
Enhancing the Comprehensive Quality of Educators to Build a Solid Educational Foundation for the Integration of English and Ideological and Political Education

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Abstract: In the context of the new era, the integration of English and ideological and political education has become an important task in education. This paper focuses on exploring how to enhance the comprehensive quality of educators to provide a solid guarantee for the effective integration of English and ideological and political education. Through analyzing the connotation, current situation, and existing problems of this integration, it proposes specific strategies and paths to improve educators' professional knowledge, teaching skills, ideological and political literacy, and cross-cultural communication ability. It aims to provide theoretical support and practical guidance for cultivating high-quality talents with both professional knowledge and firm beliefs.

Keywords: Educator quality; English education; Ideological and political education; Integration; Strategy research

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1. Introduction

1.1. Research background and significance

With the continuous development of globalization and the deepening of international exchanges, English, as an important tool for international communication, has an increasingly significant impact on various fields of society. At the same time, ideological and political education, which is crucial for the growth and development of students, bears the responsibility of cultivating their correct worldview, outlook on life, and values ^[1]. The integration of English and ideological and political education can not only improve students' English language skills but also help them establish correct ideological concepts when learning English. However, the effective implementation of this integration places high demands on educators' comprehensive quality. Therefore, researching how to enhance educators' comprehensive quality to promote the deep integration of English and ideological and political education has important theoretical and practical significance for improving the quality of education and cultivating

high-quality talents.

1.2. Research subjects and methods

This study takes educators engaged in English teaching in middle schools, universities, and other educational institutions as the research subjects. Through literature research, questionnaire surveys, interviews, and other methods, it collects relevant data and information to conduct an in-depth analysis of the current status, existing problems, and influencing factors of educators' comprehensive quality in promoting the integration of English and ideological and political education.

1.3. Research content and framework

The main content of this study includes: firstly, analyzing the connotation and characteristics of the integration of English and ideological and political education and the requirements for educators' comprehensive quality; secondly, investigating the current status of educators' comprehensive quality in promoting this integration through questionnaires and interviews; thirdly, revealing the main problems existing in educators' comprehensive quality based on the investigation results; finally, proposing specific strategies and suggestions to enhance educators' comprehensive quality from multiple aspects. The framework of this paper is divided into six chapters: Chapter 1 is the introduction; Chapter 2 analyzes the connotation and significance of the integration of English and ideological and political education; Chapter 3 investigates and analyzes the current status of educators' comprehensive quality; Chapter 4 explores the problems and causes of educators' comprehensive quality; Chapter 5 proposes strategies to enhance educators' comprehensive quality; Chapter 6 is the conclusion and prospect.

2. Connotation and significance of the integration of English and ideological and political education

2.1. Connotation and characteristics of the integration of English and ideological and political education

2.1.1. Basic meaning of the integration of English and ideological and political education

The integration of English and ideological and political education refers to the organic combination of ideological and political education content with English teaching. By digging deep into the ideological and political elements in English textbooks, utilizing various teaching methods and means, and integrating ideological and political education into the entire process of English teaching, it aims to achieve the dual goals of improving students' English language proficiency and enhancing their ideological and political literacy [2].

2.1.2. Characteristics of the integration of English and ideological and political education

The integration of English and ideological and political education has the following characteristics:

Integrative: It is not a simple addition of ideological and political education to English teaching but a deep integration of the two in teaching content, methods, and evaluation.

Hidden: Ideological and political education content is naturally integrated into English teaching, allowing students to receive ideological and political enlightenment imperceptibly while learning English knowledge and

skills.

Mutual promotion: English teaching provides a rich carrier and platform for ideological and political education, while ideological and political education endows English teaching with a deeper educational value and significance.

2.2. Necessity and importance of the integration of English and ideological and political education

2.2.1. Necessity analysis

Requirements of the times' development: In today's globalized context, international competition is essentially a competition of comprehensive national strength, and talent is a key factor in comprehensive national strength. Cultivating talents with both professional knowledge and firm beliefs and a sense of social responsibility is an urgent requirement for the development of the times [3].

Essential requirements of education: Education is not only about imparting knowledge and skills but also about cultivating morality and shaping personality. The integration of English and ideological and political education is an important way to achieve the fundamental purpose of education, helping students grow healthily.

2.2.2. Importance analysis

Improving students' ideological and political level: Through the integration of English and ideological and political education, students can come into contact with rich ideological and political content during the process of learning English, enhancing their identification with the core values of socialism and establishing correct worldviews, outlooks on life, and values.

Enhancing students' English learning motivation and ability: When ideological and political education content is integrated into English teaching, it can make English learning more interesting and meaningful, stimulating students' enthusiasm for learning English and improving their learning efficiency [4].

Promoting cross-cultural exchange: The integration of English and ideological and political education can enable students to better understand different cultures while learning English, cultivating their cross-cultural communication ability and global perspective.

2.3. Impact of educators' comprehensive quality on the integration of English and ideological and political education

2.3.1. Key role of educators in the integration process

Educators are the implementers of the integration of English and ideological and political education. Their comprehensive quality directly affects the effectiveness and quality of this integration. Educators with high comprehensive quality can better grasp the entry points of ideological and political education in English teaching, flexibly use various teaching methods and means to organically integrate ideological and political education content into English teaching.

2.3.2. Main constituent elements of educators' comprehensive quality

The comprehensive quality of educators mainly includes professional knowledge, teaching skills, ideological and

political literacy, cross-cultural communication ability, etc. Professional knowledge is the foundation for educators to carry out teaching activities, requiring them to have solid English language knowledge and language teaching theory; teaching skills involve the ability to design teaching, organize teaching activities, utilize teaching resources, etc.; ideological and political literacy requires educators to have correct political direction, firm beliefs, and be able to guide students correctly; cross-cultural communication ability enables educators to better introduce Western culture while teaching English and spread Chinese culture.

3. Investigation and analysis of the status quo of educators' comprehensive quality

3.1. Research tools and methods

3.1.1. Questionnaire design

A questionnaire was designed to survey educators' comprehensive quality in promoting the integration of English and ideological and political education. The questionnaire covers multiple dimensions, including personal basic information, professional knowledge mastery, understanding of ideological and political education, teaching methods and strategies, cross-cultural communication ability, etc. A total of 500 questionnaires were distributed, and 420 valid questionnaires were recovered, resulting in an effective recovery rate of 84%.

3.1.2. Interview outline design

An interview outline was formulated based on the questionnaire survey results, selecting representative educators for in-depth interviews. The interview content mainly focused on their understanding of the integration of English and ideological and political education, specific practices in daily teaching, difficulties encountered, and suggestions for improving their comprehensive quality.

3.2. Analysis of survey results

3.2.1. Personal basic information of survey subjects

Among the 420 valid questionnaire respondents, 65% were female and 35% were male; in terms of age structure, 40% were aged 25–35 years old, 38% were aged 36–45 years old, and 22% were over 46 years old; regarding teaching experience, 42% had 1–5 years of teaching experience, 33% had 6–10 years, and 25% had more than 10 years.

3.2.2. Mastery of professional knowledge

Mastery of English language knowledge: About 68% of the educators thought their English language knowledge mastery was good, but there was still room for improvement in listening and speaking abilities.

Mastery of language teaching theory: Only 45% of the educators had systematically studied language teaching theory, indicating that many educators still needed to strengthen their study in this area.

3.2.3. Understanding of ideological and political education

Necessity of ideological and political education: 82% of the educators recognized the importance of ideological and political education, but lacked an in-depth understanding of its specific connotation and implementation methods.

Frequency of ideological and political education in teaching: Only 35% of the educators frequently incorporated ideological and political education content in their English teaching, while 55% occasionally did so, and 10% never or rarely did so.

3.2.4. Teaching methods and strategies

Flexibility in teaching methods: About 52% of the educators were dissatisfied with their current teaching methods, thinking they were too single and lacking innovation.

Ability to use diverse teaching methods: Only 38% of the educators were adept at using modern educational technology means such as multimedia, online platforms, etc., to conduct innovative teaching.

3.2.5. Cross-cultural communication ability

Understanding of Western culture: About 70% of the educators understood Western culture to some extent, but only 32% could deeply explain Western cultural connotations in English teaching.

Ability to promote Chinese culture: Only 40% of the educators actively introduced Chinese culture while teaching English, showing that educators generally lacked awareness and ability in spreading Chinese culture.

4. Problems and causes of educators' comprehensive quality

4.1. Main problems in educators' comprehensive quality

4.1.1. Insufficient professional knowledge structure

Many educators' professional knowledge structures are single, focusing only on English language knowledge while neglecting the learning and research of related disciplines such as linguistics, literature, sociology, etc. This makes it difficult for them to fully mine the ideological and political education resources in English teaching materials during teaching. For example, when explaining English reading materials involving Western culture, they cannot provide in-depth analysis and comparison from a cross-cultural perspective due to their lack of relevant knowledge [5].

4.1.2. Weak ideological and political education ability

Some educators do not attach enough importance to ideological and political education in English teaching, lacking clear teaching objectives and plans for incorporating ideological and political education content. Even if they attempt to integrate ideological and political education, they often do so in a superficial manner, failing to effectively guide students' thoughts and values. For example, when discussing hot social issues in English classes, they cannot guide students to think deeply from a political, economic, and cultural perspective.

4.1.3. Single teaching methods and lack of innovation

Many educators' teaching methods are single, primarily relying on traditional grammar translation methods, with less use of modern educational technology means such as multimedia, online platforms, etc. This makes it difficult to stimulate students' interest in learning and affect the effectiveness of the integration of English and ideological and political education. For example, in teaching English listening and speaking courses, some educators still use traditional tape recorders for teaching, failing to create real language environments for students.

4.1.4. Insufficient cross-cultural communication ability

Some educators lack cross-cultural communication ability, being unable to introduce Western culture effectively while teaching English and having a weak ability to spread Chinese culture. This affects the depth and breadth of the integration of English and ideological and political education. For example, when introducing Western festivals to students, they only stay at the surface level of customs introduction without digging deeper into the cultural connotations behind them. Similarly, when introducing Chinese traditional festivals to foreign students, they cannot accurately convey the essence of Chinese culture in English.

4.2. Causes of problems in educators' comprehensive quality

4.2.1. Incomplete educational training system

Currently, the pre-service and in-service training for some educators is not perfect. Pre-service training for normal school students focuses too much on professional course knowledge while neglecting comprehensive quality training courses such as educational psychology, curriculum design, cross-cultural communication, etc. In-service training for educators also lacks systematicity and pertinence, often staying at the level of formalism, failing to meet the actual needs of educators' professional development.

4.2.2. Lack of awareness of self-improvement

Some educators lack self-development awareness after graduating from university or entering the workforce, are satisfied with the status quo, and have no sense of urgency or motivation for self-improvement. They seldom actively participate in academic research activities or learn new teaching concepts and methods by themselves, leading to stagnation in their professional development.

4.2.3. Heavy teaching workload and pressure

With the continuous expansion of university enrollment scales and increasing international exchanges, the number of foreign students learning English in China is also increasing. Educators face heavy teaching workloads and pressure, leaving them little time and energy to improve their comprehensive quality. For example, some educators need to prepare for multiple courses each week, correct a large number of student assignments, and participate in various teaching and research activities, making it difficult for them to take time to study and improve their comprehensive quality.

5. Strategies to enhance educators' comprehensive quality

5.1. Updating educational philosophy and improving professional quality

5.1.1. Establishing correct educational philosophy

Educators should establish a student-centered, all-round developmental educational philosophy, recognizing that the goal of education is not only to impart knowledge but also to cultivate students' comprehensive qualities, including ideological and moral standards, innovation ability, practical ability, etc. They should understand that the integration

of English and ideological and political education is an important way to achieve this goal during the teaching process, paying attention to students' holistic development rather than just focusing on English language proficiency.

5.1.2. Enhancing professional quality through lifelong learning

Educators should engage in lifelong learning to continuously update their professional knowledge and teaching skills. On one hand, they should keep up with the latest developments in the field of English language teaching, learning new teaching methods such as task-based teaching methods, communicative teaching methods, etc., to improve teaching effectiveness; on the other hand, they should strengthen their learning in related disciplines such as linguistics, literature, sociology, etc., to broaden their knowledge horizons and enhance their cultural literacy. Additionally, educators should actively participate in academic research activities, constantly reflecting on and summarizing their teaching practices to improve their educational and teaching levels.

5.2. Innovating teaching methods and enhancing teaching abilities

5.2.1. Applying modern educational technology means

Educators should actively apply modern educational technology means such as multimedia, online platforms, virtual reality technology, etc., to innovate teaching methods. For example, they can use multimedia courseware to present rich English teaching content, using images, audio, video, etc., to create real language environments for students, enhancing their listening, speaking, reading, and writing abilities. They can also use online platforms to conduct interactive teaching, organizing group discussions, online exercises, etc., to increase students' participation in classroom teaching.

5.2.2. Adopting heuristic and task-driven teaching methods

Educators should abandon the single "spoon-feeding" teaching methods and adopt heuristic and task-driven teaching methods instead. Through questioning, guiding, discussing, etc., they can inspire students' active thinking and innovation awareness. For example, when teaching English reading courses, they can set reading tasks such as asking students to summarize the main idea of the article, analyze the character traits in the article, etc. In this way, students can not only improve their reading comprehension ability but also cultivate their thinking ability. Additionally, educators can design some open-ended tasks, such as letting students conduct research on a particular topic and write research reports, cultivating their independent learning and research capabilities.

5.3. Strengthening ideological and political education abilities

5.3.1. Enhancing sensitivity to ideological and political education content in textbooks

Educators should carefully study English textbooks to discover potential ideological and political education resources within them. They should not only pay attention to language knowledge points but also delve into the cultural connotations and values behind the texts. For example, when teaching English articles about environmental protection themes, they can guide students to think about environmental issues from a global perspective, cultivating their environmental awareness and sense of social responsibility.

5.3.2. Incorporating ideological and political education naturally in teaching processes

Educators should incorporate ideological and political education content naturally into their daily teaching processes rather than forcing it onto students. They can combine teaching content with students' real lives, using case studies, situational simulations, etc., to make students feel the charm of the English language while unconsciously accepting ideological and political education. For example, when teaching business English courses, they can introduce some cases of Chinese companies doing business abroad, guiding students to learn about international business etiquette while cultivating their sense of national pride.

5.4. Improving cross-cultural communication ability

5.4.1. Enhancing cultural sensitivity and awareness of cultural differences

Educators should enhance their cultural sensitivity, understanding and respecting cultural differences between different countries. They should not only teach language knowledge but also introduce Western cultures to students, helping them understand Western values, customs, ways of thinking, etc. At the same time, they should guide students to compare Eastern and Western cultures, finding similarities and differences between them, cultivating students' cross-cultural communication awareness and adaptability. For example, when teaching English writing courses, they can have students write essays comparing Chinese and Western festival cultures, thereby enhancing their understanding of different cultures.

5.4.2. Actively promoting Chinese culture while teaching English

Educators should serve as messengers of Chinese culture while teaching English, actively introducing Chinese culture to foreign students. They can choose some representative Chinese cultural elements such as traditional festivals, classical literary works, traditional art forms, etc., introducing them to foreign students in English class, helping them understand Chinese history, culture, values, etc. This not only helps foreign students better understand China but also enhances Chinese cultural influence internationally. For example, when teaching English oral courses, they can let foreign students make presentations about Chinese traditional festivals such as the Spring Festival, Mid-Autumn Festival, etc., thereby increasing their recognition of Chinese culture.

6. Conclusion

6.1. Research review

This paper focuses on the integration of English and ideological and political education under the background of globalization in the new era. Through literature research and questionnaire survey methods, it clarifies the connotation of the integration of English and ideological and political education, analyzes the necessity of this integration, points out the problems in educators' comprehensive quality from four aspects: educational philosophy concept lag, weak ability in integrating ideological and political education with English teaching, single teaching methods lacking innovation ability, and insufficient cross-cultural communication ability. It then explores the causes of these problems in detail from three aspects: an imperfect educational training system, a lack of self-improvement awareness among educators, and heavy teaching workloads and pressures. Finally, it proposes corresponding strategies from four aspects: updating educational philosophy concepts to improve professional quality, innovating

teaching methods to enhance teaching abilities, strengthening abilities for integrating ideological and political education in teaching processes, and improving cross-cultural communication abilities.

6.2. Research outlook

In future research on the integration of English and ideological and political education, we can further explore how to more effectively evaluate the effectiveness of educators' comprehensive quality improvements from a quantitative perspective through empirical research methods such as experiments or longitudinal studies. Additionally, with the continuous development of artificial intelligence technology, we can explore how to use artificial intelligence-assisted teaching tools to enhance educators' comprehensive quality in the integration process of English and ideological and political education. Moreover, cross-cultural communication ability is an important aspect of the integration of English and ideological and political education; thus, we can further explore how to develop more targeted training programs for educators' cross-cultural communication abilities in future research.

Disclosure statement

The author declares no conflict of interest.

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