

# A Study of Values Throughout the Curriculum Education in English Classes of Applied Undergraduate Universities



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**Abstract:** Values throughout the curriculum education refers to the integration of ideological and political education elements into higher education courses, aiming to promote the cultivation of students' ideological and political literacy and core values through professional teaching, and this education mode not only focuses on the teaching of professional knowledge but also emphasizes the cultivation of students' overall quality, especially in cultivating core socialist values and enhancing the sense of national identity and social responsibility. In recent years, with the updating of educational concepts and changes in social demands, values throughout the curriculum education have become an important topic in the field of higher education, especially in applied undergraduate universities, where English classes, as an important platform for cultivating students' comprehensive qualities and international perspectives, is becoming more and more significant in its role in curriculum ideology education. Based on this, this study comprehensively evaluates the current implementation of English values throughout the curriculum education and proposes corresponding improvement measures, aiming to deeply analyze the significance, challenges, and strategies of the implementation of values throughout the curriculum education in English classes of applied undergraduate universities.

**Keywords:** values throughout the curriculum education; applied undergraduate universities; English classes

## Introduction

The English classes in applied undergraduate universities have unique characteristics, which usually pay more attention to practicality and applicability, aiming to improve students' practical language useability and cross-cultural communication skills. The course content is closely related to students' future career development, emphasizing the application of English proficiency in a globalized professional environment. The application of values throughout the curriculum education in the English classes of applied undergraduate universities not only helps to cultivate students' professional skills and language ability but also is crucial to enhance students' sense of social responsibility, moral concepts, and international vision. Through effective values throughout the curriculum education, students can better adapt to the globalized professional environment and at the same time develop into citizens with a sense of

responsibility and values.

## 1. The Significance of Curriculum Ideology Education in the English Classes of Applied Undergraduate Universities

### 1.1. Strengthen students' ideological and political education and cultivate core socialist values

Applied undergraduate universities emphasize the cultivation of students' comprehensive quality, and by integrating the elements of curriculum ideology and politics, the English classes not only teach linguistic knowledge but also focus on the cultivation of students' comprehensive quality, such as critical thinking, intercultural communication skills, etc., which contributes to students' all-round development (Mei, 2023). values throughout the curriculum education can enhance students' knowledge and understanding of core socialist values by integrating ideological and political education content into the teaching of professional courses, which is closer to students' learning and life, and can more effectively guide students to form a correct

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worldview, outlook on life and values. Through the education of curriculum ideology, the education of core socialist values can be infiltrated into English teaching to help students establish correct moral concepts and value orientations. For example, students can be guided to understand and respect Chinese culture and enhance national pride and cultural self-confidence while teaching English culture and language knowledge.

### **1.2. Improve the practicality of English teaching and the effect of comprehensive quality education**

Integrating values throughout the curriculum education into English teaching can enable students to learn language skills while understanding and mastering knowledge related to real life and social development, and this kind of teaching makes English learning not only limited to the language itself, but also focuses more on the application and practice of the language, and improves the practicality of English teaching. Through the curriculum of ideological education, the English classes not only teach language knowledge, but also pay attention to the cultivation of students' ideological and moral education, cultural literacy, social responsibility, and other comprehensive qualities, and the comprehensive education mode helps students form a more comprehensive and balanced personal development. Moreover, in the context of globalization, cross-cultural communication skills have become more and more important, and curriculum ideological education can enhance students' cross-cultural understanding and communication skills by discussing social and political issues in different cultural contexts (Hu, 2023).

### **1.3. Promoting students' overall development, strengthening international perspective and cross-cultural communication ability**

English teaching integrated into curriculum ideology not only teaches language knowledge, but also pays attention to cultivating students' moral concepts, social responsibility, and critical thinking, and this all-round teaching method helps students form a more balanced personal development, not only at the level of knowledge and skills, but also at the level of morality and social-emotional aspects. Intercultural communication skills are one of the most important skills in today's society. Curriculum ideological education can enhance students'

intercultural sensitivity and communication skills by discussing global issues and comparing the values of different cultures, laying the foundation for their future communication and cooperation in the international arena. Incorporating the content of curriculum ideology in English teaching makes language learning no longer an isolated study of vocabulary and grammar, but is closely connected with actual social and cultural content, which can enhance students' practical application of the language while deepening their understanding of English culture and other cultures.

### **1.4. Enhancing students' sense of responsibility and mission towards the country and society**

Through curricular ideological education, students can gain an in-depth understanding of the country's history, culture, and social development, to establish a correct concept of the country, and this kind of education not only enhances students' knowledge and understanding of their own country but also stimulates their patriotic feelings. Curriculum ideological education encourages students to pay attention to the development of the country and society and to understand the diversity and complexity of society. For example, by discussing social problems and cases, students can develop sensitivity to social issues and problem-solving skills, thus enhancing their sense of social responsibility. Curriculum ideological education also emphasizes the role of students as members of society, and educating them to recognize the impact of their actions on society, stimulates their sense of mission towards contributing to society and promoting the development of the country (Liang, 2023). In curriculum ideological education, teachers and students can deepen their understanding of civil rights and obligations and enhance their concept of the rule of law and civic awareness by discussing national policies, laws, and regulations.

## **2. The Current Situation of Values Throughout the Curriculum Education in the English Classes of Applied Undergraduate Universities**

### **2.1. Teachers' ability and level of ideological and political education are uneven**

In applied undergraduate universities, there are obvious differences in teachers' ability and level of ideological and political education. Some teachers have strong backgrounds and experience in

ideological and political education, while others are more focused on teaching specialized courses and have a relatively weak understanding and practical ability of ideological and political education. Some colleges and universities do not provide teachers with adequate training and guidance on ideological and political education, resulting in a lack of clear directions and methods on how to effectively integrate professional teaching and ideological and political education. There are also some colleges and universities that lack teaching resources and methods suitable for curriculum-based ideological and political education. For example, the teaching materials and course contents are not well integrated with the requirements of ideological and political education, or the teaching methods are too traditional, which is not conducive to the effective implementation of ideological and political education. In addition, teachers' personal concepts and educational philosophy will also affect the quality of ideological and political education, with some teachers preferring traditional language teaching and not willing or not accustomed to integrating ideological and political elements into the classroom.

## **2.2. Insufficiently deep integration of course content with ideological and political education**

In some colleges and universities, although there are attempts to integrate the content of ideological and political education into English courses, this integration is often superficial and lacks depth and substance (Yang, 2023). For example, the elements of ideological and political education only appeared as additional materials instead of being closely integrated with the content of English courses. The lack of a clear and effective integration strategy in the implementation of curriculum ideological education in some universities has led to a lack of the necessary connection between the content of ideology education and professional knowledge, making it difficult for students to understand the role and significance of ideology education in their professional learning. In addition, existing English teaching materials and teaching resources do not provide sufficient support for the integration of ideological and political education, e.g., the teaching materials may focus on the training of language skills while neglecting the integration of cultural and social

contents, which may also limit the effective integration of ideological and political education and English teaching.

## **2.3. Students' lack of acceptance and participation in curriculum-based ideological and political education**

Many students lack interest in curricular ideology education, especially when the content is not directly related to their professional interests or career goals, and this lack of interest may lead to low student engagement in the program. Some students perceive ideological and political education as an additional burden to learning English rather than a useful supplement, and this perception often comes from the design of the course content or because ideology education does not match students' actual needs and interests (Niu, 2023). Students have different levels of understanding and agreement with the content of the course ideological and political education, and some students are skeptical about the value and importance of ideological and political education, thus affecting their acceptance and participation. Moreover, if the contents of the course's ideological and political education are not connected with students' real life and future career planning, it is difficult for students to understand the practical significance and application value of these contents.

## **2.4. Lack of effective evaluation mechanisms and continuous improvement methods**

In many colleges and universities, the existing assessment mechanisms for curriculum-based ideological education are inadequate or not targeted, which means that teaching effectiveness, student engagement, and educational outcomes are not effectively monitored and evaluated. Effective teaching should include a cycle of feedback and improvement, but in curriculum ideological education, teachers lack a systematic way to collect and analyze student feedback, making it difficult to adjust the teaching content and methodology by students' needs and responses. In addition, teachers' tracking and evaluation of the long-term effects and impacts of curricular ideological education are often neglected, and there is no long-term assessment mechanism to understand and quantify the actual impact of curricular ideology education on students' future development. Moreover, the integration of ideological and political education into professional

courses also makes it difficult to quantify and evaluate the educational outcomes, for example, the improvement of ideological and political literacy and the mastery of professional skills require different evaluation standards and methods.

### **3. The Path of Values Throughout the Curriculum Education in the English Classes of Applied Undergraduate Universities**

#### **3.1. Emphasize teachers' training and ability enhancement in ideological and political education**

With the transformation of educational goals, the requirements of applied undergraduate universities for teachers in terms of ideological and political education are also increasing, which requires teachers to be able to effectively integrate ideological and political education into professional teaching. Through enhanced training, teachers can integrate the content of ideological and political education into English teaching and improve the comprehensive quality of teaching. Strengthening teacher training is the key to realizing the goal of ideological and political education in the curriculum, which helps to cultivate high-quality talents in line with the requirements of the times. The training provided by universities should pay attention to practicality to ensure that teachers can apply what they have learned in actual teaching, and taking into account the differences in teachers' levels and backgrounds, the training should implement personalized and differentiated strategies (Ying, 2023). In addition, training should not be a one-time event, but a continuous and systematic process to adapt to the continuous changes in educational development. The training should also take into account the characteristics of English majors to ensure an effective combination of ideological Education and professional teaching.

For example, colleges and universities should formulate a clear strategy for curriculum-based ideological and political education, including goal setting, content integration, teaching methods, and assessment mechanisms. Actively organize targeted training programs to help teachers improve their ability in ideological and political education and teaching skills. They should also provide necessary teaching resources, such as teaching materials, case banks, online learning platforms, etc., to support

teachers' teaching activities. An effective evaluation system is established in the training, and teaching feedback is regularly collected and analyzed for continuous improvement of the curriculum and teaching methods. Teachers are supported and encouraged to adopt innovative teaching methods and technologies in curriculum-based ideological education. Teachers themselves should actively participate in the training on ideological and political education provided by universities to improve their theoretical knowledge and teaching skills. For example, they should constantly update their professional knowledge and educational concepts by reading relevant literature and participating in seminars. It is believed that through continuous learning and practice, teachers' ability to ideological and political education and professional teaching skills will be significantly improved.

#### **3.2. Innovate course content and teaching methods to realize deep integration**

Students' demands for educational content and teaching methods are becoming increasingly diversified, requiring more creative and interactive teaching methods. The development of modern educational technology provides new possibilities for the innovation of course content and teaching methods. Through innovation, ideological and political education can be more naturally and deeply integrated into professional teaching and realize the effective integration of educational goals. When innovating teaching methods, teachers need to ensure that the content of education is in line with the actual needs of students and social development trends, and in the process of innovation, they should pay attention to the feedback of students, and adjust the content and methods of teaching in a student-centered manner. Such as the active use of modern educational technology, such as online education platforms, interactive learning tools, etc., to enhance the interactivity and interest of teaching (Lu, 2022).

Teachers should integrate elements of ideological and political education into English courses, such as learning the language by discussing social, cultural, and political issues. Develop interdisciplinary courses combining English and ideological and political education, such as international relations and globalization issues, to enhance students' understanding of social and

cultural issues. Teach using real cases in the classroom so that students can learn through analysis and discussion. Encourage students to discuss and debate on relevant topics to improve their critical thinking. Teachers should actively use online platforms and tools to promote student interaction and engagement and develop and use digital teaching and learning materials such as videos, blogs, and podcasts. Promote independent learning among students. Or promote communication among students through group projects and cooperative learning. Social practice activities should also be organized to enable students to apply what they have learned in real-world environments and to strengthen teamwork and communication skills. Through these measures, not only can we realize the effective integration of curriculum ideological education and professional teaching, but also improve the quality of teaching and promote the overall development of students, as well as adapt to the development trend of modern education.

### **3.3. Combine with students' career development needs, improve the interactivity and interestingness of education**

Students in applied undergraduate universities usually have clear expectations and goals for career development, so the content of education needs to be combined with actual career needs. Combining the educational content with students' career development needs can improve the practicality and relevance of education (Yang, 2022). Teachers need to understand students' career development needs and interests when designing the curriculum and teaching activities and balance theoretical teaching and practical activities while increasing interactivity and interest to ensure that students can fully master the necessary knowledge and skills.

Teacher teams can design course content related to students' future careers, such as business English, international trade, and cultural exchange, and use real business cases or cases of international events for teaching, to improve the practical applicability of the course content, and to enhance students' understanding of and preparation for professional practice. Classroom interaction is enhanced through group discussions, role-playing, and simulated negotiations. Multimedia tools and online platforms are utilized to increase the interactivity and fun of the classroom and to improve students' communication

and teamwork skills. They actively provide training in professional writing, oral expression, and presentation, and design projects related to career development, such as enterprise research and market analysis reports, to enhance students' professional skills and professionalism. Teachers should also encourage students to participate in social practice, such as internships, volunteer services, etc., and simulate real career scenarios in the classroom, such as meetings, presentations, etc., to enable students to better understand and adapt to the future professional environment.

### **3.4. Establishing a diversified assessment system and strengthening the feedback and improvement mechanism**

The traditional assessment system often focuses on examination results and ignores students' performance in classroom participation, thinking ability, and practical application. The multi-dimensional assessment system can more comprehensively assess students' performance in knowledge mastery, thinking ability, and practical application. By strengthening the feedback and improvement mechanism, teachers can adjust their teaching strategies in time to improve teaching effectiveness. Timely and effective feedback can help students recognize their deficiencies and motivate them to make self-improvement. The assessment criteria and methods should be fair and impartial to ensure that all students are assessed under the same criteria.

Teachers can combine academic performance, classroom participation, teamwork, innovative thinking, and other aspects to formulate evaluation criteria, and add the evaluation of skills related to future career development, such as communication skills, critical thinking, etc., to promote the balanced development of students in all aspects. In addition to teachers, it also includes peer evaluation, self-evaluation, and even inviting external experts to participate in the evaluation, encouraging students to participate in the evaluation process, such as peer evaluation in group projects, to improve students' self-knowledge and critical thinking skills. The form of evaluation should be in the form of written exams, oral reports, project presentations, classroom discussions, etc., and the evaluation of the learning process is emphasized, such as the degree of participation, the degree of progress, etc., to motivate



students to make continuous efforts in the learning process. Teachers can provide personalized learning advice and career development guidance to students by recording students' learning processes and results, establishing long-term evaluation files, regularly evaluating students' learning, and providing specific feedback. Through the implementation of the above evaluation mechanism, the performance and progress of students in curriculum ideological education can be effectively tracked and assessed, to better guide teaching.

### Summary

To summarize, the effective integration of curriculum ideological Education into English teaching in applied undergraduate universities is an important initiative to comply with the development of the times, and a key path to improve the quality of education and cultivate high-quality talents. Colleges and universities need to deeply understand the needs and challenges of teachers in implementing curriculum ideological education to provide more effective support and training. Teachers need to explore and experiment with more innovative teaching methods, such as the use of digital tools and multimedia resources, to enhance the attractiveness and effectiveness of the curriculum. Only by attaching great importance to the effective implementation of ideological and political education, the applied universities of this course can truly become a highland for nurturing talents for the country.

### Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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