Courseware PPT

### 2.7 Test Methods and Tools

- (1) The subject's English major course scores have passed the corresponding course final exam;
- (2) Their learning attitudes, ideals and beliefs, and career planning were tested by the “College Students' Learning Attitudes, Ideals, Beliefs and Career Planning Questionnaire” compiled by the research group, which referred to “Questionnaire on Ideal and Belief Situation of College Students and Young Teachers” by Shen (2018), Liu (2018) and Liu (2018), and after trial and modification, the overall Cronbach

Alpha coefficient is 0.83.

At the same time, the research team compiled the Interview Outline of College Students' Learning Attitudes, Ideals and Beliefs and Career Planning, and conducted individual and group interviews with about 30% of the experimental subjects in batches to gain an in-depth understanding of the above-mentioned relevant survey questions.

(3) Compile the Interview Outline of Comparing Chinese and Foreign Institutions and Ethnic Cultures from the Prevention and Control of the Novel Coronavirus Pneumonia Epidemic, and investigate the comparative understanding of the experimental subjects on the superiority of Chinese and foreign institutions and ethnic cultures.

### 3. Experimental Results and Analysis

In the teaching reform experiment of 32 teaching weeks in 1 academic year and 2 semesters, the teachers of the research group sent selected English articles of more than 10,000 words and a total of 400,000 words to the students of the experimental group in the course WeChat group every week. According to the survey statistics, students used the mobile micro-reading mode to carefully read some materials and discuss them on WeChat. The average number of extracurricular English reading words per student in the experimental group in the first and second semesters reached 152 and 207 thousand words. There are 27.7 and 35.2 English posts, and the average number of words per post is 163 and 214 words. The average English reading and WeChat writing of each experimental group student reached 361 and 12 thousand words, which significantly promoted their English reading and writing ability. See Table 2 for detailed data.

**Table 2. Comparison of Students' Test Scores and Extracurricular English Reading and Writing in the First Semester**

Test Comparison Items	Experiment	Control	Significance
	group N=58 people	group N=60 people	P-value
Average score of entrance examination English (points)	123	122	.151
Comprehensive English final exam average score (points)	84.4	78.3	.000
Average number of words in extracurricular English reading (thousand words /person)	152	0	.000
short articles on WeChat (articles/person)	27.7	0	.000
Average number of English short texts (words) per article	163	0	.000
English WeChat writing (thousand words)	4,515	0	.000

From the data in Table 2, it can be seen that the average English scores of the two groups of students enrolled in the college entrance examination are more than 120 points (full score is 150 points), and there is no significant difference; The same goes for the final exam papers. After 16 weeks of course study in the first semester, the average score of the comprehensive English final exam of the students in the experimental group was 84.4 points, which was 6.1 points higher than that of the control group, an increase of 8.90%. The average score of the course examination was 91.6 points, which was 12.2 points higher than that of the control group, with a difference of 15.37%.

A large number of selected English micro-reading materials about ideal and belief education were pushed through the WeChat group of English major courses. Fragmented micro-reading expanded the English reading volume of students in the experimental group. Discussing micro-writing also promoted the development of their English reading and writing skills, and their English test scores naturally improved.

**Table 3. Comparison of Final Exam Scores in the Second Semester and Extracurricular English Reading and Writing**

Test Comparison Items	Experiment	Control	Significance
	group N=58 people	group N=60 people	P value
Comprehensive English average score (points)	91.6	79.4	.000
Average number of words in extracurricular English reading (thousand words /person)	207	0	.000
short articles on WeChat (articles/person)	35.2	0	.000
Average number of English short texts (words) per article	214	0	.000
English WeChat writing (thousand words)	7,533	0	.000

More importantly, through the questionnaires and group interviews before and after the experiment, it was found that during the pre-test, the proportion of students in the two groups who “studied actively and conscientiously”, “had clear goals and career plans” and “had clear plans to enter the postgraduate entrance examination” was about 31-36%, the proportion of the control group in the post-test has not changed much from the pre-test, but the experimental group has changed to 74-79%, an increase of about 40-43%. That is to say, the experimental group realized that their career ideals should be combined with the country’s modernization by integrating ideal and belief education into the English major courses. Nearly 74% of the students’ learning attitudes turned to be proactive, and they were preparing for postgraduate entrance examinations to achieve better results. Good career ideals will naturally improve course test scores. See Table 4 for details.

The test indicators of for students in the control group only increased by 2-3%, the change was not

significant, the learning initiative was still not high, and there was still a lack of clear learning goals and career plans, and the improvement of course test scores was not great.

**Table 4. Pre- and Post-tests of Learning Attitude, Ideals and Beliefs and Career Planning**

Test Comparison Items	Experiment	Control	Significance
	group N=58 people	group N=60 people	P value
Number of students who learns actively in pre-test (person, %)	20, 34.48%	21, 35.00%	.122
Number of students who learns actively in post-test (person, %)	43, 74.14%	23, 38.33%	.000
Number of students with clear goals and career plans in the pre-test (person, %)	21, 36.21%	22, 36.67%	.113
Number of students with clear goals and career plans in the post-test (person, %)	44, 75.86%	24, 40.00%	.000
Number of students with plans for applying postgraduate in pre-test (person, %)	18, 31.03%	20, 33.33%	.034
Number of students with plans for applying postgraduate in pre-test (person, %)	46, 79.31%	21, 35.00%	.000

In the group interviews, we learned that more than 80% of the students in the experimental group agreed with the teaching reform model of “integrating ideal and belief education into major courses”. Students have reconsidered their ideals in life, and many of them have made a more positive positioning of their career planning, which is also the main reason for the increase in the number of postgraduate entrance examinations.

Meanwhile, students in the experimental group conducted an international comparison and discussion by reading short videos of the prevention and control of the new crown epidemic in various countries in the course WeChat group, and analyzed the strict “dynamic zeroing” epidemic prevention policy adopted by China. As of October 6, 2022, Mainland China (excluding Hong Kong, Macao and Taiwan), with an additional population of 1.4 billion, has a total of 252,137 confirmed cases of novel coronavirus pneumonia nationwide, accounting for 1.8‰ of the population base, with a total of 5,226 deaths, a mortality rate of 2.07%, and a cure rate of 97.93%. More than 3.437 billion doses, the global diagnosis rate and mortality rate are the lowest in terms of population proportion (Zhang & Li, 2022). Although China’s economic development has also been greatly affected by the epidemic, it still maintains positive growth and truly understands the Chinese government’s ruling philosophy of putting people’s lives first. We also recognize that some Western regimes ignore the lives of the people, and the parties are competing to fight the epidemic passively. For example, nearly 100 million people have been diagnosed in the United States, with more than 1 million deaths.

The students in the control group did not read these materials, did not conduct a serious comparison of the epidemic prevention and control between China and foreign countries, lacked a deep understanding of many survey questions, did not have a clear understanding of China's advantages, and had no significant changes in ideals, beliefs, and learning initiative.

The survey data of the two groups of students are as follows. More than 90% of the students in the experimental group have deepened their understanding and confidence in the superiority of the socialist system with Chinese characteristics, and 81% of the students agree with the government's strict epidemic prevention and control policies; while only 58% of the students in the control group; 79% of the students in the experimental group are willing to actively participate in the prevention and control of the epidemic, and 61% in the control group; 91% of the students in the experimental group believe that the Chinese government is a government that puts the interests of the vast majority of the people at the forefront and serves the people wholeheartedly, compared with 66% in the control group; 95% of the students believe that the Chinese system, Chinese culture and Chinese programs are of great superiority. Students believe that Western capitalist developed countries are not a paradise on earth. No matter what the system is, countries will have their own weaknesses. The international comparison of the prevention and control of the new crown has enhanced the happiness of Chinese people. Only 63% of the students in the control group agreed. See Table 5 for detailed survey data.

**Table 5. International Comparison of Novel Coronavirus Pneumonia Prevention and Control Enhances Chinese People's Well-being**

Test Comparison Items	Experiment	Control	Significance
	group N=58 people	group N=60 people	P value
Proportion of students support for the Chinese government to adopt strict prevention and control policies (person, %)	47 , 81.03%	35, 58.33%	.000
Proportion of students willing to actively participate in epidemic prevention and control (person, %)	46 , 79.31%	37, 61.67%	.000
Proportion of students who believe that the Chinese government puts people's lives first (people, %)	53 , 91.38%	41, 66.33%	.000
Percentage of students who think Chinese system and culture have great advantages (people, %)	55, 94.83%	39, 65.00%	.000
International comparison of COVID-19 prevention and treatment has increased the proportion of being happiness as Chinese (person, %)	55, 94.83%	38, 63.33%	.000

#### 4. Discussion and Conclusion

(1) Through the teaching reform experiment of 1 academic year and 32 teaching weeks, it was found that 75% of the students in the experimental group that integrated ideal and belief education into English major courses turned to positive and serious learning attitudes, and were ready to take the postgraduate entrance examination to further develop their studies in order to achieve better results, which is 40% higher than the pre-test; at the same time, the average score of the “Comprehensive English” course test is 91.6, an increase of 15%.

On the contrary, more than 60% of the students in the control group who maintained the original conventional teaching mode still did not have a positive and serious learning attitude, their current learning goals and career planning, and their course test scores increased by about 1-3%.

This shows that college students clarifying their ideals and beliefs are conducive to promoting a positive change in their learning attitudes and improving their academic performance, which have a positive effect on the realization of their career ideals after graduation.

(2) Through the analysis and comparison of short videos of international new crown prevention and control, the students in the experimental group support the government’s strict epidemic prevention policies, are willing to actively participate in epidemic prevention and control, believe that the Chinese government puts people’s lives first, the Chinese system, Chinese culture and Chinese programs have great advantages, and being Chinese has great advantages. The number of people with great pride was 80-95%, which was 20-30% higher than the control group. At the same time, more than 80% of the students in the experimental group recognized the teaching reform model of “integrating professional courses into ideal and belief education”. This model has a significant role in promoting the understanding of ideals and beliefs and the learning of professional courses for Chinese college students. The ideal educational model of colleges and universities provides case experience and reference.

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