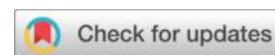




A Study on the Integrative Innovation of Curriculum-Based Ideological and Political Education in College English and the Cultivation of Top-Tier Talent Literacy from the Perspective of Fostering Virtue through Education



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Abstract: The implementation of the fundamental task of fostering virtue through education in higher education has driven college English teaching to move beyond its singular attribute as a language tool and toward the coordinated development of value shaping and competency cultivation. The internationalized nature of foreign language education makes it a core vehicle for cultivating top-tier innovative talents' patriotic sentiment, international vision, and comprehensive literacy. Grounded in the core essence of fostering virtue through education, and combined with the teaching characteristics of the college English curriculum and the core demands of top-tier talent cultivation, this paper sorts out the internal mechanism of the deep integration between curriculum-based ideological and political education and English teaching, and explores the convergent support points for their collaborative educational functions. Focusing on the differentiated needs of top-tier talent literacy cultivation, this paper explores the integrative and innovative logic and implementation paradigm of ideological and political education in English courses, and constructs an educational system adapted to the cultivation of high-level talent, thereby providing theoretical support and practical reference for the reform of foreign language teaching in higher education institutions and the improvement of top-tier talent literacy.

Keywords: fostering virtue through education; college English; curriculum-based ideological and political education; integrative innovation; top-tier talent; literacy cultivation

Introduction

Higher education reform in the new era focuses on the essence of education, integrating the fostering of virtue through education throughout the teaching process of all disciplines, and setting higher standards for the educational function of general education courses. As the public foundational course with the broadest coverage in higher education institutions, college English combines linguistic instrumentality, cultural and humanistic character, and international interactivity, giving it a natural advantage in carrying ideological and political education and cultivating high-level talent^[1]. The cultivation of top-tier talent is a core task for the high-quality development of higher education institutions; unlike the cultivation of ordinary talent, it places greater emphasis on the multidimensional and coordinated development of value adherence, professional competence, international vision, and innovative literacy^[2]. Guided by the orientation of fostering virtue through education, promoting innovation in the model of curriculum-based ideological and political education in college English, and achieving the deep coupling of language teaching, value guidance, and top-tier literacy cultivation, has become an important research direction in the current reform of foreign language teaching in higher education institutions.

1. The Core Convergence System between Foreign Language Education and Top-Tier Talent Cultivation from the Perspective of Fostering Virtue through Education

The establishment of the fundamental task of fostering virtue through education has set a value coordinate for college English teaching and defined the educational boundaries for top-tier talent cultivation; clarifying the internal connection between the two is the logical starting point for subsequent integrative innovation.

1.1 The Core Value Constraints of Fostering Virtue through Education on College English Education

The fundamental task of fostering virtue through education places value shaping at the forefront of foreign language teaching, stipulating that the college English curriculum cannot stop at merely imparting language skills but must simultaneously undertake the responsibility of value shaping and character formation. The college English classroom has long opened a window for students to observe the world, and the teaching content inevitably touches upon Chinese and Western historical, political, and social issues^[3]. Without value guidance, students are prone to cognitive bias amid the impact of multiple cultures. Therefore, fostering virtue through education

has put forward clear directional requirements for foreign language education. This constraint is not an additional task imposed upon language teaching, but rather a value permeation embedded within every aspect of listening, speaking, reading, writing, and translation, enabling students to simultaneously temper their value judgment capacity during the process of language acquisition^[4]. Teachers need to embody this orientation in the selection of materials, the design of questions, and the evaluation process, so that language training and value shaping form a synchronized and resonant educational synergy.

1.2 The Disciplinary Advantages of the College English Curriculum in Serving Top-Tier Talent Cultivation

The college English curriculum inherently possesses the attribute of cross-cultural dialogue, giving it a unique position within the top-tier talent cultivation system. The process of language learning itself requires learners to continuously switch between and compare two cultural logics, and this switching training happens to align with the critical thinking and global competence that top-tier talents need to cultivate^[5]. Compared with specialized courses, which emphasize the in-depth accumulation of a knowledge system, college English more readily incorporates international topics, interdisciplinary texts, and authentic communicative contexts, making the classroom a practical field for students to understand the world and express China. This disciplinary endowment determines that college English is not a peripheral component within the top-tier talent cultivation system, but rather a key fulcrum capable of connecting humanistic literacy with international vision^[6]. If institutions can fully unleash this endowed advantage, they can inject a sustained source of motivation into top-tier talent cultivation.

The release of this disciplinary advantage depends on teachers actively upgrading the positioning of the course from a "training ground for language skills" to a "growth field for high-level literacy." The essential difference between top-tier talents and ordinary students is precisely reflected in the depth to which they process content carried by language: the former are not satisfied with merely understanding the surface meaning of a text, but habitually inquire into the author's stance, the background of the text's production, and the effects of its cross-cultural dissemination. This aligns closely with the multicultural texts inherently involved in the college English curriculum, forming a highly matched cognitive ecology^[7]. If teachers can identify and make use of this matching relationship, systematically designing question chains and expression

tasks that activate deep thinking, then the English classroom's appeal to top-tier talents will no longer remain at the instrumental level of exam preparation, but will truly become a core field for expanding their international vision and tempering their critical expression.

1.3 The Dimensions of Foreign Language Education in Cultivating the Core Literacy of Top-Tier Talent

The core literacy of top-tier talent encompasses a solid professional foundation, a broad international vision, keen critical thinking ability, and profound patriotic sentiment. These dimensions can all find concrete cultivation pathways within the field of foreign language teaching. Language output training requires students to complete logical organization and stance judgment before expression, a process that naturally trains critical thinking ability; comparative reading of cross-cultural texts prompts students to establish independent judgment through reference to both Chinese and Western perspectives, thereby shaping an international vision; and English expression tasks centered on Chinese topics enable students to strengthen their identity and patriotic sentiment in the process of telling China's story to the world^[8]. These three dimensions are not isolated from one another, but rather intertwine and grow collaboratively within concrete teaching tasks. If the college English curriculum can precisely grasp these dimensions, it can provide a practical and feasible linguistic vehicle for the systematic cultivation of top-tier talent literacy (see Figure 1).

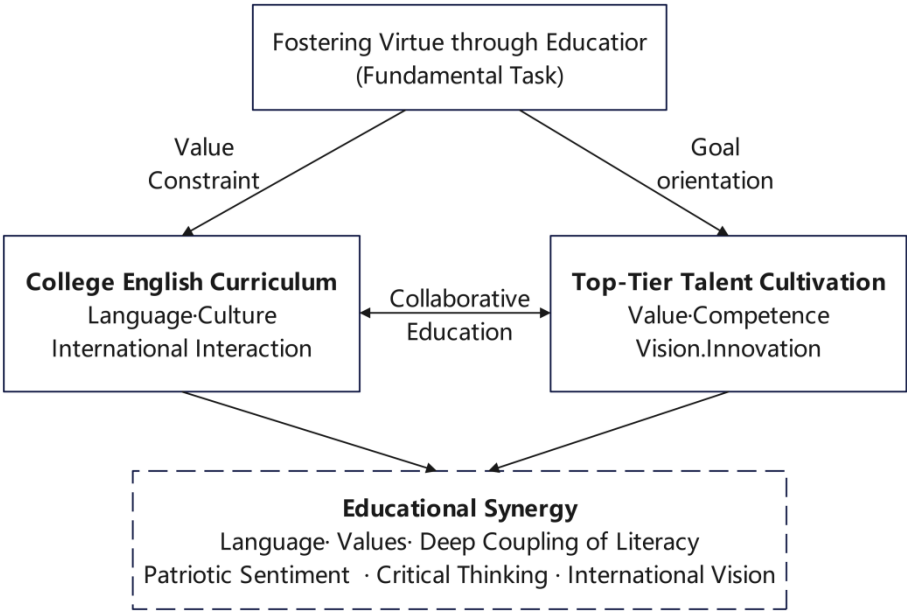


Figure 1: The Three-Dimensional Convergence Relationship in College English Education from the Perspective of Fostering Virtue through Education

2. The Deep Integration Mechanism between Curriculum-Based Ideological and Political Education in College English and Top-Tier Literacy Cultivation

Having clarified the convergence system, it is further necessary to reveal the operating logic within the integration process, so as to provide theoretical support for the subsequent reconstruction of innovative dimensions and the design of an implementation paradigm.

2.1 The Bidirectional Unifying Mechanism between Language Skills Training and the Cultivation of Ideological Values

Language skills training and the cultivation of ideological values are not two mutually independent threads, but rather form a unified whole with bidirectional permeation within concrete teaching activities^[9]. When students complete tasks in listening, speaking, reading, writing, and translation, they inevitably encounter discourse materials carrying specific value stances^[10]. The depth of language comprehension directly affects the accuracy of value judgment, and the clarity of value cognition, in turn, affects the persuasiveness and appeal of language expression. The translation review segment in Fudan University's "Advanced English" course serves as a typical example: the instructor guides students to comparatively analyze different translated versions of a passage from the *Book of Rites: Doctrine of the Mean*, judging which translation approach better facilitates Western readers' understanding of Chinese culture. This task both trains students' language conversion ability and prompts them to recognize cultural stance and a sense of responsibility through their linguistic choices. Language skills and ideological values are thus simultaneously tempered within the same teaching segment, avoiding the diminished educational effect that results from advancing the two separately.

This bidirectional unifying mechanism is particularly important for top-tier talents, because gifted students' language sensitivity and value judgment ability are often at a correspondingly high level simultaneously; if teachers merely settle for assigning one-directional language tasks, or conduct value inculcation in isolation, it will be difficult to activate their latent potential for comprehensive development in either case. Course designers need to actively seek out the intrinsic intersection points between linguistic structure and value stance, so that the training of the two forms a learning experience of mutual meshing rather than parallel advancement^[11]. Taking argumentative structure training in advanced college English writing exercises as an example, guiding students in how to present China's solutions cogently and with well-founded reasoning

within an English-language context is both precise training in logical expression ability and a deep activation of students' awareness of cross-cultural value communication. In the process of repeatedly refining their chains of argumentation, students achieve substantive improvement in both value stance and language ability, rather than a superficial simultaneous display of the two.

2.2 The Symbiotic Cultivation Mechanism between Sino-Foreign Cultural Reflection and International Perspective and Vision

The college English classroom inherently carries the intersection and collision of Chinese and foreign cultures, and this characteristic causes the cultivation of cultural reflective ability and international perspective and vision to exhibit a symbiotic relationship. In the process of comparing Chinese and Western texts and discerning cultural differences, students gradually establish an observational perspective that transcends a single cultural stance, thereby forming a systematic understanding of global issues. If this reflective training remains merely at the level of enumerating cultural knowledge, it is difficult to genuinely transform into an international vision; therefore, instructional design needs to guide students to form judgments through comparison and to establish their stance through judgment. When students are able to participate in discussions of international issues with solid language ability while upholding China's stance within those discussions, cultural reflection naturally transforms into support for a broader perspective and vision, and the two mutually reinforce each other in teaching practice, jointly pointing toward the global competence that top-tier talents require.

2.3 The Complementary Empowerment Mechanism between General Education Curriculum Teaching and the High-Level Development of Top-Tier Talent

As a general education course, college English's teaching objectives and the demands of top-tier talents for specialized development appear, on the surface, to be in tension; in reality, however, a deep complementary and empowering relationship exists between the two. Specialized courses emphasize the in-depth construction of a knowledge system, while the general education English course provides horizontal support in the form of interdisciplinary vision and humanistic literacy. Only through the coordination of the two can top-tier talents be shaped who possess both professional depth and comprehensive breadth. The critical reading methods, cross-cultural communication strategies, and academic expression norms that students acquire in the English classroom can often be transferred to the domain of specialized study, nourishing their capacity

for in-depth inquiry within their specialized fields. This transfer does not occur naturally, but rather requires teachers to consciously establish connection points between general education literacy and specialized development within their instructional design, so that the English course truly becomes an irreplaceable component within the knowledge structure of top-tier talents.

3. Reconstructing the Innovative Dimensions of Curriculum-Based Ideological and Political Education in College English Adapted to Top-Tier Talent Cultivation

Having clarified the integration mechanism, it is further necessary to systematically reconstruct curriculum-based ideological and political education across three dimensions—objectives, content, and form—in response to the differentiated needs of top-tier talent cultivation, in order to achieve a substantive improvement in educational effectiveness.

3.1 Iterative Innovation of Course Educational Objectives Grounded in High-Level Literacy

The design of curriculum-based ideological and political education objectives aimed at top-tier talents cannot follow the generic standards applied to ordinary students, but should instead undergo differentiated iteration grounded in the demands of high-level literacy. The objectives of ordinary curriculum-based ideological and political education mostly focus on the establishment of foundational values, whereas the cultivation of top-tier talent must, on this basis, further point toward the cultivation of innovative thinking, academic potential, and global leadership, so that the objectives set match students' developmental potential. This iteration requires teachers to re-examine how value objectives are expressed in the syllabus, transforming abstract value orientations into concrete, operable, and assessable competency indicators. If objective design can balance both depth and flexibility—providing top-tier students with sufficient room for challenge while not overwhelming ordinary students—it can achieve an organic unity between tiered education and holistic education.

It is worth noting that the developmental pathways of top-tier talents under a high-level objective framework are not uniform. Some students' critical thinking ability develops ahead of their language expression ability, while for others the reverse is true; some students already possess a high degree of self-awareness in the dimension of patriotic sentiment, yet exhibit clear shortcomings in the systematic construction of an international vision. This variation requires that objective design possess sufficient flexibility and granularity, rather than applying a single set of high-level indicators uniformly to all top-tier students. When formulating individualized

educational objectives, teachers can make use of pre-class diagnostic tools for learning conditions to identify students' developmental weak points, and then match different students with priority breakthrough dimensions of literacy accordingly, so that high-level objectives are truly realized as perceptible individual growth.

3.2 Innovation in the Course Content System, Balancing Sino-Western Integration

Innovation in the course content system requires breaking away from the traditional organizational logic that takes a single language skill as its guiding thread, and instead constructing a content matrix oriented toward Sino-Western cultural integration and thematic issues. Content selection should balance the humanistic depth of classic texts with the practical concerns of contemporary issues, enabling students to touch the roots of civilization while grasping the pulse of the times through their reading^[12]. In an award-winning case from the "Teaching Star" competition hosted by the Foreign Language Teaching and Research Press, Yu Zhigang of Beijing Institute of Technology took "Telling China's Space Story Well in English" as the overall output task, systematically integrating three educational dimensions—the spirit of collectivist dedication, self-reliance and open cooperation in science and technology, and the philosophy of a shared future in space governance—throughout the entire unit teaching process, fully demonstrating a practical pathway for Sino-Western integrated content design. This type of content system transcends the boundaries of textbook content, enabling students to internalize values through language expression on real issues; teaching content is thereby transformed from a static knowledge carrier into a dynamic educational resource, achieving bidirectional and coordinated development between language acquisition and cultural reflection.

3.3 Innovation in Classroom Teaching Implementation Forms Focused on the Unity of Knowledge and Action

Innovation in teaching implementation forms requires breaking through the traditional classroom structure centered on lecturing, and shifting toward practice-oriented teaching characterized by task-driven approaches and the unity of knowledge and action^[13]. Students find it difficult to truly internalize value cognition through classroom lecturing alone; only through hands-on participation in language practice tasks can they transform value understanding at the cognitive level into conscious practice at the behavioral level. The introduction of digital and intelligent technology provides strong support for this transformation^[14]. With the aid of

intelligent grading tools and learning analytics systems, teachers can precisely grasp the quality of students' language output and the trajectory of their cognitive development^[15], and adjust teaching pace and task difficulty accordingly. The shift in teaching form from lecturing to practice, and from one-directional to interactive, makes the classroom a genuine training ground for students' unity of knowledge and action, and provides ample room for growth in the practical innovation ability that top-tier talents require, fully meeting the real-world demands of high-level critical thinking and comprehensive literacy cultivation for top-tier groups^[16].

4. The Implementation Paradigm through which Innovation in Curriculum-Based Ideological and Political Education in College English Empowers Top-Tier Talent Literacy

Building upon the clarified innovative dimensions, it is further necessary to construct an operable implementation paradigm that translates theoretical design into practical and feasible educational practice, in order to achieve a systematic closed loop for top-tier talent literacy cultivation.

4.1 Building a Tiered and Adaptive Individualized Educational Framework for Top-Tier Talent

The cultivation of top-tier talent needs to move away from a uniform model of instructional supply, and instead build a tiered educational framework capable of identifying student differences and matching individual needs. This framework should, on the premise of fully understanding students' language foundations, cognitive characteristics, and developmental potential, design graduated learning tasks and differentiated evaluation standards^{[17][18]}, enabling students at different levels to obtain challenges suited to their own stage of development. In the process of building this framework, the teacher's role needs to shift from a uniform lecturer to a designer and companion of individualized learning pathways, guiding students to gradually surpass their existing capability boundaries through continuous formative feedback. Only by establishing a sufficiently flexible and responsive tiered mechanism can top-tier talent cultivation truly escape the limitations of homogeneous training and realize the educational ideal of teaching students in accordance with their aptitude.

At the level of concrete implementation, building a tiered educational framework must also address the issue of managing differences within the top-tier group itself. Many higher education institutions, when implementing top-tier talent cultivation, tend to regard students who have passed the selection process as a homogeneous, high-quality group, thereby overlooking the

significant individual differences among them in English foundation, learning motivation, and international experience. In fact, even within the same top-tier class, some students already possess fluent academic English expression ability, while others are still working to overcome basic language barriers. If tasks for ideological and political empowerment are advanced according to a single standard, a polarized learning experience will inevitably result. Therefore, the design granularity of the tiered framework needs to be refined down to the level of the top-tier group's internal composition, ensuring, through dynamic grouping and flexible task nodes, that every student can obtain sufficient challenge and support within their zone of proximal development.

4.2 A Pathway for Tempering the Comprehensive Literacy of Top-Tier Talent through Ideological and Political Empowerment

The tempering of comprehensive literacy cannot be separated from the deep integration of ideological and political elements with language practice; the core of this pathway lies in enabling students to achieve the dual gains of value internalization and competency tempering within authentic tasks. Fudan University's "Advanced English" course, through a diverse range of task designs including icebreaker activities, translation review, and discussions of environmental case studies, enables students to simultaneously enhance their language ability and strengthen their sense of responsibility through team collaboration, cultural comparison, and discussion of social issues, fully embodying the practical logic of tempering comprehensive literacy through ideological and political empowerment. This type of pathway design emphasizes the authenticity of task contexts and the implicit permeation of value orientation, avoiding the negative impact that rigid preaching has on students' learning experience. If the process of literacy tempering can continuously maintain this immersive, task-driven character, students' language ability, critical thinking ability, and value cognition can be coordinately improved through subtle influence, ultimately forming the comprehensive quality structure required by top-tier talents (see Figure 2).

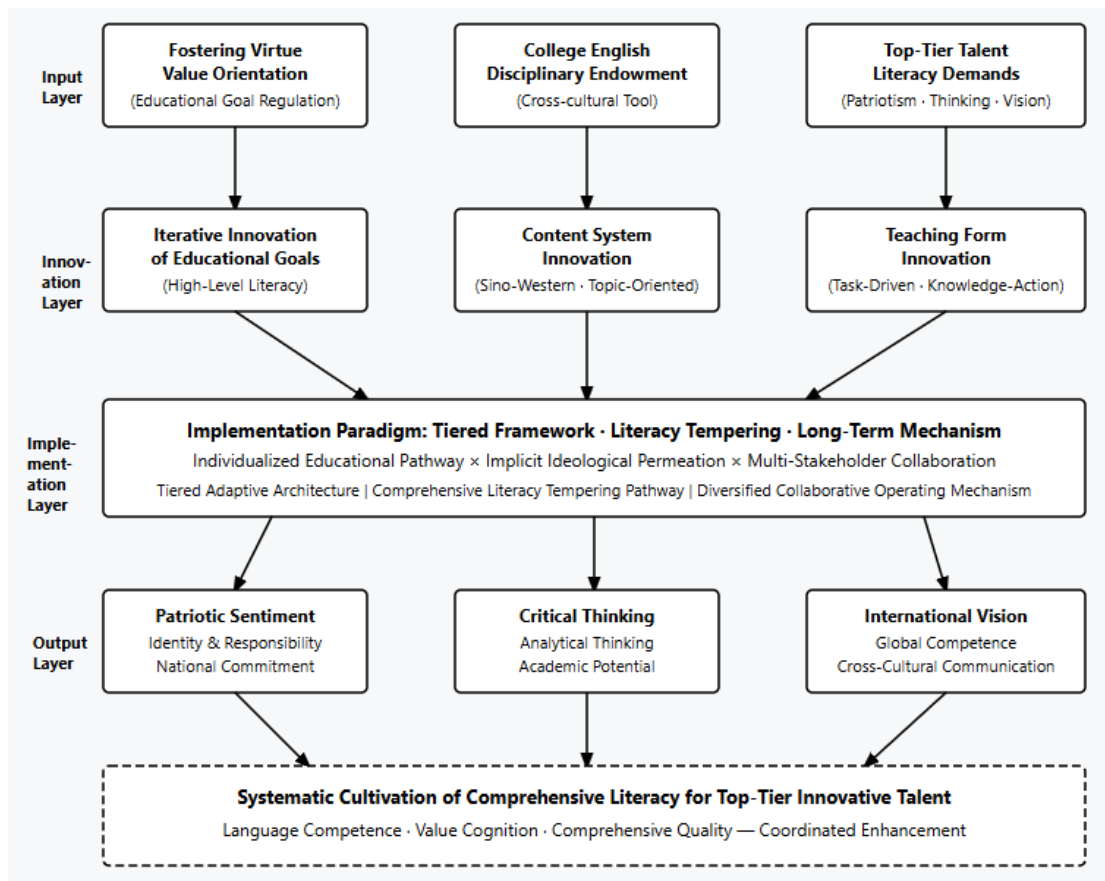


Figure 2: The Implementation Paradigm through which Innovation in Curriculum-Based Ideological and Political Education in College English Empowers Top-Tier Talent Literacy Cultivation

4.3 Constructing a Diversified and Collaborative Long-Term Operating Mechanism for Course Education

The sustained release of innovative outcomes in curriculum-based ideological and political education depends on a long-term operating mechanism in which multiple stakeholders collaborate, rather than being sustained by the individual efforts of a single teacher. At the institutional level, systematic support is needed in textbook development, faculty training, and the teaching evaluation system^[19]. Teaching and research teams should, through regular discussions and the sharing of experience, promote the iterative optimization of the teaching model, enabling innovative outcomes to be replicated and promoted on a broader scale. The continuous iteration of digital and intelligent tools also injects new momentum into the long-term mechanism; with the aid of AI-assisted learning analytics and intelligent grading systems, teachers can achieve dynamic tracking and timely adjustment of teaching effectiveness, keeping the educational mechanism

consistently responsive to students' developmental needs ^[20]. If the mechanism-building process can truly achieve collaborative coordination among multiple stakeholders, innovation in curriculum-based ideological and political education can be transformed from a phased achievement into a sustainable educational norm.

Conclusion

The fundamental task of fostering virtue through education sets the core value tone for the reform of curriculum-based ideological and political education in college English and for the cultivation of top-tier talent, effectively resolving the inherent limitations of traditional foreign language teaching—namely, its emphasis on skills over literacy and its tendency toward homogeneous cultivation. Relying on its unique interdisciplinary and cross-cultural educational advantages, college English, through comprehensive innovation in values, content, and models, can precisely address the high-level cultivation needs of top-tier talent in patriotic sentiment, critical thinking ability, and international vision, achieving a deep integration of language teaching and literacy cultivation. Grounded in the practical realities of foreign language teaching in higher education institutions, continuously optimizing the innovative paradigm of curriculum-based ideological and political education and refining the tiered educational mechanism can effectively enhance the high-level educational value of foreign language courses, providing solid instructional support for the systematic and high-quality cultivation of top-tier innovative talent in higher education institutions.

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