



Exploring New Approach to Ideological and Political Education in Postgraduate Courses: A Case Study of Stylistics in Foreign Language and Literature

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Abstract: Present literature on Ideological and Political Education at the tertiary level focused more on elaborating on its significance rather than its teaching practice. In teaching practice, problems and difficulties exist in designing teaching content, teaching methods, and evaluation systems. This paper took Stylistics, a professional course for postgraduates majoring in Foreign Languages and Literature, as an example to explore the new approach to Ideological and Political Education in professional courses in Higher Education. The characteristics and importance of stylistics were discussed, and the significance of IPE in stylistics was interpreted. Besides, this paper proposed a teaching model with precise contents, effective methods, and an evaluation system, with the hope of providing a beneficial reference for the construction of IPE in courses for professional courses of postgraduate students.

Keywords: *Foreign Language and Literature, Ideological and Political Education, Postgraduate Professional*

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1. INTRODUCTION

It is necessary to adhere to the unity of explicit and implicit education and tap the Ideological and Political Education (hereinafter referred to as IPE) resources contained in other courses and teaching methods to achieve all staff education and the whole process and all-around education. With the guidance of this thought, IPE in colleges and universities has transformed from the single-line teaching of ideological and political courses to the comprehensive development of ideological and political teaching. IPE in courses is the innovation of ideological and political education concepts and the reconstruction of its system (Dong Yong, 2018). From the perspective of IPE in courses, the Marxist ideological and political theory course is still the main channel of IPE in colleges and universities. In addition, IPE in courses also requires colleges and universities to give full play to the synergy of various courses, such as professional courses, literary courses, and the second classroom. It is also important to carry out IPE for students in a comprehensive, creative and penetrating manner, which can improve college students' quality comprehensively, cultivate young people successfully, and ensure the socialist school running direction effectively.

The general research related to IPE in courses has been sorted out. For the time being, the current research on IPE in courses mainly focuses on the elementary issues of IPE in courses, the exploration of realizing paths and patterns, the development of IPE in courses for various majors, and the improvement of IPE in courses. Yet there are still some problems which have not been worked out, including the fuzziness of the definition and the standard of its construction, the lack of multi-disciplinary researchers, as well as the modeling and simplification of the research methods due to the late start in this field(He Wuhua & Wang Lingdun, 2021).

Xu Jinfen (2021) believes that future research should focus on integrating theory with practice, adhering to the principles of developing students as the center, subjecting attributes as the guidance, and school characteristics as the dependence. In particular, to cultivate problem awareness in the research so as to refine the experience and make the research relevant to IPE in courses more universal. In this regard, the study of IPE in courses is of great significance to the times, society, and politics. For teachers of specific courses, this is a pioneering work that has no reference, hence more hard work is needed to carry out teaching practice and research creatively.

This paper explores a new approach to teaching from the perspective of IPE in courses by taking stylistics, a course for postgraduate students who major in foreign language and literature, as an example. This paper focuses on recognizing, organizing, and constructing the course content, teaching method, and evaluation system and integrating subject knowledge, emotion, and thought into the teaching process. This paper puts forward an effective teaching model of IPE in courses, through the teaching practice and reflection of IPE in courses, with the hope of providing a beneficial reference for the construction of IPE in courses for professional courses of postgraduate students.

2. THE CHARACTERISTICS AND IMPORTANCE OF STYLISTICS

Stylistics is a colligated frontier discipline that studies the characteristics, essence, and laws of text genres, which is in the ascendant between linguistics, literature, aesthetics, psychology, and many other disciplines. It is in the stage of development and improvement. Stylistics is at a higher level of discipline with the characteristics of independence, inter-discipline, and comprehensiveness.

Stylistics is an independent discipline with specific research objects, principles, and methods. It studies the phenomenon relevant to the genre, which cannot be covered by any discipline. Other disciplines related to the genre often only discuss one aspect of the genre related to themselves, while they are indifferent to other subjects. Although it involves many disciplines, the stylistic features, essence, and laws that are discussed in stylistics constitute a complete and independent system with clear discussion issues. No other discipline can replace stylistics in conducting a comprehensive and systematic study of the genre.

Stylistics is an inter-discipline that cuts across many fields. The characteristics of frontier disciplines usually refer to applying one science's methods to study another's object so that methods and objects in different fields can be

organically integrated. Students of stylistics are good at the junction of several disciplines, and constantly infiltrate to expand their fields. It connects some disciplines that appear to be independent and separate from each other horizontally, breaking the traditional boundaries between disciplines, which changes the specific content of some subjects, such as linguistics, literary criticism, etc. The nature of stylistics makes the boundaries of different academic fields connected and integrated, promotes the intersection and penetration of various disciplines, and gradually tends to be integrated. The interdisciplinary nature of stylistics also manifests the development tendency of modern science and technology. Specifically, science and technology are developed due to the mutual penetration of natural science and social science, and the integration of science along with the disintegration of traditional disciplines.

Stylistics is a comprehensive subject that needs to be investigated from multiple disciplines and perspectives. It can not be studied from a single disciplinary perspective but needs to be researched through a multi-disciplinary approach. The research object of stylistics is text genre, which extends horizontally into many disciplines, such as linguistics, literature and art, aesthetics, psychology, book taxonomy, editing, translation, identification, etc., and becomes a common phenomenon among them. The scope of stylistic research has gone far beyond some traditional disciplines that were once divided by people in the past. In this regard, a single disciplinary method and perspective only contribute to understanding a certain aspect and part of a genre, which can not perspective the inherent nature and deep meaning of a genre from different dimensions and levels.

Some scholars try to regard stylistics as just a branch of linguistics. However, there are exclusive problems to discuss for stylistics, no matter whether it is an independent discipline or not. Some of these problems seem to belong to all (or indeed all) human spoken language. In a broad sense, the stylistic study involves all the language means which obtain a special expressive force. Therefore, it has a broader research scope than literature and even rhetoric. All the means that enable language to be emphasized and clarified can be put under the research scope of stylistics, such as metaphors in all languages, all rhetorical devices, all syntactic structure patterns, etc. That is to say, the range of linguistic research cannot cover the research content of stylistics, and the scope of stylistics has gone beyond it in linguistics in terms of linguistic phenomena. In a nutshell, stylistics has its independence and is by no means an adjunct to any discipline because its research scope is extremely vast. This new understanding of stylistics has gradually occupied a leading position and has begun to be accepted by many scholars at home and abroad.

According to previous research trends in stylistics and the debate on some issues, stylistic research in the future will receive attention in many aspects, including serving to teach (Hu Zhuanglin & Liu Shisheng, 2000). It is discernible that there is a huge potential impact of the strong explanatory power of stylistics on teaching. Consequently, the research on the course construction of stylistics is indispensable, which redounds to the realization of all staff education, whole process education, and all-round education.

3. THE SIGNIFICANCE, OBJECTIVE, FOUNDATION AND IMPLEMENTATION OF IPE IN STYLISTICS

The significance of IPE in Stylistics is great because stylistics is a necessary course for postgraduates who major in Foreign Language and Literature. Stylistics is set to introduce traditional research, the latest development, and the research schools of stylistics, with the purpose of helping students read and analyze the literature in relevant fields. It also introduces the methods of stylistic research and the standards of academic writing to guide students to engage in stylistic research. Stylistics occupies a significant position in the postgraduate degree program and is suitable for all secondary degree programs in the major of foreign language and literature, including, but not limited to the secondary subjects of English Language and Literature, as well as Foreign Linguistics and Applied Linguistics, which are suitable for postgraduates in literature, linguistics, translation, and various academic fields. Therefore, IPE in this course is a vital guarantee for postgraduate students who major in foreign language and literature to carry out IPE work.

The teaching objective of IPE in stylistics is established in this paper, that is, taking "foster virtue through education" as the fundamental task of IPE, to guide students to set up the correct outlook on values, and to cultivate students to become high-quality talents with teamwork ability and competence for autonomous lifelong learning.

In terms of the foundation, there is a sound basis for IPE in stylistics. As a philosophy and social science course, it

has a crucial teaching objective of humanistic quality education for students, which can effectively cooperate, supplement and promote IPE courses (Wu Zhuo, 2006). The original teaching content of this course involves multiple schools of stylistics, including functional stylistics, general stylistics, textual stylistics, educational stylistics, computational stylistics, etc. These schools include more sub-branches. For example, textual stylistics includes news texts, classroom texts, academic texts, critical texts, ecological texts, multimodal texts, and so on. What's more, all of these stylistic studies are inextricably related to social sciences and humanities such as society, politics, economy, education, culture, history, philosophy, etc. It is seen that stylistics is endowed with the conditions for IPE. In this regard, quite a few IPE elements like integrity, friendship, and environmental protection in this course could be carried out logically, and stylistics would be an essential way to improve the effectiveness of IPE work for postgraduates who major in foreign language and literature as long as the teaching plan was carefully designed and skillfully handled. However, if giving a forced, far-fetched interpretation of IPE, the loss outweighs the gain. Therefore, teaching stylistics in terms of what to teach, why to teach, and how to teach is the main problem that needs to be explored in-depth (Huang Guowen & Xiao Qiong, 2021).

The implementation of IPE in stylistics in this paper has gone through three stages, including the careful framework design at first, then strict implementation, and profound introspection for two years. The stage of framework design is from September to December 2020, during which the major task was to creatively design the IPE objective in combination with the teaching content, teaching method, and examination method. The implementation stage is from February to July 2021, during which the teaching links of IPE were guided by the teaching objective of IPE, based on innovative teaching design, with a total of 32 credit hours. The final period from August 2021 to March 2022 is the period of teaching effectiveness evaluation and introspection, during which IPE was introspected by the first-hand data obtained in the form of a two-tutor assessment and a survey of the students who had finished the course. After teaching practice and introspection, it is reasonable to believe that the teaching model put forward in this course has organically integrated IPE resources that took the socialist core values as the main content on the grounds of the original professional teaching contents. Additionally, this model also innovated teaching methods and reconstructed the course evaluation system simultaneously. In this teaching practice, the teaching objective of IPE in courses was practically incorporated into the teaching content, teaching mode, along with assessment mode, which is a great attempt to carry out the connotation of IPE in colleges and universities in an all-around way.

4. THE ORGANIC INTEGRATION OF SOCIALIST CORE VALUES IN IPE TEACHING CONTENT

In terms of teaching content, this paper first clarifies the teaching objective of IPE in courses, which is to foster virtue through education. This teaching reform focuses on integrating values-oriented development with knowledge-based improvement, transforming and enriching the original course teaching content, and guiding ideological values through the whole process and all links of education and teaching. The *Several Opinions on Deepening the Reform and Innovation of School Ideological and Political Theory Courses in the New Era* issued by the General Office of the CPC Central Committee and the General Office of the State Council pointed out that it is necessary to comprehensively promote Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era into the classrooms and minds of students, as well as to run the core values of socialism throughout the entire process of national education. In this regard, this study creatively connected the pre-existing teaching content with the twelve socialist core values in the organic integration of teaching content. The professional teaching contents, corresponding core values along with specific ways of IPE integration in stylistics can be illustrated in the following comparison table (the number corresponds to the sequence of teaching contents in the teaching schedule of this course).

Table 1 Comparison of Professional Teaching Contents and Socialist Core Values

No	Professional Teaching Content	Core Value	The Way to Integrate IPE (not the only way)
1	News Stylistics	Patriotism	Analyze and expose the presupposed standpoint of western anti-China media.
2	Functional Stylistics	Prosperity	Compare propaganda with web texts between China and foreign companies, and learn to tell Chinese stories based on historical truth.
3	Generic Stylistics	Friendship	Analyze the social ends and communicative objects of the genre, and focus on the interpersonal meaning.
4	Critical Discourse Stylistics	Democracy Freedom Equality Justice Rule of Law	Reveal the ideological and social structure of the text, and pay attention to social issues.
5	Classroom Discourse Stylistics	Dedication Equality	Analyze classroom discourse, integrate their morality and teaching style, cultivate the spirit of love and devotion to work, and adhere to people-oriented teaching according to their aptitude.
6	Ecological Discourse Stylistics	Civility Harmony	Guide students to set up the consciousness of environmental protection and pursue the sustainable development of ecology.
7	Academic Stylistics	Integrity Rule of Law	Guide students to insist on academic integrity and originality, along with put an end to academic plagiarism.
8	Pedagogical Stylistics	Dedication Equality	Guide students to love their work, be people-oriented, and teach students under their aptitude.

Table 1 shows professional teaching content of stylistics and the corresponding IPE integration point, with a certain degree of originality. The professional teaching content takes the latest development of stylistic research as the main line, and the integration point of IPE completely covers twelve socialist core values. For example, in teaching news stylistics, students should be guided to analyze and expose the presupposed standpoint of western anti-Chinese media, thereby integrating patriotism education. During academic stylistics teaching, students should be guided to adhere to academic integrity and academic originality, as well as put an end to academic plagiarism. In the teaching of the research on classroom discourse style and educational style, it is necessary to guide students to respect their teachers, cherish posts and devote wholeheartedly to work, be people-oriented, and teach students by their aptitude. While teaching ecological discourse stylistics, students should be guided to be conscious of environmental protection, thus following the sustainable development of ecology, etc.

It is worthy of note that one text does not contain all types of IPE. In other words, educational elements must be inherent in the teaching content itself (Wen Qiufang, 2021), and the values embodied in each teaching unit are different due to different teaching materials. As a result, the teacher should make scientific choices, highlight some key points and pay attention to the depth of each text (Wang Min & Wang Bin, 2019). In addition, it is also necessary for the teacher to dilute their educational intention during integrating IPE into the teaching content, bringing core values and teaching materials together naturally instead of overly broad interpretation. At the same time, it is also important to dilute the sense of receiving an education for students, which means that teachers should sincerely convince students rather than educate them in an opinionated way. To sum up, it is supposed to carry on a subconscious education for students to conduct IPE subtly and silently.

5. FOCUS ON PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT METHODOLOGICALLY

The teaching method builds upon the principles of constructivism and humanism (Zang Qingzong, 2008), regards both personal growth and professional development of students as equally important, as well as focuses on discussion and cooperative learning in the classroom social environment. It is necessary to bring forth new teaching methods based on innovating the IPE contents to organically integrate IPE into education and learning tasks. The improvement of the teaching method is not only to implement the teaching content of IPE in courses but also to open the minds of students premised on respecting humanity, enhance their initiative, and cultivate their critical thinking, to make them innovative talents with lifelong learning ability.

The teaching method follows the educational philosophy of learner-centered, which guides students to carry on research-based learning and cultivate their critical thinking. Classroom teaching is conducted through a combination form of lectures of the teacher, presentations of students, and discussions between the teacher and students. In addition, embedded explanation and thematic discussion are adopted as the form for the content of IPE. First, the teacher imparts the main point and interacts with students during teaching to know their mastery of knowledge in real-time and flexibly adjust the course progress. After finishing the knowledge explanation, students will work in pairs, select different theses with different topics for research, and do presentations to share their research results in class. Meanwhile, each group should explain clearly when other groups ask questions related to this essay, during which students can seek help from the teacher if they have problems answering these concerns. Finally, the teacher leads students to conduct in-depth discussions on the parts of the theses that have not been discussed before, such as the text genre, the author's biography, the background of times, etc. It helps to comprehensively understand the theses and cultivate students with the ability to channel multiple points of view, thus enhancing the value of the thematic discussion and stylistics itself on a higher level. Moreover, it embeds IPE naturally, which causes students to realize the deep meaning behind the text spontaneously.

Due to the course features of stylistics, students are inevitably engaged in various texts of different styles in the teaching process. The interpretation of texts must refer to exploring more than what is found in the text, such as the fact that people can only see the tip of the iceberg and more hides below the surface. Meanwhile, the teacher should lead students to be open-minded. In addition to teaching elementary theories and research methods, the teacher should remind students to pay more attention to excavating the connotation of IPE in texts to explore the extended meaning beyond language symbols. The thing to notice about the teaching method is that it is in line with the original goal of professional teaching, which is to cultivate critical thinking relating to scientific analysis, reflection as well as problem-solving. As a result, students learn to do stylistic research independently and write academic papers, which contributes to their self-academic development.

Furthermore, the reversed classroom teaching mode is adopted, which carefully designs the contents and forms of learning tasks for students, and carries out moral permeates in their learning activities. The teacher sets up course groups and takes advantage of online course platforms in an effort to create conditions for teaching from classroom to extracurricular extension. The teacher issues weekly courseware in advance, and students preview that in time. When having classes, some knowledge points are clarified by the teacher with various forms, including presentations, asking questions, and answering by students or the teacher, quizzes, etc. Meanwhile, the teacher carefully designs various cooperative learning tasks for students, including literature reading and sharing in groups as well as collaborative research projects. Group work helps students learn how to express their thoughts clearly in communication, which facilitates them to think empathetically and can take on the role of team members or leaders in a group under the multi-geographical and family cultural background.

To summarize, the teaching method of stylistics focuses on guiding students to carry out self-study, a research-based study in conjunction with the cooperative study based on the principle of IPE in courses. The new organizational form of stylistics and the task design enables students to naturally accept the content of IPE. In the meantime, learning activities are conducive to cultivating innovative talents with lifelong studying abilities and teamwork spirit, which is also one of the objectives of IPE in courses.

6. IMPLEMENT TEACHING OBJECTIVES OF IPE IN COURSES IN EVALUATION SYSTEMS

The evaluation system of stylistics is conducive to implementing the teaching objective of IPE. This course consists of four parts: literature reading and sharing (group work), text analysis and cooperation (pair work), course paper, and class participation. There are specific items that need to be evaluated on students' performance in Table 2, including the score, the form of completion, and the IPE observation point. In the experimental process, the IPE observation points of stylistics refer to the professional teaching content in Table 1, which are in line with the corresponding socialist core values and specific ways of IPE integration.

Table 2 Evaluation System of Stylistics and IPE Observation Points

No	Project	Percentage	Form	IPE Observation Point (Combined with Table 1)
1	Literature reading and sharing	30%	Group work	Whether its ideological and political connotation can be mined
2	Text Analysis	30%	Pair work	Whether the text is dissected in combination with ideological and political elements
3	Course papers	30%	Personal writing	Whether the paper reflects the ideological and political integration point
4	Course participation	10%	Discussion	Whether it can be discussed from an ideological and political perspective

As shown in Table 2, 30% of the scores relating to literature reading and sharing are for group work. Each group reads a thesis from a designated SSCI or A & HCI journal, summarizes the main idea, and is encouraged to investigate the IPE connotation. Then every group should distill the reference in future research activities of students and makes a PowerPoint presentation in class, which lead the discussion with other groups and teachers. After that, students should revise their PowerPoints and submit to teachers. Scores in terms of textual analysis account for 30%, which is for pair work with two people who analyze the same text with the same theoretical analysis framework (such as systemic functional grammar, etc.) together, and the elements of IPE are encouraged to be embodied. Scores for course papers account for 30%, which refers to personal assignments written in English. And the length of each paper is about 2500 words. In the meantime, IPE combination points are encouraged to be contained in papers. In addition, there are 10% scores for course participation, including attendance, class contribution, discussion in the course group, etc. And students are encouraged to conduct a variety of IPE learning activities inside and outside the classroom, online and offline. There are no specific scores for IPE observation points, which mainly focus on encouraging students. In addition, students should be practical and realistic to prevent them from achieving examination targets in a forced, farfetched interpretation while completing their study tasks.

The new assessment model certainly does correspond with the newfangled teaching content and teaching method that contain the IPE contents, which promotes teaching and learning. It is beneficial to the implementation of the twelve core values in the teaching objective of IPE, cultivating student competence in cooperative learning, research learning, and independent study, thus ensuring the implementation of teaching objectives of IPE in courses.

7. THE EVALUATION OF IPE TEACHING EFFECTIVENESS IN STYLISTICS

In this study, the IPE observation points were tested in the form of double-tutor evaluation, and the first data was acquired by investigating students after classes to make an evaluation and reflection on the teaching effects of IPE in stylistics.

At the end of the course, the teacher invited another master tutor of foreign language and literature to observe and evaluate each assessment task from the perspective of the IPE observation point. After carefully reading the homework, both teachers agreed that various IPE observation points were more or less involved in students'

performance while completing their assessment tasks, and it was reasonable in general. It can be drawn from their course papers that most of the students can organically integrate the ideological and political points of stylistics with their own research problems. More than that, presentations of literature reading and sharing have shown that students can actively analyze and think about the literature with the integration of ideology and politics.

After half a year of the course, the two teachers visited the students to understand the effect of IPE and its impact on students. The return visits were conducted in the form of seminars hosted by teachers. The students were satisfied with the overall teaching effectiveness of stylistics. Especially, most of them have not only benefited a lot from the topics, theories and methods of stylistics-related research but also learned to take the initiative to do research from an ideological and political view. About 30% of students had published their course papers. Besides, about 50% of students said they are submitting their papers, and 30% said they might choose the research direction of this course for the topic of their degree theses in the future. To sum up, the teaching effect of IPE for students is satisfactory, which promotes ideological and political consciousness of the professional study and develops the ideological and political perspective in the professional research. What's more, it also contributes to the whole specialized teaching effect. Likewise, students have benefited from the teaching approach and appraisal method that encourages them to conduct collaborative and project-based learning, which contributes to their academic development, team work spirit, and research capability. According to the overall feedback from students, the implementation of IPE in this course has significantly improved their ideological and political consciousness, which leads them to have a deeper understanding of the socialist core values. Consequently, IPE in stylistics has achieved gratifying results regarding promoting students' personal growth and professional development.

8. CONCLUSION

This paper uses Stylistics, a professional course for postgraduates majoring in Foreign Languages and Literature, to explore the new approach to Ideological and Political Education in professional courses in Higher Education. This approach takes *fostering virtue through education* as the ultimate task, combining the teaching contents of IPE like socialist core values, with the existing professional teaching contents of stylistics based on the characteristics of this course, which organically integrates Chinese elements (Yang Jincai, 2020). Besides, the teaching method is in line with constructivism and humanism, which leads students to carry out self-study, research-based study, and cooperative study. Furthermore, the evaluation system of this course pays attention to the examination of IPE teaching contents and the implementation of its process. Based on the evaluation system and the return visits to students, the teaching objective of IPE has been well achieved in stylistics, which effectively promoted their professional studies and personal growth. In conclusion, the teaching effect of IPE in stylistics is successful.

It is worth mentioning again that the teaching strategy for IPE must refer to imperceptible and natural instead of forced interpretation for the fact that not all the elements can be covered in a single text. This strategy is like salt dissolved in water, which is invisible but ubiquitous, filling the gap in professional courses teaching in the link of education (Wang Xuejian & Shi Yan, 2020). Only in this way is it possible to carry out all-around education naturally. There is no doubt about the importance of IPE in colleges and universities as well as its function in terms of leading core values to students. Therefore, the necessary avenue to implement IPE at the postgraduate level is to melt IPE elements into postgraduate professional courses (Li Yongwei, 2022). This paper argues that there is still a potential possibility for the implementation of IPE in courses at the postgraduate level. It is the truth that there are experts with different areas of specialization, and teachers also have diverse contexts of instruction and educational concepts. However, it is still possible to implement IPE in courses as long as a joint effort by teachers and universities, excellent resource integration inside and outside universities, and the full playing of creativity for professional teachers. Each course in colleges and universities must carry out IPE, strengthen collaboration, and ensure complementarity, which can practically expand the IPE scope and improve IPE's effectiveness in colleges and universities instead of macro-control and only slogans. In this regard, the practical research on IPE of specific courses at the postgraduate level deserves further exploration and discussion.

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