

A Study on the Integration of Humanistic Spirit and Ideological and Political Connotations in the Applied English Course

Xuan Li*

Kunming Vocational University of Science and Technology, Kunming, 651700, China

*Corresponding author: vicky07160@163.com

Abstract: *With the deepening of globalisation and the reform of educational concepts, the Applied English course needs to change from concentrating on a single language skill to cultivating all-round abilities. The theoretical logic and practical paths for integrating the humanistic spirit with ideological and political connotations in this paper will be explored, and it will be shown that they are fundamentally related to cultivating all-round people. The three integration models have the flaws and superficial dilemmas of content addition, etc. Then, it will construct a system of integration strategy in the four areas of goal reconstruction, content integration, method innovation and evaluation reform. Therefore, it is hoped that the students will be able to learn harmoniously, develop a strong sense of interdisciplinary integration, gain knowledge in terms of language and culture, and acquire an ability to evaluate values.*

Keywords: *Applied English Course; humanistic spirit; ideological and political connotations; holistic education; curriculum integration; teaching strategies.*

Introduction

With the accelerating pace of globalisation and cross-cultural communication, the Applied English course has been employed to cultivate students' ability in international communication; thus, it is urgent to go beyond traditional training of language skills and integrate the profound elements of humanistic spirit and value guidance. The idea of humanism is to protect human dignity, promote reason and cultural inclusion; ideology and politics refer to moral judgment, social responsibility, value orientation, etc. The two should be combined; it is an essential requirement for achieving the goals of comprehensive education and also a response to the strategic needs of cultivating interdisciplinary talents in the new era. At present, the problem of application practice in the Applied English course is that the goals are unclear, the content design is shallow, the methods are monotonous, and the assessment mechanism is flawed; therefore, it cannot achieve the expected educational results. Therefore, a systematic study of the theoretical basis, practical problems and ways to implement the integration of the humanistic spirit and ideological and political connotations is of great theoretical and practical significance. The aim of this paper is to construct an integrated applied English curriculum system, promote the joint development of language education and values education, and offer a reference for curriculum reform and talent cultivation.

1. Theoretical Basis and Necessity of Integrating the Humanistic Spirit and Ideological and Political Connotations in the Applied English Course

1.1 Definition of Basic Concepts of the Humanistic Spirit and Ideological and Political Connotations

Humanism is the primary aim of humanistic values, which is to preserve the spirit of freedom and dignity for all people; thus, it promotes rational thinking, moral consciousness, tolerance, etc. In applied English teaching, it is to explore the cultural concepts and values contained in language learning to help students construct an open-minded and inclusive world view. On the other hand, ideological and political connotations refer to the aspect of value guidance in the educational process; that is to say, it aims to cultivate students' moral judgment and sense of social responsibility, enable them to form stable value criteria and an all-round personality, and master professional knowledge.

Together, they are the two necessary conditions for the development of the individual, and at the same time, the spirit of humanism provides deep cultural support for value judgment and furnishes internal value norms in the form of ideological and political connotations. Therefore, there is a natural basis for the curriculum integration.

1.2 Philosophical and Pedagogical Theoretical Foundation of Curriculum Integration

In fact, according to the theory of value education, education is an effort to spread moral virtues. As the carrier of culture, the content and mode of language teaching will inevitably have their own values. The materials in the Applied English course, such as business communication and scientific and technological literature, contain cultural assumptions and values; thus, they can be used to spread values. Constructivist learning theory believes that people actively build their own knowledge structures in the process of learning by incorporating what they have already learned, and the extent to which these structures are built is often influenced by emotions and values. In order to create a good cognitive environment for the construction of meaning and promote deep learning, the humanistic spirit and values need to be integrated into language skill training. Holistic education believes that the educational goals should be all-encompassing, and thus, in light of this, it is necessary to correct the single-focus development of language teaching tools; that is to say, education should promote the all-round growth of students' thinking, emotions and moral character^[1].

1.3 The Unavoidable Requirement of Achieving the Goals of Holistic Education

The idea of all-round education is to cultivate both the skills required for work and moral character. Therefore, the goal is to move beyond the old way of teaching English skills in applied English. If the teaching of language is only about correctness and fluency, then what is being developed are only people who can speak well. However, if the course can incorporate the spirit of humanism and a value system, students will be able to learn to use the language tool, develop cultural sensitivity to differences, be able to judge ethical dilemmas, and have a clear sense of their own cultural position. Now, the teaching of Applied English is no longer only about language study but an all-encompassing system to foster the English language and cultural literacy of students. It helps students learn how to deal with disputes in business and gain an understanding of corporate social responsibility; in the process of scientific and technological translation, they will be able to accurately transfer terminology and consider the impact of new technologies on people. This cultivation mode integrates language ability and humanistic literacy to achieve the goal of all-round education in the Applied English course.

1.4 Response to the Strategic Demand for Talent Cultivation in the New Era

With the development of the era of globalisation, new and diverse requirements have arisen for cultivating talent; that is, foreign talents who are good at communicating professionally and can think cross-culturally are needed. As an essential way to foster students' ability in cross-cultural communication, the teaching goals of the Applied English course need to change with the times and shift from educating independent language users to nurturing global citizens with cultural literacy and values. Therefore, the restructuring of the talent quality framework has been carried out; future international communicators will need to be fluent in multiple languages and possess good cultural self-awareness and rational judgment skills in cross-cultural environments. By building the humanistic spirit and value orientation systemically in the curriculum, Applied English education can foster students' cross-cultural literacy, ethical awareness, etc. Therefore, one can be in an open and inclusive dialogic state at the same time meet the necessary values in difficult cases of foreign-related communication. The change in the direction of talent cultivation is an inevitable choice for education to respond to the development of times, and at the same time, it is also an important way to strengthen the international competitiveness of national talents^[2].

2. An Analysis of the Current Situation and Problems in Integrating the Humanistic Spirit and Ideological and Political Connotations in the Applied English Course

2.1 Practical Exploration and Main Model of Current Curriculum Integration

Several typical models for the integration of the humanistic spirit and ideological and political connotations in the Applied English course have been introduced at present. An addition model is

employed to select original materials that are rich in cultural values and ethical problems, such as case texts on business ethics or discursive articles exploring the relationship between technology and society, so that students can learn about these issues naturally in the course of language study. The Goals of the Skills Integration Model have added critical thinking and value judgement. In the Design of oral discussion and writing tasks, it is recommended that students think logically and consider the ethical problems or cultural conflicts that may occur in their fields of study from all sides. Model of Implicit Infiltration to Create the Learning Environment. It is possible to spread the humanistic literacy and values of teachers through their words and deeds, in the construction of a good classroom atmosphere, and via the subtle influence of values in the learning community. These models show that the first attempts by educators to move beyond the transmission of knowledge and cultivate all-round abilities have been made.

2.2 Principal Problems of the Integration Process

There are many structural problems in the implementation of curriculum integration. The first type is superficial integration; that is, some teachers only add discussion sections related to teaching materials and do not form an integrated whole of language skill training and moral education. Therefore, the two have been added mechanically and are not in a close relationship. Another problem is that there is no systematic support from the curriculum system; most of the current attempts are the result of individual teachers' efforts and spontaneous arrangements, lacking a clear main line for the entire course or a step-by-step cultivation plan, and thus the integration effect is scattered. The lack of integration is also due to the lack of adaptability of the teaching materials. Currently, textbooks and supplementary materials cannot meet both the teaching needs of language instruction and the requirements for value education in terms of topic selection and depth of content; therefore, teachers have to make considerable efforts to carry out secondary development and material reconstruction.

2.3 Analysis of the Main Reasons Affecting the Effectiveness of Integration

The main reason for the lack of effect of integration is teacher competence. How well a teacher knows other cultures, what their own values are, and how to turn general ideas into practical teaching measures all affect the quality of the design and effectiveness of combined-lesson teaching. The direction function of the course evaluation system also needs to be formed; at present, most evaluations focus on language accuracy and skill proficiency and do not have effective tools and indicators to assess humanistic literacy and value judgment. Therefore, teachers and students have been reduced in their initiative to learn through cooperative education^[3]. We also need to know how supportive the teaching management is, for example, how high the standards are for approving course syllabi, what weight is given to distributing teaching resources, and what opportunities for teacher training are provided. The above institutions will decide whether and how to carry out the integration on a large scale.

2.4 Teachers' and Students' Perceptions of and Feedback on Curriculum Integration

Teachers and students have different opinions on the problem of curriculum integration. Most teachers agree that there should be an integration at the level of concepts, but they are concerned about their own capabilities and lack of time for implementation. Some teachers are not sure how to integrate value education into language teaching and worry that if they focus too much on it, the main goals of the course will be affected. On the other hand, there is uneven student feedback. Some students believe that the aim of integrating teaching is to deepen their thinking and expand their horizons; thus, they hope that such materials will provide more content for their studies and give life to learning. Another group of students is more focused on learning the language skills themselves at this time and is not very receptive to learning content that goes beyond direct skill training. There is also a "cognitive gap"; in the process of applying the lesson, students have been trained to passively absorb explicit information and skill requirements but have not been properly prepared for learning activities that require independent thinking and value judgment; jointly, they have formed a micro-level psychological mechanism that reduces the effectiveness of integration.

3. Pathways and Strategies for Deepening the Integration of the Humanistic Spirit and Ideological and Political Connotations in the Applied English Course

3.1 Setting the Teaching Objective Orientation Center for Integration

First, we need to revise the objectives of learning in a regular way to improve the practice of integrated teaching. The aim of the teaching for the English course should be to cultivate students' ability to use English, and at the same time, a three-dimensional objective system encompassing knowledge construction, competence training and value education should be established. Although there will be an explicit mention of the traditional indices of language proficiency and cross-cultural communication ability, a system should also build in humanistic literacy and value judgment. Specifically, the teaching goals should be set as follows: In order to master the language application skills in professional fields, students need to cultivate cultural interpretation and ethical judgment, critical thinking, etc., and form a deep understanding of issues concerning all people. Goal orientation indicates that the purpose of language education has changed from basic utility to a double pursuit of utility and humanity; thus, fostering value rationality is required at all stages of training technical skills^[4].

The revised objectives must be uniformly incorporated into the whole of curriculum construction. Business English can serve as an example; therefore, in setting the teaching objectives, both the necessary professional skills for operation (such as negotiation language strategies and business document conventions) and an understanding and reflection of corporate social responsibility, business ethics norms and mechanisms for mediating cultural conflicts in the context of globalisation should be specified clearly and accurately. In the field of English for Science and Technology, in addition to the basic skills of reading professional literature and presenting technical information, students should also cultivate the ability of dialectical thinking in addressing problems such as the human side of technological development and ethical issues related to innovation. The dual-focus goal system can guide the selection and arrangement of teaching materials, provide a basic direction for innovating teaching methods and reforming the evaluation system, so that the humanistic spirit and value orientation are no longer a superficial addition to the curriculum but rather foundational support for the entire curriculum system.

3.2 Adjusting the Content of Courses in accordance with the Double Reduction

Restructuring the content of the course should move away from the old model of linguistic knowledge points and take a thematic modular structure based on values. Select representative problems that have affected the development of human civilization for a long time, such as the conflict between technological progress and the inheritance of traditional culture, the need for global cooperation and the promotion of cultural confidence, as well as adapting economic development to ecological civilization, to build a content system that can inspire people to think deeply and meet professional demands. In light of the above topics, the teaching materials should have strong originality, such as original academic discussions, typical case studies and multimedia resources that present all sorts of cultural views and dilemmas in value selection. It can be expected that students will be exposed to high-quality language input, and as a result, they will inevitably come to think about the fundamental problems of human nature and the direction of social development^[5].

The design of teaching content should be in line with the laws of cognitive development and language learning; at the same time, it should integrate language form practice with exploration of intellectual content, etc. The combination is not the addition of materials but a carefully designed progressive task chain; that is to say, one should first learn the basics of text analysis and terminology mastery, then conduct intermediate comparisons and synthesize views, and finally produce creative works or solution proposals. For example, in the process of learning about "AI ethics", students need to learn some related technical terms and expressions; at the same time, through various tasks, they will be able to study the ethical system of different cultures, judge how to address the social problems that arise from new technologies, and try to develop their own ethical rules in English. Therefore, the Design of content can help to practise language skills and explore values in order to form a well-rounded support system. At the same time, students can learn to use professional language better, and in doing so, they will gradually internalise the spirit of humanism.

3.3 Innovation of Immersive and Heuristic Teaching Methods

The innovation of teaching methods should be to build a learning ecosystem that can promote both the cultivation of inner experience and rational thinking. Case-based immersion can give students some actual ethical problems and value-choice situations from their professional work, such as international business cases involving different cultures or ethical issues in the development of new technologies; they need to learn how to use appropriate language expressions and communication methods to analyze difficult problems and put forward solutions, and also understand the reasons for choosing certain values and cultural logic. Thus, the application of language can be conducted in a high-pressure environment of real problems, and when students need to speak formally, they will form a sense of morality and judgment^[6].

The Problem-Oriented Discussion Method and Project-Based Learning can be employed to promote the all-around moral education and language skills of students. After several rounds of investigation, discussion and reflection in the problem-based discussion method, some controversial issues have emerged in the area of professional fronts, such as different cultural values for data privacy and global governance of the green economy. Therefore, through many rounds of language interaction involving the construction of arguments and rebuttals, students can gain a deeper and more all-encompassing understanding of the problem and develop the skill of speaking from all sides. The Design of tasks in project-based learning has begun to require students to integrate their language skills with humanistic thinking; for instance, they can develop a plan for cultural integration in a multinational company or put forward cross-cultural initiatives to tackle global problems. Therefore, they will encounter problems of value judgment in actual project cooperation and be able to develop all-around qualities that combine professional skills with social responsibility. Together, they can form a closed-loop learning cycle of perception and analysis, expression and creation, etc., to help people learn humanistic values through practice.

3.4 Construction of a Multi-dimensional and Dynamic Teaching Evaluation and Support System

Build a Multi-dimensional and Dynamic Teaching Evaluation and Support System for the Reform of Integrated Education. The assessment system should be extended to cover students' use of language, cross-cultural literacy, critical thinking and values, in addition to linguistic accuracy, and all kinds of quantitative data and qualitative observations should be integrated. Besides ability tests, many other means can be used to know more about students' values and humanistic literacy, such as learning portfolios, thematic research reports, project presentations and simulated scenario performances; observations of how students think, records of their consideration for various interests in intercultural cases, and the integration of professional knowledge and ethical awareness in project reports can also be collected. Build a system for teacher development and curriculum innovation, establish interdisciplinary research groups, organise workshops on integrated instructional design, create a high-quality case database, etc., to improve the theoretical foundation and practical ability of teachers. Institutional Adjustments are also needed: Add an indicator for humanistic literacy in the revision of the syllabus, keep a flexible schedule for reflective activities, give more weight to the development of cross-cultural resources, build a continuous quality improvement system to collect learning outcome data and consider all kinds of teaching methods, and thus create an evidence-based optimisation cycle that promotes the humanistic and value-guiding functions of the Applied English course.

Conclusion

Integrating the humanistic spirit and ideological and political connotations of applied English in the course is to promote the reform of language education from instrumentality to humanity. Based on the theory of integration and an analysis of the problems and reasons in the current application, this paper puts forward an organised plan for goal reconstruction, content integration, method innovation and evaluation support.

Future research will continue to investigate how well the integrated curriculum is being implemented, explore the suitability of humanistic themes and language training in all kinds of professional courses, and determine how to strengthen teachers' cross-cultural teaching abilities. Another problem that needs to be addressed in the context of digital education is how to create all sorts of immersive and interactive integrated teaching environments with technology. By continually improving the design and implementation system of the curriculum, we hope to enhance students'

humanistic literacy and sense of values in Applied English, improve their language proficiency, and thus achieve the educational goal of nurturing international talents with a global perspective and cultural confidence.

References

- [1] Liu Junling, and Jia Fan. "Research on the Construction of the 'Five Chains Integration' Curriculum Ideological and Political Education System in College English." *Foreign Languages and Literature* 41.02 (2025): 163-174.
- [2] Wang Kai. "Research on the Design of English Curriculum Ideological and Political Education in Application-Oriented Undergraduate Universities under the OBE Concept." *Vocational and Technical Education* 46.08 (2025): 37-41.
- [3] Ding Zhihui. "A Study on College English Humanities Education Based on Value Implications." *Journal of Hubei Open Vocational College* 37.05 (2024): 62-63+75.
- [4] Xia Jinping and Ji Feiyue. "The Implication and Practical Framework of Ideological and Political Education in English Courses under the New Curriculum Standard." *Curriculum, Teaching Material and Method* 43, no. 11 (2023): 124 - 129.
- [5] He Yinglei. "An Empirical Study on Enhancing the Humanistic Aspects of College English Courses." *Teaching and Education (Higher Education Forum)* .24 (2023): 79-83.
- [6] Ren Yunzhong. "A Study on the Humanistic and Scientific Nature of College English Courses." *Journal of Southwest University of Science and Technology (Philosophy and Social Sciences Edition)* 39.05 (2022): 105-110.