

**A STUDY ON PROFESSIONAL TEACHERS' VIRTUE CULTIVATION SYSTEM  
CONSTRUCTION OF ENGLISH PRE-TEACHERS IN THE CONTEXT OF  
CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION**

**Dan Yang**

Yancheng Teachers' University

**ABSTRACT**

The professional teachers' virtue cultivation construction of English pre-teachers in the context of curriculum ideological and political education has faced the following challenges: professional teachers' virtue cultivation objectives aren't clear; professional teachers' virtue cultivation lacks value guidance; and professional teachers' virtue modes need urgent re-constructing. Therefore, constructing a professional teachers' virtue cultivation system for English pre-teachers in universities is necessary and urgent now. First of all, ideological and political resources in English courses should be exploited; then, the coordinating roles of English courses in ideological and political education should be played; last but not least, English teachers' comprehensive professional competencies must be improved.

**Key Words:** Professional Teachers' Virtue Cultivation, English Pre-teachers, Curriculum Ideological and Political Education.

**1. INTRODUCTION**

At the end of 2016, the central committee of CPC held the national ideological and political Affair Meeting for universities and colleges, investigating university ideological and political work and the construction of the CPC. Premier Xi emphasized in the meeting that the main channel of classes should be made good use of, and all curriculums should stand side by side with ideological and political classes to form coordinating effects<sup>[1]</sup>. He also noted at the meeting that professional teachers' virtue cultivation should be regarded as the central session, and ideological and political work should be immersed all through the teaching process, to achieve cultivating people in the whole process and in all aspects, and to create a new sphere of higher education career<sup>[2]</sup>. In December, 2017, the CPC branch of the educational ministry issued the *Enforcement Guidelines for University Ideological and Political Work Quality Improvement Projects*, and noted that class teaching reforms, targeted at curriculum ideological and political education, should be carried out, curriculum designs be optimized, coursebooks for all majors be revised, teaching designs be improved, teaching management be reinforced, and ideological and political elements and educational functions in all curriculums should be sorted out to be infused into class teaching sessions, to realize an organic unity between ideological and political education as well as knowledge system education<sup>[3]</sup>. Since then, a wave of study and enforcement has been carried on in all universities and colleges around the country, one key

point of which is to deeply carry out the theoretical research and practical exploration of curriculum ideological and political education.

The curriculum ideological and political education is, in essence, not a new course or a new activity, but the practice of infusing ideological and political elements into all sessions and aspects of curriculum teaching and reforming, to realize potential professional teachers' virtue cultivation of students. Surrounding the curriculum objective of combining knowledge imparting and value guiding, to reinforce explicit ideological and political education, detail implicit ideological and political education, and to construct an all-curriculum moral cultivation situation<sup>[4]</sup>. In the context of curriculum ideological and political education, the research of professional teachers' virtue cultivation of English pre-teachers would be more scientific and concrete regarding content and objectives and thus the researching results would be more convincing.

## **2. CHALLENGES OF PROFESSIONAL TEACHERS' VIRTUE CULTIVATION OF ENGLISH PRE-TEACHERS IN THE CONTEXT OF CURRICULUM IDEOLOGICAL AND POLITICAL EDUCATION**

### **2.1 Professional Teachers' Virtue Cultivation Objectives aren't Clear**

The problem of professional teachers' virtue cultivation of English pre-teachers is what kind of teachers to cultivate, how to cultivate them as well as for whom to do so, which is a vital problem. Now, the education mode is too vague, without a specific target, resulting in weak virtue cultivation forces and prominent "two skin" consequence<sup>[5]</sup>. Professional teachers' virtue cultivation has been swinging between specialization and generalizability, between excellent teaching ethic traditions and contemporary teaching ethic concepts, between noble teaching ethics and pragmatism, making it difficult to find an access point and a breakthrough, making the education objectives of professional teachers' virtue cultivation of English pre-teachers obscure and general. Thus, it will be difficult to answer the vital question of "what kind of teachers to cultivate, how and for whom to cultivate them<sup>[6]</sup>." Therefore, the professional teachers' virtue cultivation of English pre-teachers needs to organize forces, to set up platforms and to make clear professional teachers' virtue cultivation objectives of English pre-teachers.

### **2.2 Professional Teachers' Virtue Cultivation lacks Value Guidance**

Cultural diversity and value diversity have brought much negative effects towards the changing of ideas, wavering of ideals and downgrading of moral standards. On the one hand, the teachers' image in the cultural tradition and social system has been pushed to sainthood and palace-ward<sup>[7]</sup>. On the other hand, the teacher cultivation pushed by teacher education and social requirements has resorted to practical skills, technical application and performance review as new value appeals, focusing a lot on acquisition of teaching ability and teaching skills. Teachers are now unloading the heavy virtue burden collectively, gradually degrading into professional people. When the whole society is advocating constructing a nation by virtue and civil moral codes, teachers' moral education standards have exceeded those of common citizens. In this situation, contradictions existing in teaching ethic sphere has become a seemingly unsolved problem.

### **2.3 Professional Teachers' Virtue Modes Need Urgent Re-constructing**

With the development of the society's value changing, the professional teachers' virtue cultivation is facing more complex problems and challenges. The teaching virtue cultivation of English pre-teachers in the new era should adapt to a new situation and new changes, constructing new professional teachers' virtue cultivating modes<sup>[8]</sup>. Professional teachers' virtue cultivation through Curriculums in the context of curriculum ideological and political education is rooted in the traditional Chinese cultures and excellent moral traditions, embodying important virtue value, guiding the directions for professional teachers' virtue cultivation of English pre-teachers in universities. The core conceptions of patriotism, collectivism and civil quality education help to correct the negative trends of focusing teaching skills and ignoring teaching virtues in English pre-teachers in universities, and promote qualified cultivation and all-round development of English pre-teachers.

## **3. CONSTRUCTING A PROFESSIONAL TEACHERS' VIRTUE CULTIVATION SYSTEM OF ENGLISH PRE-TEACHERS IN UNIVERSITIES**

### **3.1 University Culture is A Guarantee for Constructing the System**

The university culture focusing on the main-stream value should be constructed. The university culture is a key medium of pre-teachers' virtue cultivation work, which combines school-opening philosophy, school culture, value orientation and inner requirements of pre-teachers' virtue qualities, internalizing core values into essence and pursuit of university spirits, making it a common pursuit of pre-teachers. Putting the common ideals, goals, beliefs, cultural traditions and academic styles as standards, a pre-teachers' virtue cultural environment benefiting pre-teachers' healthy development can be created, to promote the improvement of their teachers' virtue understanding. The material and scenic cultures should be made full use of to express teachers' virtue appeals. Regarding the styles and features of architectural sceneries, garden construction and cultural facilities, it should be focused to inherit traditional moral cultures, harmonize school cultures and externalize core socialist values. Regarding school cultural activities, planning of teachers' virtue topic activities should be focused to protrude teachers' virtue topics and goals, to immerse main-stream value education into virtue cultivation cultural activities, so as to enhance cultural edification and immersion.

### **3.2 Exploiting Ideological and Political Resources in English Courses**

English teaching belongs to the teaching of humanities and social sciences, which investigates human's spirits, cultures, values and so on, or all kinds of social phenomena and their developing rules. The combination of English courses and ideological and political education has a natural advantage, whose content is concerned about human's knowledge on itself and the society, containing rich ideological educational resources full of humanity and reasons, benefiting cultivating students' patriotism, political awareness, responsibility and cultural confidence.

### **3.3 Playing the Coordinating Roles of English Courses in Ideological and Political Education**

The curriculum ideological and political education construction in universities means infusing value guidance into comprehensive competency classes and curriculum teaching of different majors. It is like dissolving salt into soup, where the so-called salt refers to scientific world view, outlook on life, value on life and the so-called soup refers to the knowledge system of all curriculums. The concept “curriculum ideological and political education” was introduced to break barriers between subjects, to construct an all-round and multidimensional ideological and political education system, immersing ideological and political education into English pre-teacher’s learning career<sup>[9]</sup>. English teachers need to analyze teaching content carefully, to seek an effective organic combination of knowledge imparting and ideological and political education, thus forming virtue cultivation coordinating force by curriculum ideological and political education.

### **3.3.1 Innovating Practice Teaching Modes**

For English pre-teachers in a university, practice is a re-learning experience, transforming the conceptual and representational knowledge they’ve learned in class into real practice. Only when students are put in real educational contexts, can they fully realize the sacred responsibility they are shouldering and truly set up austere ideals of struggling for achieving the goal of “two hundred years” and the revival of the Chinese nation<sup>[10]</sup>. Therefore, all inner and out-of-school practical activities should be carried out actively, giving English pre-teachers opportunities to practice themselves and improve themselves. Firstly, inner-school practical activities should be carried out, where rich-experienced teachers should be assigned as instructors to give all-through guidance during the English pre-teachers’ practices in order to ensure good effects of such activities. Besides, the construction of out-of-school practice sites should be kept in pace, to intensify the management of out-of-school practices, to ensure the standardization of practices.

### **3.3.2 Intensifying Practice Guidance**

Teaching virtues are the top task for the English pre-teachers, as teachers with professional teachers’ virtues are the core of the national development and improvement. To cultivate professional teachers’ virtues, the key is to construct a teaching virtue assessment system of pre-teachers, and to specify the goals and the direction of cultivating professional teachers’ virtues, and to help them take initiatives in the process. The focus is to guide them to have professional teachers’ virtue experience by applying scenario simulation and so on. They should also be guided to establish professional teachers’ virtue models by applying positive and negative professional teachers’ virtue examples. Based on the strong self-awareness of the current English pre-teachers, they might as well be guided to do more multiple choice questions, blank fillings, true or false questions, getting rid of instillation-type education. Thus, they may cultivate correct professional teachers’ virtue value orientation through comparisons and discriminations.

### **3.3.3 Focusing on Study Ethos**

The study ethos are the soul of a university and styles of the study spirits, study attitudes and study methods of teachers and students, playing a key role in students’ growth and the development of a university. The professional teachers’ virtue content may be immersed into study ethos construction, to guide students to set up austere ideals and beliefs embodying the traditional morals of the Chinese nation to set up behavioral codes embodying the era spirits, so

as to improve English pre-teachers' knowledge and practice abilities of the professional teachers' morals. The scientific spirit cultivation should be focused on, immersing such conceptions as democracy, equality and freedom organically into daily management of them, thus to cultivate their rationality, criticism, questioning and innovative spirits.

### **3.3.4 Focusing on Act Guidance**

The cultivation of comprehensive competencies of English pre-teachers is a key condition for teachers' professional teachers' virtues. Therefore, the social practice platforms of English pre-teachers should be expanded, a practice mechanism of combining theoretical study and practices, skill training, social services, in order to cultivate such qualities as service loving and courage of them. By organizing English pre-teachers to do volunteer teaching to revitalize village teaching, their service awareness and education abilities can be enhanced. By such education practice and teaching practices, they are guided to put professional teachers' virtue theories into education practices and can thus experience professional teachers' virtue knowledge and feelings and form their own professional teachers' virtue views ultimately.

### **3.4 Improving English Teachers' Comprehensive Professional Competencies**

Teachers are at the forefront of college students' ideological and political education and are the main enforcers of ideological and political education. Currently, all English teachers should be encouraged to study Premier Xi's professional teachers' virtue construction requirements, to unify their knowledge-teaching and citizenship-cultivating, unifying their own teaching and acts, unifying their academic research and social affair caring, unifying their academic freedom and academic standardizing, becoming excellent educators with ideological determination, noble virtues, learned knowledge and practical scientific ideas. Constructing a new ideological and political education system means improving English pre-teachers' political awareness, moral quality, cultural and professional competencies, which is a systematic project. If higher education enforcers weren't equipped with comparatively high professional competencies, this project couldn't be achieved. Furthermore, improving the competencies of the staff will benefit enhancing the persuasiveness of ideological and political education as well, because only when English pre-teachers identify with the personality spirits of educators, could they be prone to accept educators' opinions.

## **4. CONCLUSION**

The 19<sup>th</sup> Party Congress made a political statement that the Chinese-style socialism has entered a new era, putting forward a strategic task of fastening the steps of constructing an innovative country. In order to create an innovative country, science is a foundation, talents the key, and education essence. The developing level of education greatly depends on the qualities of teachers. Currently, all foreign language colleges should improve responsibilities and working methods to construct an English pre-teacher professional teachers' virtue cultivation system, so as to improve their professional teachers' morals and to cultivate more qualified backup English teachers for the country.

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