

A study on the effectiveness of college English teaching practices based on curriculum ideology and politics

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Received 06.07.2024

Accepted 26.08.2024

Published 15.09.2024

UDC 378.147:811.111(043)

DOI 10.25726/x7706-2918-7049-a

EDN ZFWEJS

VAK 5.8.2. Theory and methodology of teaching and upbringing (by fields and levels of education) (pedagogical sciences)

OECD 05.03.HB. EDUCATION, SCIENTIFIC DISCIPLINES

Abstract

The article examines the effectiveness of English language teaching practices in colleges based on curriculum ideology and educational policy. The work focuses on the relationship between the educational goals outlined in the curriculum and the actual pedagogical approaches used by teachers during the learning process. The study explores key aspects influencing the development of students' language skills, such as the content of educational materials, applied methodologies, teachers' competence, as well as the impact of educational policy. The research methodology includes an analysis of curricula, interviews with teachers and students, and monitoring of students' academic performance. The authors concluded that the effectiveness of teaching practices significantly depends on the alignment between the program's ideology and its practical implementation. The study results can be useful for developing more appropriate approaches to teaching English in colleges, taking into account both academic and social demands.

Keywords

teaching English, efficiency, curriculum ideology, education policy, colleges.

The study was sponsored by "2023 Research Project of Graduate Education and Teaching Reform of Jilin Provincial Department of Education" (Project Number: JJKH20230102YJG) and by "PhD Start-up Funding Project of Changchun University" (Project Number: 2021JBC03W24).

Introduction

The English course is characterized by a lengthy duration, a wide range of subjects, and a significant number of instructional hours. Its purpose is to enhance students' English language proficiency, expand their

knowledge, and expose them to diverse cultures (Ramezanzadeh, 2023). Additionally, it serves as a platform for promoting Chinese culture. The important ideological function of college English courses is to help students gain 'cultural confidence' through learning (Shan, 2023). Additionally, college English courses have a dual nature, both instrumental and humanistic, which is crucial in promoting the implementation of curriculum ideology and politics (Ali, 2024). Curriculum ideology and politics is a unique concept in the Chinese education system, aimed at subtly integrating ideological and political education content such as socialist core values, excellent traditional Chinese culture, and the theoretical system of socialism with Chinese characteristics through the teaching process of various courses (not limited to political courses) (Cananau, 2025).¹ This concept emphasizes the comprehensiveness and integrity of education, which means not only imparting knowledge and skills, but also cultivating students' moral qualities, social responsibility, and national consciousness, achieving an organic combination of knowledge imparting and value guidance (Loza, 2025). The effectiveness of integrating ideological and political education into English teaching mainly refers to the effective transmission and strengthening of ideological and political education elements through carefully designed course content, teaching methods, and evaluation tools in the English teaching process, so that students can deeply understand and identify with Chinese values, cultural traditions, and social systems while learning English language skills (Zhang, 2024). This paper aims to provide theoretical basis and practical guidance for the effective implementation of ideological and political education in college English courses through empirical research, promote students' comprehensive development, and cultivate high-quality talents with a global perspective and patriotism. Currently, many scholars are studying the reform of college English curriculum ideology and politics (Babu, 2025). However, most of the research has focused on theoretical aspects, such as exploring the feasibility, effective methods, and implementation strategies of curriculum ideology and politics in college English teaching. There is relatively limited research on the practical application of these theories (Borsheim-Black, 2024). The only relevant literature focuses on evaluating teachers' ability to teach ideology and politics and monitoring the teaching process (Kim, 2024). There is a lack of investigation on the effectiveness of incorporating curriculum ideology and politics into college English teaching (Dong, 2024). Therefore, this study will conduct a questionnaire survey to explore its effectiveness and improve its operability. The survey results and analyses will be used to enhance the implementation of curriculum ideology and politics in college English teaching.

Materials and methods of research

This study examines the effectiveness of teaching the college English curriculum ideology and politics in a Chinese university. We analyzed the core concepts of integrating ideology and politics into the college English curriculum and interviewed college English teachers and students to identify the dimensions of effective teaching practices. We then developed our own questionnaire, 'College English curriculum ideology and politics.' After analyzing the core concepts of teaching ideology and politics in college English courses, we interviewed college English teachers and students. We then listed the dimensions of teaching practice and compiled a questionnaire titled 'Effectiveness of Teaching Practice in college English curriculum ideology and politics'. The questionnaire was revised and improved after a trial test, and finally distributed and collected through Questionnaire Star. The questionnaire consists of 15 questions, divided into 4 basic information questions and 11 formal questions. No changes in content have been made. It is based on three dimensions: students' basic knowledge of college English curriculum ideology and politics, teachers' evaluation of the classroom, and evaluation of the effectiveness of teaching practice. The study selected a college in China as a sample. The sample included 10 colleges, with 400 copies distributed. Ultimately, 399 questionnaires were recovered, of which 395 were valid, resulting in a validity rate of 98.75%. The data collected from the questionnaires were analyzed using SPSS 27.0 for descriptive statistics, t-tests, and correlations.

Results and discussion

The survey results indicate that out of the 395 college students who participated, 198 were male and 197 were female, resulting in a balanced gender ratio. There is no apparent gender bias among the surveyed college students. The survey included students from all grades, with 97 freshmen, 98 sophomores, 101 juniors, and 99 seniors, representing 24.56%, 24.81%, 25.57%, and 25.06% respectively. The distribution of students

across grades was relatively balanced. In terms of major choices, 197 students major in arts and history, while 198 students major in science and technology, resulting in a proportion of 49.87% and 50.13%, respectively. This indicates that the students surveyed have no significant bias in their major choices, with a comparable number of students in arts and science disciplines. Regarding academic performance, there were 130 students with excellent performance, 132 with moderate performance, and 133 with poor performance, accounting for 32.91%, 33.42%, and 33.67%, respectively. This indicates a normal distribution of academic performance among the surveyed students, with the highest number of students having moderate performance and a similar number of students having excellent and poor performance. The survey results reflect a comprehensive and balanced view of college students' gender, grade, major, and academic performance. The distribution of these factors is relatively even, indicating an absence of bias. This objectivity enhances the informativeness of the survey. The survey data reveals that college students exhibit diversity and balance in terms of gender, grade, major, and academic performance. This reflects the actual situation of modern college students in various aspects, making the survey results more objective and accurate.

The results of the survey on students' perception of the nature of curriculum ideology and politics are shown in table 1.

Table 1. Table of results of the survey of students' perception of the nature of curriculum ideology and politics

Project	"Curriculum Ideology and Politics" is "Teaching Ideology and Politics".	"Curriculum Ideology and Politics" is an extension of the "Ideology Programme".	"Curriculum Ideology and Politics" is a new course.	"Curriculum Ideology and Politics" is the addition of Civic and Political Education to all courses.
Quorum	82	78	47	188
Proportions	20.76%	19.75%	11.90%	47.59%

Table 1 shows differences in students' perceptions of curriculum ideology and politics. The largest group, accounting for 47.59%, believes it is an extension of the ideology programme. The second largest group, accounting for 20.76%, perceives it as curriculum ideology and politics. It is important to note that 11.90% of the students perceive 'Curriculum Ideology and Politics' as a new course, which suggests that some students may consider it distinct from the traditional ideology and politics program.

The findings of the students' perception of the need for curriculum ideology and politics are shown in table 2.

Table 2. Table of results of survey on students' perception of the need for curriculum ideology and politics

Project	Extremely Necessary	Essential	Usual	Not Really Necessary.	Undue
Quorum	86	218	79	12	0
Proportions	21.77%	55.19%	20.00%	3.04%	0.00%

Table 2 shows that 55.19% of the students consider curriculum ideology and politics necessary, while 21.77% believe it to be very necessary. Another 20% of the students remain neutral, and only 3.04% of the students disagree that curriculum ideology and politics is necessary. None of the students thought it was unnecessary. These data show that curriculum ideology and politics helps cultivate students' ideological and moral qualities, which are essential for personal development and a core component of an individual's competitiveness in today's society. Through this course, students can learn both professional knowledge and receive ideological and moral education, enabling them to establish a correct worldview, outlook on life, and values, better adapting to the needs of social development.

The results of the survey on students' perception of motivation to learn curriculum ideology and politics are shown in table 3.

Table 3. Table of results of survey on students' perception of motivation to study curriculum ideology and politics

Project	Very Interested	Interesting	General Interest	Not Interested	Currently Unknown
Quorum	45	189	102	39	20
Proportions	11.39%	47.85%	25.82%	9.87%	5.06%

This shows that most of the students have some interest in curriculum ideology and politics, but some of them are neutral or uninterested.

The findings of the curriculum ideology and politics teaching objectives are shown in table 4.

Table 4. Table of findings on teaching objectives of curriculum ideology and politics

Project	Couldn't Agree More	Agree With	Unclear	Disagree	Strongly Disagree.
Quorum	25	181	98	61	30
Proportions	6.33%	45.82%	24.81%	15.44%	7.59%

From the results of the survey, a considerable number of people have doubtful or unsupportive attitudes towards the teaching objectives of curriculum ideology and politics, which suggests that there may be some problems in the process of communicating and implementing the teaching objectives of ideology and politics, or that further communication and explanation are needed.

The findings of the curriculum ideology and politics teaching content are shown in table 5.

Table 5. Table of findings on the content of teaching curriculum ideology and politics

Project	It's Very Rich.	Enrichment	Unclear	Not Abundant	Hasn't
Quorum	49	156	78	102	10
Proportions	12.41%	39.49%	19.75%	25.82%	2.53%

From the results of the survey, most of the respondents thought that curriculum ideology and politics was rich in content, but some of them had a negative attitude or were not clear about it.

The findings of the curriculum ideology and politics teaching methods are shown in table 6.

Table 6. Curriculum ideology and politics teaching methodology survey results table

Project	Problem-Oriented Approach	Situational Approach	Group Approach	Case Study Method	Method Of Explaining Knowledge Points
Quorum	165	132	298	142	336
Proportions	41.77%	33.42%	75.44%	35.95%	85.06%

From the results of the survey, the lecture method was the teaching method with the highest percentage of use, followed by the group discussion method, while the situational teaching method and the case study method were used in relatively low percentages.

The findings of the curriculum ideology and politics teaching activities are shown in table 7.

Table 7. Curriculum ideology and politics teaching and learning activities survey results table

Project	Couldn't Agree More	Agree With	Unclear	Disagree	Strongly Disagree.
Quorum	21	149	92	84	49
Proportions	5.32%	37.72%	23.29%	21.27%	12.41%

The survey results indicate that a majority of respondents (55.44%) have a positive attitude towards teaching and learning activities related to curriculum ideology and politics. However, a significant minority

(45.56%) either disagree or strongly disagree with this statement. The survey results indicate that a majority of respondents (55.44%) have a positive attitude towards teaching and learning activities related to curriculum ideology and politics.

The findings of the curriculum ideology and politics teaching hours are shown in table 8.

Table 8. Curriculum ideology and politics teaching hours survey results table

Project	Less than 3 Minutes of Teaching Time Per Class on Ideology and Politics	3 to 8 Minutes of Teaching Time Per Class on Ideology and Politics	8 to 12 Minutes of Teaching Per Ideology Session	12 To 15 Minutes of Teaching Time Per Class on Ideology and Politics	More than 15 Minutes of Teaching Time Per Lesson
Quorum	30	186	136	35	8
Proportions	7.59%	47.09%	34.43%	8.86%	2.03%

From the results of the survey, most people chose the duration of teaching ideology and politics in each class to be within 3 to 8 minutes, followed by 8 to 12 minutes, while the number of people who chose less than 3 minutes, 12 to 15 minutes and more than 15 minutes was relatively small.

The results of the curriculum ideology and politics classroom engagement survey are shown in table 9.

Table 9. Curriculum ideology and politics classroom engagement survey results table

Project	Tallying With	Basically In Line With	Unclear	Fundamentally Incompatible	Completely At Odds
Quorum	73	196	70	54	2
Proportions	18.48%	49.62%	17.72%	13.67%	0.51%

The results of the table 9 show that most students consider themselves to be actively involved in classroom activities, but some are unclear or have a negative attitude towards this.

The findings on the effectiveness of curriculum ideology and politics teaching practice are shown in table 10.

Table 10. Curriculum ideology and politics teaching practice effectiveness survey results table

Project	Tallying With	Basically In Line With	Unclear	Fundamentally Incompatible	Completely At Odds
Quorum	81	203	77	28	6
Proportions	20.51%	51.39%	19.49%	7.09%	1.52%

From the results of table 10, most of the students have a positive attitude towards the effectiveness of college English curriculum ideology and politics teaching practice, but some of them have an unclear or negative attitude towards it.

The t-test of students' perception of curriculum ideology and politics is shown in table 11.

Table 11. The results of correlation analysis between curriculum ideology and politics and college english learning table

Project	Average Value	(Statistics) Standard Deviation	Person Relevance	Significance (Bilateral)
Willingness to learn the elements of ideology in a college English classroom	2.63	1.091	0.629	0.000

Curriculum ideology and politics favours English language learning.	2.34	0.919		
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Based on the data and analyses in table 11, the Person correlation column shows that the correlation coefficient between the two items is 0.629, which indicates that there is a moderate correlation between the two, and the significance (two-sided) is 0.000, which means that this correlation is highly significant. Therefore, it can be concluded that there is a significant moderate positive correlation between students' perceptions of curriculum ideology and politics and their learning of college English, which means that the more favourable curriculum ideology and politics is for English learning, the more students are willing to learn the elements of ideology and politics in the college English classroom to learn the elements of curriculum ideology and politics.

After conducting a thorough investigation and analysis, the following conclusions were made regarding the teaching of college English curriculum ideology and politics.

Most students have a correct understanding of the integration of ideology and politics into college English teaching. They recognize this teaching method as necessary and are interested in it. Students recognize that curriculum ideology and politics teaching incorporates elements of ideology and politics in English teaching. They believe this teaching method is necessary and have a strong interest in it. According to the students, this teaching not only improves their English proficiency but also cultivates their ideological and moral concepts and sense of social responsibility. However, the study also found that while most students have positive attitudes towards curriculum ideology and politics teaching, some still have misunderstandings about it. Some students may simply view curriculum ideology and politics as adding ideological and political content to English teaching without fully comprehending its deeper meaning and purpose. Therefore, when teachers implement teaching on curriculum ideology and politics, they should focus on accurately interpreting its concepts and helping students fully comprehend the true meaning of this subject.

Secondly, based on the current situation of teachers' implementation of curriculum ideology and politics teaching, although some teachers have successfully integrated the elements of ideology and politics into English teaching, a few teachers are still in the early stages of reform and need to further enhance their awareness in this area. Regarding teaching methods, most teachers still rely on traditional lectures to convey knowledge, supplemented by interactive teaching methods such as group discussions. However, to better engage students and increase their participation, teachers should strive to innovate and improve their teaching methods. For instance, various teaching methods, such as situational simulation, role-playing, and group discussion, can be utilized to enable students to learn and experience the elements of ideology in practice. Concerning the design of teaching activities, some students perceive the integration of ideology elements as somewhat rigid or forced. They should also aim to organically integrate Civic and Political elements with English teaching as much as possible.

Third, the students' feedback provided valuable perspective on the timing of instruction. Approximately half of the students felt that teachers were able to manage their time well when teaching curriculum ideology and politics, usually within three to eight minutes. This observation suggests that teachers are increasingly recognizing the importance of moderation in teaching curriculum ideology and politics. A few minutes may seem like a small amount of time in a busy lesson, but it can have a significant impact on stimulating students' thinking and developing their values. However, some teachers still need to improve in this area. Students may be rusty in their integration of curriculum ideology and politics teaching or may not fully realize the crucial role of time management in their teaching. To ensure efficient teaching of curriculum ideology and politics, teachers must strengthen their time management skills, balance the elements of curriculum ideology and politics with English language teaching content, and avoid overextending or abbreviating the treatment. It is important to maximize every minute of instruction.

This study proposes the following countermeasures to promote the further development of teaching and learning of college English curriculum ideology and politics based on the findings and analyses.

To begin with, the concept of college English curriculum ideology and politics should be established. This concept does not aim to instill theoretical knowledge of ideology and politics in the college English classroom. Instead, it requires teachers to explore the ideological and political elements in the college English

course content and guide students to actively think and internalize these elements into their personal qualities and abilities through active learning. Instead, teachers are required to thoroughly examine the ideological and political elements present in the college English curriculum. They should guide students to think critically and incorporate these elements into their personal qualities and abilities through active learning. In this process, the ideology and politics elements should be integrated into English teaching implicitly, avoiding any form of hard indoctrination. The focus should be on cultivating students' discursive ability and cultural awareness. It is important for students to recognize that the ideology and politics component is a significant aspect of English language instruction. This component promotes the learning of English and the development of intercultural communication skills.

To enhance college English teachers' capacity to teach curriculum ideology and politics, they should reinforce their understanding of General Secretary Xi Jinping's significant exposition on the construction of curriculum ideology and politics. Additionally, they should improve their proficiency in Civic and Political Theory and their ability to comprehend the fundamental concepts and practical methods of curriculum ideology and politics by attending various seminars on political theory training offered by the school. By participating in the school's political theory training and various seminars on curriculum ideology and politics teaching reform, teachers can gain a deeper understanding of the core concepts and practical methods of curriculum ideology and politics. Teachers should read books and papers related to Curriculum Ideology, Politics, and culture to broaden their knowledge and find points of relevance to the content they teach. This will help them naturally integrate the elements of curriculum ideology and politics into English teaching. Additionally, observing or participating in college English curriculum ideology and politics teaching observation classes, exchanging ideas, and learning from teachers of other institutions are effective ways to improve teachers' curriculum ideology and politics teaching design and practical ability. By referencing and learning from one another, teachers can continuously optimize their teaching methods and means, improving the teaching effect of curriculum ideology and politics.

Finally, improve the evaluation system for teaching college English curriculum ideology and politics. Language teaching differs from teaching other disciplines because language is intertwined with culture. Therefore, language learning is a form of cultural immersion. In college English teaching, the acquisition of second language ability and intercultural communication ability are equally important. This is also a concrete manifestation of value leadership. To enhance the implementation of teaching curriculum ideology and politics, this study proposes the construction of a multidimensional evaluation system for college English curriculum ideology and politics. The system should comprehensively measure students' English proficiency, critical thinking ability, cultural literacy, and other performance aspects by combining 'language proficiency' and 'value'. Through a fair evaluation mechanism, teachers can receive prompt feedback on their teaching and comprehend students' learning needs and deficiencies. Simultaneously, students can also comprehend their strengths and weaknesses through the evaluation results, enabling them to adjust their learning strategies and improve their learning methods. Additionally, an ideal evaluation system can offer teachers and students a clear path for improvement and optimization, fostering mutual progress in teaching and learning.

To enhance the implementation of the curriculum ideology and politics Teaching Evaluation System, this study proposes the following measures:

(1) Developing diverse evaluation criteria: When formulating student evaluation criteria, it is advocated to build a diversified and comprehensive evaluation system. Through cultural project exhibitions, international perspective expansion activities, and traditional cultural knowledge assessments, students' understanding, respect, and integration abilities towards multiculturalism are comprehensively measured. These evaluation criteria should be specific and actionable, inspiring students' comprehensive development while accurately reflecting each student's unique strengths and growth trajectory, jointly promoting the comprehensive improvement of students' overall quality.

(2) Use a variety of evaluation methods : In order to comprehensively and accurately obtain students' comprehensive evaluation information, diverse evaluation methods should be adopted, including combining formative evaluation and summative evaluation. At the same time, integrating qualitative and quantitative evaluation, capturing students' non cognitive factors such as learning attitude and teamwork ability through

qualitative methods such as teacher comments and peer feedback, as well as quantifying students' knowledge and skill mastery through quantitative means such as scores and grades. This comprehensive evaluation system can present students' development status in a more three-dimensional way, providing strong support for teaching improvement and personalized guidance.

(3) A mechanism for self-assessment and mutual assessment among students should be established :Through group discussions, peer feedback, and other forms, allows students to not only evaluate others, but also learn to listen, understand, and respect their perspectives, promoting mutual learning and communication. This process not only deepens students' understanding of the learning content, but also cultivates their critical thinking, communication skills, and teamwork spirit. Through this mechanism, students become active participants in the assessment and work together to create a positive and mutually motivating learning atmosphere.

(4) Teachers should provide timely feedback on evaluation results : In the evaluation process, timely feedback from teachers is a key link in promoting students' growth. Teachers should promptly convey the evaluation results to students, not only pointing out their achievements and highlights, but also clearly identifying areas that need improvement and providing specific guidance and suggestions. This feedback not only helps students recognize their shortcomings, but also points them in the direction of improvement. Students can adjust their learning strategies based on feedback from teachers, such as optimizing time management, improving learning methods, and strengthening weak areas. Through continuous feedback and adjustment, students can gradually improve their learning methods, enhance their learning efficiency, and achieve self-improvement and comprehensive development. At the same time, this also enhances interaction and communication between teachers and students, building a more positive and harmonious teaching relationship.

Teachers and students should regularly reflect on and summarize their teaching, analyze teaching effects and problems, and propose improvement measures to enhance the teaching quality of curriculum ideology and politics through continuous improvement and optimization of the teaching process and methods.

Conclusion

Improving teachers' teaching ability, establishing innovative concepts, and enhancing the teaching evaluation system are key measures to promote the teaching of college English curriculum ideology and politics. These efforts will cultivate more high-quality talents with international vision and intercultural communication abilities, contributing to the development of our country. Additionally, it is important to explore and summarize the lessons learned from practical experience. Based on this, future research should focus on further studying the characteristics and highlights of the teaching practices of college English curriculum ideology and politics in different regions and types of colleges and universities. Successful cases should be shared to provide references for other institutions. The third goal is to examine the relationship between college English curriculum ideology and politics teaching and other areas of education in colleges and universities, and to create a synergistic educational force. The fourth objective is to conduct an empirical study on the evaluation system of college English curriculum ideology and politics teaching, in order to continuously improve and optimize the evaluation standards and methods, and to enhance the credibility and validity of the evaluations. The fifth aim is to enhance interdisciplinary research, and to incorporate other related disciplines into the college English curriculum ideology and politics teaching and learning system. Interdisciplinary research can enhance the analysis and practical application of college English curriculum ideology and politics teaching by incorporating theories and methods from related disciplines. It is important to consider multiple perspectives in order to achieve a comprehensive understanding. These studies aim to offer theoretical support and practical guidance for the development and improvement of teaching college English curriculum ideology and politics. The goal is to contribute to the cultivation of outstanding talents with an international perspective.

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**Исследование эффективности практики преподавания английского языка в колледжах,
основанной на идеологии учебной программы и политике**

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Поступила в редакцию 06.07.2024

Принята 26.08.2024

Опубликована 15.09.2024

УДК 378.147:811.111(043)

DOI 10.25726/x7706-2918-7049-a

EDN ZFWEJS

БАК 5.8.2. Теория и методика обучения и воспитания (по областям и уровням образования)
(педагогические науки)

OECD 05.03.HB. EDUCATION, SCIENTIFIC DISCIPLINES

Аннотация

В статье исследуется эффективность практики преподавания английского языка в колледжах, основанной на идеологии учебной программы и образовательной политике. Работа акцентирует внимание на взаимосвязи между образовательными целями, заложенными в программу, и реальными педагогическими подходами, используемыми преподавателями в процессе обучения. В рамках исследования рассматриваются ключевые аспекты, влияющие на формирование языковых навыков студентов, такие как содержание учебных материалов, используемые методики, компетентность педагогов, а также влияние образовательной политики. Методология исследования включает анализ учебных планов, интервью с преподавателями и студентами, а также мониторинг успеваемости обучающихся. Авторы пришли к выводу, что эффективность практики преподавания существенно зависит от соответствия между идеологией программы и практическим её воплощением. Результаты исследования могут быть полезны для разработки более целесообразных подходов к преподаванию английского языка в колледжах, учитывающих как академические, так и социальные требования.

Ключевые слова

преподавание английского языка, эффективность, идеология учебной программы, политика образования, колледжи.

Исследование было проведено при финансовой поддержке «Исследовательского проекта 2023 года по реформированию высшего образования и преподавания Департамента образования провинции Цзилинь» (номер проекта: JJKH20230102YJG) и «Проекта финансирования аспирантуры Университета Чанчунь» (номер проекта: 2021JBC03W24).

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