

## A Study on the Cultivation Path of College English Students' Comprehensive Qualities Under the Concept of Cultivating People as the Foundation

ZOU Xiaohui<sup>[a],\*</sup>; YUE Ruixin<sup>[a]</sup>; TANG Yayun<sup>[b]</sup>

<sup>[a]</sup> Shihezi University, Shihezi, Xinjiang, China.

<sup>[b]</sup> School of Liberal Arts, University of Jinan, Jinan, China.

\* Corresponding author.

**Supported by** the Research Results of Shihezi University Special Project for Research on Educational and Teaching Reform (No. JGZY-2022-06).

Received 11 January 2025; accepted 20 March 2025

Published online 26 April 2025

### Abstract

Under the guidance of the educational concept of cultivating people as the foundation, College English teaching is not only the imparting of English knowledge, but also the process of improving students' Comprehensive Qualities (in this study, referring to students' disciplinary competence, quality of innovative development, ideological and moral quality), hereinafter referred to shortly as students' CQs. Through the instructional case across four levels of teaching design: course introduction, theme presentation, reading and critical thinking, interactive reflection, this study explores effective path to the cultivation of students' CQs in College English teaching, in order to highlight the core value of fostering students' CQs and demonstrate the educational effectiveness that can be achieved through the integration of ideological and political education with College English teaching.

**Key words:** Cultivating People as the Foundation; College English Course; Students' Comprehensive Qualities; Cultivation Path

Zou, X. H., Yue, R. X., & Tang, Y. Y. (2025). A Study on the Cultivation Path of College English Students' Comprehensive Qualities Under the Concept of Cultivating People as the Foundation. *Studies in Literature and Language*, 30(2), 29-37. Available from: <http://www.cscanada.net/index.php/sll/article/view/13773>  
DOI: <http://dx.doi.org/10.3968/13773>

### 1. INTRODUCTION

In Zhai Bo's paper, he points out that "Cultivating People as the Foundation" constitutes the essence and soul of education, reflecting its fundamental demands and value orientation. The principle of "Cultivating People as the Foundation, Moral Education as the Priority" serves as the guiding tenet for educational work in the new era, providing explicit value guidance for educators' practices and defining their professional ethics. As emphasized in The National Medium and Long-Term Education Reform and Development Plan (2010-2020), it is imperative to care for every student, to promote their active and dynamic development, to respect educational and developmental laws, and to provide tailored education to foster hundreds of millions of high-quality laborers, tens of millions of specialized talents, and a large cohort of top-tier innovators. This requires educational practices grounded in cultivating people as the foundation to balance immediate students growth with lifelong development, to pursue holistic individual advancement—integrating moral, intellectual, physical, aesthetic, and labor education (De-Zhi-Ti-Mei-Lao)—while transcending the individual level to align personal growth with national development and societal needs.

"Cultivating People as the Foundation" constitutes the essential requirement for both human development and educational progress. According to Zhai Bo, the proposal of the educational philosophy centered on cultivating people as the foundation marks a profound transformation in pedagogical thought, an innovative breakthrough in educational concepts, and a groundbreaking practice in educational reform. In October 2019, the Chinese Ministry of Education issued The Implementation Opinions on First-Class Undergraduate Curriculum Construction, emphasizing that curricula as the core element of talent cultivation,

directly determining the caliber of cultivated talents. Consequently, integrating curriculum-based ideological and political education into teaching to fulfill educational objectives has become a critical task for higher education instructors. Guided by President Xi Jinping's "Thought on Socialism with Chinese Characteristics for a New Era", deepening educational reform must prioritize curriculum development, adhering to advancedness, emphasizing innovation, and enhancing academic rigor. By centering on fostering students' CQs, curriculum construction should synergize depth and breadth, expand intellectual horizons, cultivate learning capabilities, and ultimately realize holistic development.

## **2. THE INTERCONNECTION BETWEEN "CULTIVATING PEOPLE AS THE FOUNDATION" AND "CURRICULUM-BASED IDEOLOGICAL-POLITICAL EDUCATION", WITH A DEFINITION OF CQ CULTIVATION IN COLLEGE ENGLISH TEACHING**

### **2.1 Interconnection Between "Cultivating People as the Foundation" and "Curriculum-Based Ideological-Political Education"**

The College English course is a compulsory general education for non-English majors. As an integral component of higher education, College English teaching focuses on English language knowledge, applied skills, learning strategies, intercultural communication, and humanistic cultivation. Guided by foreign language pedagogy theories and grounded in the principles of language acquisition, it constitutes a cohesive instructional system integrating diverse teaching models and methodologies. Wen Qiufang interprets "Curriculum-Based Ideological-Political Education" as a teacher-led approach that organically integrates the philosophy of fostering virtue through education into all aspects of foreign language instruction—including content delivery, classroom management, assessment systems, and educator conduct—to actively shape students' correct worldview, outlook on life, and value system. That's why educators' mission in College English teaching extends beyond knowledge transmission to explicitly address what kind of people to cultivate, for whom to cultivate them, and how to cultivate them. Ultimately, the core objective lies in centering on the cultivation of students' CQs, exploring effective pathways to integrate ideological-political education into College English teaching, thereby advancing curriculum innovation and reform while thoroughly implementing the philosophy of cultivating people as the foundation.

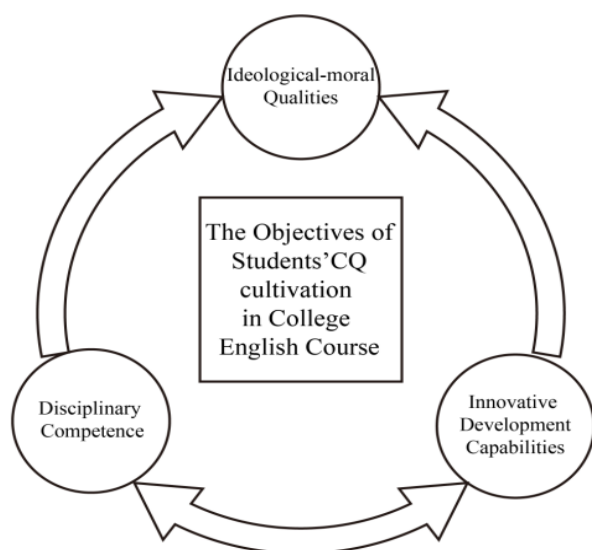
### **2.2 Defining CQ Cultivation in College English Teaching**

Gardner categorizes the CQ essential for students' societal engagement into five dimensions—disciplinary thinking, integrative thinking, innovative thinking, a sense of respect, and moral consciousness. (Gardner, 2008, p 21) While elaborating on educational reform directions, president Xi Jinping emphasized that efforts must be intensified to enhance students' CQs and urged educators to guide students in developing comprehensive competencies, including self-management, collaborative skills, collective living, curiosity cultivation, imaginative stimulation, and innovative thinking when nurturing builders and successors for socialism in the new era. This discourse not only charts the course for educational reform but also provides critical guidance for practitioners. As College English educators, we must recognize that students' CQ encompass not only disciplinary knowledge but also moral integrity, practical skills, and innovative capacities. Consequently, the cultivation of students' CQs in College English teaching can be summarized into three domains: fostering disciplinary competence, nurturing innovative development capabilities, and strengthening ideological-moral cultivation.

Cultivation of disciplinary competence dimension focuses on consolidating students' linguistic foundations and enhancing comprehensive language application capabilities. Through meticulously designed instructional activities, students achieve holistic progress in fundamental language skills—listening, speaking, reading, writing, and translating—within immersive, multi-dimensional language environments. This approach strengthens English proficiency, elevates critical thinking abilities, and effectively facilitates the transformation of linguistic knowledge into practical application competencies, thereby preparing students to address challenges in the new era.

Within the scope of College English teaching, cultivation of innovative development capabilities emphasizes empowering students to transcend conventional learning paradigms and actively explore novel approaches and strategies for English acquisition. It prioritizes guiding students to utilize modern technologies, digital resources, and learning platforms as springboards for knowledge exploration. Educators should construct a comprehensive, supportive learning ecosystem by integrating instructional objectives, content, diversified resources, in-class and extracurricular tasks, and intelligent assessment mechanisms. Such systemic design fosters efficient teacher-student interactions, cultivates self-directed learning and problem-solving skills, and further ignites students' sense of social responsibility and ideological engagement, laying a robust foundation for nurturing visionary future leaders with proactive capabilities.

Within the above framework, the cultivation of ideological and moral qualities emerges as the core pillar (see Figure 1) of fostering students' CQs. In College English teaching, this dimension prioritizes nurturing students' moral integrity and social responsibility, aiming to broaden their global perspectives, deepen understanding and respect for cultural diversity, and equip them with exceptional intercultural communication skills and steadfast ethical decision-making capabilities in a globalized context. Through engagement with the College English curriculum, students not only enhance linguistic proficiency but also internalize a profound comprehension of universal human values, thereby cultivating a proactive outlook on life and an elevated ethical ethos.



**Figure 1**  
**Interrelationships Among Educational Objectives for Cultivating Students' CQs in College English Curriculum**

### 3. THE PATH OF STUDENTS' CQS CULTIVATION IN COLLEGE ENGLISH TEACHING AND CASES OF TEACHING PRACTICE

Cultivating students' CQs is a crucial task in College English teaching, which requires teachers to skillfully integrate the content of ideological and political education with English language teaching when making teaching plans, and strive to achieve the organic unity of knowledge transfer and value leadership. In this process, teachers should not only pay great attention to the cultivation of students' language skills, but also pay more attention to the enhancement of students' ideological and moral qualities, innovative thinking qualities, cross-cultural literacy, practical ability and international vision. Therefore, from the three levels of comprehensive quality

cultivation, teachers need to precisely refine the teaching objectives into specific indicators that are operable and measurable. Consequently, this study, in order to vigorously promote the close integration of language learning and the elements of ideology and politics, carefully planned the implementation framework of students' comprehensive quality cultivation at the early stage of the teaching implementation of College English (II), aiming at laying a solid foundation for the overall development of the students and highlighting the core value of comprehensive quality cultivation in college English teaching and the effect of the integration of the contents of ideology and politics education and English language teaching.

#### 3.1 Pedagogical Objectives for the Development of Students' CQs

Take Unit 8 "Embracing Diversity" of The New Era of Mingde University English (Comprehensive Curriculum 1) as an example, the thematic content and overall knowledge structure of the unit not only focus on the enhancement of the quality of disciplinary competence, but also profoundly embody the importance attached to the quality of innovation and development as well as the cultivation of ideological and moral qualities. Through passage study, diversified teaching activities and the application of modern technology, students can not only master English expressions closely related to the theme of "Diversity" and enhance their language skills in listening, reading and writing, but also explore independently and integrate information efficiently under the driving force of innovative learning mode. At the same time, the unit also focuses on moral and ethical guidance, cultivating students' respect for the tolerance of multiculturalism, and forming correct moral values. The specific objectives of these three qualities in this unit will be elaborated below.

Students are required to understand the vocabulary related to the theme of "Diversity" through the study of the passage; to use the vocabulary flexibly to express themselves orally through classroom quizzes, presentations and group reports; to improve their English listening and speaking skills, logical thinking and communication skills through the audio-visual materials in and out of class such as "Inclusion and Diversity", "Me-culture and We-culture", "A Speech on the Diversity of Chinese and Foreign Civilisations", etc. they will improve their listening and speaking skills, logical expression skills, and their ability to express themselves through the passages of the unit. Through the study of unit passage and related exercises, we will consolidate the usage of the infinitive verb, improve the ability of reading comprehension and structural analysis, and master and expand the skills of lexical conversion in translation practice.

Cultivating the quality of innovative development by guiding students to use itest, Teachermate, Rain

Classroom, Online Education Integrated Platform, etc., learning to use modern technology and online and offline multimodal resources, breaking down the barriers of traditional teaching and learning, so as to promote the innovation of learning forms, integrating fragmented time to organize independent learning, and efficiently following up the progress of the unit curriculum. Through the audio-visual training material "Inclusion and Diversity" and the "Advertisement of Apple", complete the discussion on the platform of "Multiculturalism and the Secret of Apple's Success"; independently complete the follow-up reading of the key sentences on the platform of itest. They will complete the vocabulary, grammar and reading comprehension quizzes on the Teachermate platform in accordance with the class progress; and learn about the role of diversity in economy, culture and society through extra-curricular resources such as "A Speech on Diversity of Civilizations in China and Abroad".

Through the introduction of topics, presentation of unit themes, reading and discourse, strengthening of unit competence and group interaction, we guide students' interest in the theme of "Diversity and Inclusion", help them understand the connotation and extension of "diversity", cultivate an attitude of respect and tolerance towards multiculturalism, actively explore the relationship between "diversity" and social progress, and establish correct moral judgement on "diversity" and "inclusiveness".

### **3.2 Teaching and Learning Approach to Students' CQ Development**

The teaching of College English, supported by modern technology, through the use and construction of online and offline resources, realizes that the content of paper textbooks is fully associated with platform resources, which can ensure that interactive teaching, flipped classroom and online and offline blended teaching needs are met in the teaching process, and adapts to the new teaching form of paper-digital fusion.

Interactive teaching, as an effective mode of College English teaching, is presented between teachers and students in the form of specific teaching organization and management such as classroom quizzes, follow-up discussions, presentation and group discussion, etc. It improves teachers' "one-way" communication with the students in time and effectively realizes the "multi-way" communication between teachers and students, between students, between students and multimedia, and better stimulates students' enthusiasm for participation, improve their thinking ability and expression, and eventually cultivate their CQs.

As an innovative teaching mode, the flipped classroom can fully guarantee the subjectivity of students in the learning process, improve their ability to think and practice. And by combining it with interactive teaching, it can also give better play to students' cooperation and

communication. In the process of implementation, on the basis of combining the educational concept of Ideological-Political elements, the accuracy and authority of the content of educational resources must be fully ensured. Therefore, teachers need to make a lot of preparations, carefully select and produce ideological audio-visual and reading materials, including the selection of quotations and aphorisms, the review of video links, and the editing of listening materials. Moreover, considering the differences in students' individual abilities and expressions, teachers must be well prepared to guide the direction of classroom discussions, share and supplement background knowledge of Ideological-Political elements at the right time, to ensure that students can not only deepen their understanding and application of knowledge, but also enhance their ideological and moral literacy and disseminate the excellent traditional Chinese culture in their learning, discussion, sharing and practice.

The richness of the platform's resources and the basic conditions for students to conveniently use mobile phones, computers and other electronic devices to access online learning resources have made online-offline blended teaching a must for the reform of College English teaching. During the construction of this course, teachers first need to understand and familiarize themselves with the functions of the itest platform, Teachermate, Rain Classroom and other platforms, gradually complete the overall construction of resources and learning tasks, give full consideration to the complementation between the online mode and offline learning, reasonably set up all kinds of interactions between the teachers and students on the online platforms, striving to break the time and space limitations of the students' English proficiency enhancement and Ideological-Political education, and effectively utilize the students' fragmented time to provide personalized learning guidance.

### **3.3 Pedagogical Content of Students' CQ Development**

The textbook (The New Era of Mingde University English) is oriented to ideological education, and has itself formed a "syllabus of ideological elements", with "The Core Values of Chinese Socialism" as the basic concept, and consciously incorporates explicit ideological elements of the curriculum, such as political identity, family and national sentiments, excellent traditional Chinese culture, awareness of the rule of law, and ethical cultivation. The teaching tasks of each unit endeavour to reflect the multiple training of knowledge, skills and values, so that students can realize the cultivation of values in the process of knowledge learning and language ability cultivation, ensuring that the concept of nurturing people runs through the whole process of teaching the curriculum and influences students in a subtle way.

Therefore, based on the selection of teaching materials, this course is planned and implemented at four levels: the



selection of knowledge points, the organization of content, the use of resources and the organic combination of theory and practice, so as to scientifically and rationally embody the teaching content.

According to the three teaching objectives of CQ cultivation, this course selects vocabulary comprehension and application, phonological following and correction, grammar learning and consolidation, chapter reading and analysis, fragment translation and practice as the relevant important knowledge points for teaching, these knowledge points in the unit teaching, with a certain degree of representations and the arrangement of unit content systematic advancement, can be more in line with the actual acceptance level and learning needs of the students of the course.

The organization of the teaching content takes full account of the unit knowledge system, focusing on the hierarchical and progressive nature of the content, so as to facilitate students' gradual in-depth understanding and mastery. Taking passage reading and analysis as an example, firstly, by vocabulary learning and consolidation, students are required to further grasp the general meaning of the passage; then, through the design of 10-15 questions related to the content of the passage and "Ideological-Political Education", students are helped to understand the details and the purpose of the passage; in each unit, there are 2-3 open-ended questions among the 10-15 questions, which help students to fully explore their language potential, cultural cognition and moral judgement, and help them to enhance the breadth and depth of learning, while at the same time catering for some students who have a strong interest in learning and a strong desire to learn.

The use of teaching resources in this course gives full play to the functions and resource advantages of each platform. For example, in the process of integrating the course resources, the teacher carefully studied the platform functions of itest and chose to use the platform's read-aloud and follow-along functions to construct the corresponding unit phonological learning resources to help students improve the accuracy of their intonation. At the same time, we gave up the use of iSmart online resources for after-class exercises and asked students to complete the corresponding after-class exercises in books instead, thus effectively retaining the traces of pre-reading and process learning of the passage, which is conducive to students' better integration of vocabulary, sentences and paragraphs of speech. The use of the micro-lesson assisted teaching platform also maximized the advantageous functions of the platform, through point-and-answer, follow-up questions, classroom Q&A, group mutual evaluation and other ways of teaching interaction and classroom organization and management, effectively stimulating students' enthusiasm for participation and learning, and achieving a comprehensive value-added

guidance for students' knowledge, abilities, emotions, attitudes and values.

The teaching of English at university should not only combine the learning of English language knowledge and theory with practice in the teaching process, but also combine the Ideological-Political theories and English professional knowledge with practice. Taking the theme of the unit as an outline, each unit is designed with corresponding group discussion or topic report and other practical activities that need to give play to the sense of cooperation and teamwork. Simply doing a 5-7 minute off-script sharing in English is already a great challenge for students, and then integrating Ideological-Political theories into it, which undoubtedly raises the difficulty of the discussion, report and sharing. Therefore, the teacher chooses to preview the group discussion task of the unit through the unit learning task list, and at the same time, through the learning of audio-visual materials in the introductory session of the unit (e.g., "Five Days of Giving" in Unit 5, "The Significance of the Rule of Law" in Unit 6, "Rebuilding Trust" in Unit 7, etc.), students can repeatedly collide with the Ideological-Political elements or theories through the forms of listening, watching, retelling, and following the postings on the platform. These audio-visual texts, through repeated input in multiple language learning formats, will have a subtle impact on students' construction of reporting frameworks and organization of reporting content, helping students to complete the evaluation and output of insights on the deeds of border guardian hero Wei Deyou, and helping students to sort out insights on the necessity and importance of establishing a society governed by the rule of law after studying extracurricular recommended resources, and so on. As a result, in the process of explicit integration of teaching contents, an implicit line of integration is actually buried, so that students can practically digest, absorb and apply the elements of ideology and ideological theory to complete practical activities such as case analyses, group discussions and thematic presentations to improve their practical ability and creativity in the language practice activities.

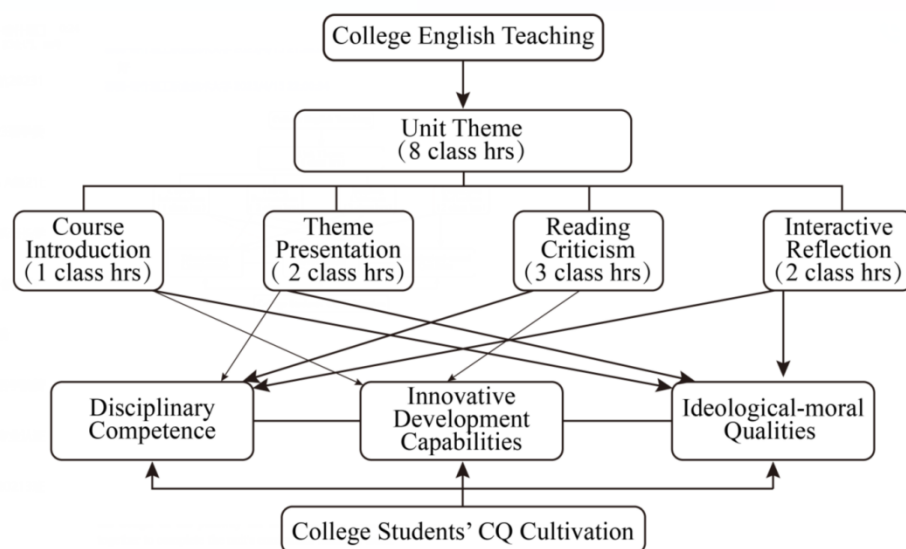
### 3.4 Teaching Evaluation of Students' CQ Cultivation

In terms of the evaluation system, using modern information technology means, this course builds a diversified and three-dimensional evaluation method suitable for College English, including platform intelligent evaluation, students' mutual evaluation, teachers' evaluation and so on. At the same time, we examine students' mastery of English knowledge, including vocabulary, grammar, reading comprehension, listening, etc., through the testing evaluation, so as to clearly quantify students' learning outcomes and affirm their learning ability. Encourage and motivate students to actively participate in the learning process and

achieve self-improvement through process evaluation, for example, recognizing students' participation and completion of the unit theme follow-up tasks through star rating and reposing, helping students to enhance their autonomy in completing the tasks, demonstrating their learning outcomes, and pursuing continuous development and progress. Practical feedback on students' overall participation in enduring tasks is provided through expressive assessment, and students are given opportunities to present traces and evidence of their learning. For example, when evaluating offline self-directed learning in this course, different dimensions of student performance were established for the degree of completion of course preview, the degree of completion of task sheets and the degree of completion of after-school practice, and specific performance levels under each dimension were described, so as to let students

know clearly from the beginning of the school year that they have to pay enough attention to the three tasks, namely, passage preview, after-school practice and unit task sheets, and to cultivate a good habit of process learning. They should keep a good record of their learning traces and receive appropriate assessment scores based on the evidence of learning they provide. The above three means of evaluation, together with the evaluation of the final examination, form a relatively comprehensive and systematic evaluation system that pays attention to students' development. Although there are no indicators for the assessment and evaluation of "Ideological-Political Education", students' Ideological-Political learning effect can be correspondingly assessed through classroom observation, multi-dimensional comprehensive assessment, and activity participation performance.

### 3.5 Case Study of Teaching Design for Students' CQ Cultivation in College English Teaching



**Figure 2**  
**Instructional Unit Design Framework**

The teaching design of this unit is based on the example of "Embracing Diversity" in the eighth unit of New Era Mingde University English ((Comprehensive Curriculum 1) ), and practiced in the process of College English teaching to help students cultivate their CQs in the process of English learning (see Figure 2). In view of the educational ideology of "educating people first, moral education first", the teacher first clarifies the three main teaching objectives of this unit with the students, makes the objectives measurable and practical, ensures that the students have a clear direction and purpose in the learning process, and helps the students to learn to understand and respect diversity, and to take the initiative in exploring the relationship between diversity and innovative development and social progress. The course design is specifically divided into four stages: course introduction,

theme presentation, reading and reflection and interactive reflection, from the above four aspects to plan the design of the pathway for the synergistic cultivation of various qualities, and together to complete the unit's curriculum teaching tasks.

#### 3.5.1 Course Introduction

Before the lesson, the teacher assigns the task of watching the video, "Apple Advertisement-Inclusion & Diversity-Open", and asks students to discuss two questions in small groups (What are diversity and inclusion? How do you understand "humanity is plural, not singular"? ). With the help of the platform's online resources, students previewed the content and vocabulary of the unit, watched the video online and organized discussions.

In the lesson, the teacher first warms up the class through three English quotes and asks students to do

English-Chinese translation practice (a. One should value not only one's own culture, but also the cultures of others, and this will contribute to the flourishing of all cultures. b. Harmony but not uniformity. c. Seek common ground while setting aside differences. ) Teacher evaluates the translation results and guides all students to participate in the discussion of the results. The teacher evaluates the translation results and guides all students to participate in the discussion of the results. The teacher conducts a pre-class checking to understand the students' group discussions and grasp the students' understanding of "diversity", "inclusion", and how enterprises can realize diversity and inclusion. The teacher leads the group in reviewing and discussing the audio-visual materials through the video and the group's viewpoint output, and answers the group's questions.

After the lesson, the teacher checks the students' unit topic follow-up postings on the platform and evaluates them in time, and the students get the teacher's feedback and revise them in time. According to the task list of the unit, students complete the corresponding tasks in itest, teacher mate and the task list.

In the introductory stage of the course, students get to know the theme of "Diversity and Inclusion" through the platform and online multimodal resources, understand the connection between the introductory questions and the topic video in the process of completing the checking, and think of the basic framework of the questions and ideas for the output through discussion, so as to practice their oral expression in English and the use of the topic vocabulary. In the middle part of the lesson, based on the basic language knowledge, through the input of relevant "cultural diversity" quotes and video clips, the teacher creates an English thinking situation for students, guiding them to make cross-cultural comparisons and reflections, and to establish their personal views and stances on various "differences", so that they can further develop their personal views and stances. They will be guided to make cross-cultural comparisons and reflections, and to establish their personal views and positions on various kinds of "differences", thus laying a foundation for further understanding of the relationship between diversity and tolerance, as well as creative development and social progress. The assignment of tasks at the end of the lesson can help students improve their independent learning ability, familiarize themselves with the overall content of the passage, and consolidate their vocabulary learning and written expression in the English language.

### 3.5.2 Theme Presentation

In the middle of the lesson, the teacher gives feedback on the platform comment section, summarizes the scoring data of the platform exercises, asks students to complete the reading comprehension test of the unit passage on the platform, and guides all the students to carry out speed reading and checking on the corresponding content at

any time during the interactive process to identify the problematic passages and further analyze and discuss them. Using the negative impact of the 2020 pandemic and the Washington Post's report as a starting point, the teacher plays a video demonstrating the negative impact of not recognizing and respecting diversity on people's lives and social progress, leading students to engage in a classroom discussion and further understanding of the real-world challenges of sustaining diversity, equity, and inclusiveness.

After the lesson, students are required to write the causes and effects of the phenomena and events in the passage (paragraphs 2-9) in the form of outlines, submit their answers to Rain Classroom subjective question section in the allotted time, and further familiarize themselves with the form and features of the writing of the cause-effect essay of this unit through independent learning, and complete the corresponding passage structure exercises on the platform. The teacher reviews the outlines in time and gives feedback and evaluation in the next class.

In the stage of theme presentation, the teacher take the reading and understanding of the passage as an opportunity to guide students to pay attention to hot events, deepen their understanding of the background of the thesis of the passage, and help students to further determine their personal moral judgment and value stance. The arrangement of after-lesson tasks can guide students to continue exploring the structure of the passage, pay attention to the causes and effects of the events in the chapter, prepare for close reading of the text, and strengthen their understanding of vocabulary, sentence meaning and paragraphs.

### 3.5.3 Reading Criticism

During the lesson, the teacher guides students to analyze the structure of the passage and read the text carefully, analyzing the passage from the vocabulary, expression and grammar levels, and at the same time requires students to complete the vocabulary filling, grammar checklist and other accompanying tests on the platform, so that students' mastery of linguistic knowledge can be controlled in a timely manner. In the process of text reading, students interact fully with the teacher, actively participate in reading and analyzing the discourse, and consolidate grammatical points and difficult sentences through classroom explanations and exercises. The teacher assigns thinking questions (a. For our progression as a nation what should all people do? b. Why is diversity so important for humanity and evolution? c. What are the benefits of many diverse perspectives working together? ), guiding the students to combine the theme and the passage, conduct the output of ideas, and exercise their thinking skills by mutual inspiration.

After the lesson, students complete the English-Chinese and Chinese-English sentence translation

exercises of the passage involved in the task list to further consolidate the key expressions and sentence translation skills, and independently complete the translation practice of the fragment "Open and Inclusive Corporate Culture", and the teacher will help the students to improve their translation skills and familiarize themselves with the treatment of lexical conversion in translation during the checking and evaluation of the translation practice. In view of the comprehensive application of language knowledge in the unit, the teacher assigns CET-4 listening and reading comprehension training on the itest platform, guiding the students to further strengthen their disciplinary skills through independent learning and problem solving.

The close reading of the passage and thematic excavation can help students consolidate their language and cultural knowledge, effectively stimulate students to "practice for learning and learning for thinking", and guide them to discover the positive impact and promotion of safeguarding diversity and demonstrating inclusiveness on the socio-economy, culture and so on. The post-course tasks can guide students to participate in the platform knowledge module training, develop independent learning habits, better consolidate the results of close reading, further understand the processing strategy of lexical conversion in translation, improve the accuracy of language use, enhance the absorbing of knowledge on related topics and expand their horizons.

#### 3.5.4 Interactive Reflection

Before the lesson, the teacher posts the video materials of "A Speech on the Diversity of Chinese and Foreign Civilizations" and "Me or We - Cultural Difference" on the platform, and asks the students to retell the content of the videos in English. The teacher assigns a group report on the story of "One Belt, One Road" with the theme of "Cultural Diversity and Tolerance" in advance, and asks each group to prepare carefully and participate in inter-group evaluation during the report.

In the middle of the lesson, the teacher checks the students' retelling task, guides the students to clarify their ideas, and gives affirmation and supplementation at the right time. After the completion of the group reports, the teacher gives on-site feedback to the results of the group mutual evaluation and comments on the reports, then to summarize the unit knowledge points, deepen the unit of ideological-political objectives.

In the interactive reflection stage, students clarify the difference between "Me-culture" and "We-culture" through retelling, and further understand the necessity of multiculturalism, which can effectively avoid culture shocks and national superiority, and thus learn to understand and tolerate each other, and contribute to the development of the whole world with a variety of "different" solutions. Based on the reading and viewing of resources inside and outside the classroom, students will complete the preparation of PowerPoint presentations

and presentation exercises in the form of collaborative practice, so as to further deepen their understanding and recognition of the connotation and extension of the concepts of social development, such as diversity, inclusiveness and harmonious coexistence. At the same time, the platform mutual evaluation can effectively strengthen the learning competition and enhance students' attention to the theme reporting.

## 4. CONCLUSION

This study takes human education as the starting point, and through the presentation of cases, explores the path of CQ cultivation in college English teaching, involving multiple dimensions such as teaching objectives, teaching philosophy, teaching methods, teaching content, integration of curriculum ideology and politics, concern for students' development, and enhancement of practical teaching. In addition to improving their language competence, they can also establish correct moral judgment, understand and respect diversity, and discover the important relationship between practicing diversity, enhancing innovative development and promoting social progress, so as to practice mutual understanding, mutual respect and mutual tolerance among various kinds of "differences". The course also takes the cultivation of innovative development quality as its leading role, and is based on the support of modern network technology, closely integrating online and offline resources, language input and output, text, images, audio and video, PPT, etc., to effectively improve the process of participation, the efficiency of language learning and the quality of teaching and learning, and to provide students with a path to more efficiently receive and internalize linguistic knowledge, so that they can form the correct value system that guides their own learning behaviors.

In recent years, the "Course-based Ideological-Political Education" of College English has been actively explored in various universities and colleges, and a lot of practical experience and teaching achievements have been accumulated, but because China's socialist development has entered into a new era and new requirements are constantly put forward for university English teaching, the reform and practice of university English teaching still need to meet a lot of challenges. Teachers should explore how to tap the "Course-based Ideological-Political Education" elements of the curriculum; how to explore the fit between the knowledge points and the ideological-political theories and ideological-political elements; how to promote the deepening of the students' ideological and moral understanding through the "Course-based Ideological-political Education"; and how to evaluate the learning effect of ideological-political learning of the students. These issues are covered in this study, and the authors have provided theoretical and practical



possibilities for cultivating students' CQs in the teaching of English at the university, but the students' CQs can't be developed overnight, and students' CQs can't be cultivated in an action.

## REFERENCES

- Gardner, H. (2008). *Five minds for the future*. Harvard Business Press.
- Ministry of Education of the People's Republic of China. (2010). Outline of the national medium- and long-term education reform and development plan (2010-2020). Central government portal website. [https://www.gov.cn/jrzq/2010-07/29/content\\_1667143.htm](https://www.gov.cn/jrzq/2010-07/29/content_1667143.htm)
- The CPC Central Committee & The State Council. (2020). The implementation opinions on the construction of first-class undergraduate courses. Ministry of Education. China Court Network. <https://www.chinacourt.org/article/detail/2019/10/id/4602271.shtml>
- Wen, Q. F. (2021). The connotation and implementation framework of integrating ideological and political education into college foreign language courses. *Foreign Language in China*, 18, 47-52.
- Xi, J. P. (2024). Cultivating builders and successors of socialism with all-round development in moral, intellectual, physical, aesthetic, and labor education. *CPC Central Committee Bimonthly (QIUSHI)*. [http://www.qstheory.cn/dukan/qs/2024-08/31/c\\_1130197120.htm](http://www.qstheory.cn/dukan/qs/2024-08/31/c_1130197120.htm)
- Zhai, B. (2012, Nov.). Educating people is a profound change and vation of educational thinking. *China Education News*. [http://www.moe.gov.cn/jyb\\_xwfb/moe\\_2082/s6236/s6688/201211/t20121102\\_143958.html](http://www.moe.gov.cn/jyb_xwfb/moe_2082/s6236/s6688/201211/t20121102_143958.html)