
Integration of International Understanding Education in the English Subject under the Background of Excellent Engineers

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Abstract: Under the background of outstanding engineers, English encompasses the instrumental disciplinary attributes of language acquisition and application. Its international adaptation is integrated with human social culture, breaking through the skill perspective limited by traditional English education spirit. It requires the English subject to have a unified understanding of human culture, help students establish an international understanding spirit, cultivate international coordination and cooperation attitudes in English practical application, and thus adapt to the trend of multi-level development in the world. This article focuses on analyzing the "international understanding" expectations of the Excellent Engineer Education and Training Program for the English subject, establishing the rationality and necessity of integrating the English subject into international understanding education under the background of Excellent Engineers, and proposing specific ways for international understanding education to be integrated into English teaching objectives, teaching content, teaching strategies, and other aspects.

Keywords: Excellent Engineer; English subject; International understanding; Culture of Peace

The Excellent Engineer Education and Training Program is a major reform project in China's long-term education development plan, aimed at cultivating high-quality international engineering talents facing the world. English, as an indispensable international communication medium, plays an immeasurable value in the continuous promotion of the Excellent Engineer Education and Training Program. Its open structure of language communication function and cultural diversity provides conditions and possibilities for international understanding. "International understanding" originates from the core educational philosophy advocated by international organizations in the 1940s, which states that "the fundamental purpose of education is to promote world peace and security, as well as the mental health and happiness of all mankind" (Zhang Lianjun, 2007:23). Therefore, international understanding education was initially defined as "world citizenship education", which means that education has responsibilities and obligations that transcend national borders. This idealistic educational spirit gradually developed into an educational activity centered on "a culture of peace", dedicated to enhancing cultural tolerance and establishing international partnerships (Johnson, 1992; Wescher, 1993). Taking the Excellent Engineer Training Program as an opportunity, international understanding education is integrated into the English education system, aiming to implement the cultural rationality of diverse subject communication in international cooperation, promote the attention and maintenance of education for the common interests of humanity, construct orderly and cooperative language communication behaviors for learners, eliminate opposition and discrimination in emotional, intellectual, cultural and other fields, and promote students to learn coexistence.

1.Expectations for "International Understanding" of English as a Subject in the Education and Training of Excellent Engineers

The main goal of the Excellent Engineer Education and Training Program is to face the industrial modernization process of the future world and achieve the educational foundation of advantageous human resources. The core idea is to open up to the outside world and evaluate

the quality of education according to international standards. The orientation of international quality talent cultivation requires that the language communication and application of the English subject have basic international values (Larsen Freeman, 2010). The Excellent Engineer Education and Training Program has broken through the closed educational environment of a single country, promoting individuals to go global. Only a globalized universal value standard can prevent the mutual obstruction of diverse individuals. The search for a universally recognized value system among humans relies on the exploration of individual intelligence, emotions, ethics, and other comprehensive factors in education. "Effective value shaping determines whether learners can shoulder the common responsibility of world development" (Yu Xin, 2010: 56). The integration of international understanding education is to use English as a medium to convey a "culture of peace" based on international value recognition. This culture reflects people's basic needs for truth, goodness, and beauty in reality, and is also a necessary common sense of livelihood for outstanding engineers to advocate for building global partnerships. Moral values and attitudes representing human interests, such as human rights protection, environmental protection, social justice, equality, and benevolence, have been universal standards for humanity to resist social unrest and commercial infringement for thousands of years. The implantation of values in the English subject through international understanding education promotes an open educational perspective, which not only helps to improve the construction of values in the English curriculum, but also conforms to the international atmosphere of cultivating outstanding engineers in the global context, providing spiritual support for cultivating future world citizens and laying a foundation for literacy.

2.Approaches to Integrating English into International Understanding Education under the Background of Excellent Engineers

The integration of international understanding education in the English subject is first reflected in the integration of teaching objectives. International understanding education belongs to the category of cross-cultural language understanding in the English subject. To incorporate it into the complete education process that can be operated in the English subject, it is necessary to fully consider the talent cultivation direction of outstanding engineers, and plan and innovate the goal system of the curriculum from three levels: knowledge, ability, and attitude. (Brinton, et al. , 2003)

The first is to integrate the English subject into the knowledge level of international understanding education. The goal setting of this level should reflect the cultural diversity required by international understanding education, that is, to promote students to understand world culture, pay attention to international issues such as population, environment, and human rights, face the interdependence between countries, recognize that China's development cannot do without international cooperation, help students break free from nationalist biases, and think about practical problems from the perspective of world progress. The specific goals include: (1) understanding and loving traditional Chinese culture, and cultivating students' national self-esteem; (2) Understand the development and evolution of the history and culture of other countries, cultivate students' broad international perspectives, and enhance their cultural understanding and appreciation abilities; (3) Understand international advanced scientific and technological knowledge, engineering industry rules and development prospects, possess international etiquette knowledge and cross-cultural communication skills for international exchange and cooperation, and gradually form a collaborative thinking mode for students to

solve problems; (4) Understand the political and economic systems of major countries in the world, be able to comprehensively consider and judge the world's development situation, and be familiar with the economic rules and legal provisions commonly used in international cooperation.

The second level is the ability level of integrating the English subject into international understanding education, which requires English education to focus on improving students' abilities. According to the purpose of the Excellent Engineer Training Program, the teaching objectives of integrating international understanding education into English skill training are: (1) to train students' ability to collect and investigate data, attach importance to the innovation and cutting-edge of English materials, and prepare them for studying engineering technology projects, means, and methods; (2) Train students in comprehensive international survival abilities such as observation, analysis, judgment, and reflection, especially in the training of communication skills for flexible application of English to negotiate and resolve disputes, eliminate cultural conflicts, and create a harmonious and cooperative atmosphere, in preparation for opening up an open environment for the exchange of engineering and technology talents and international industry exchanges in China.

The third aspect is the attitude level of integrating the English subject into international understanding education. Emotional attitudes are often ignored in the field of English education. The long-term drawbacks of English teaching, which mainly focuses on rational training, have resulted in the inability to improve students' humanistic literacy and poor cultural experience. China's "Report on the Training of Applied Engineering and Technology Talents" clearly points out that the international status of Chinese engineering and technology personnel is not high, due to the lack of humanistic literacy and international cooperation spirit among a large number of creative talents in China. In order to meet the requirements of the international community, the integration of international understanding education in the English subject should be aimed at cultivating students' attitudes towards international understanding. The specific goals are: (1) to cultivate students' empathy towards "others" and "other cultures"; (2) Cultivate students' sense of social justice and subjective desire for cooperative problem-solving; (3) Cultivate the willpower of students to care about the overall development of the world, and to shoulder responsibilities and obligations with courage; (4) Cultivate students' ideological and moral character to participate in economic competition.

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How to Infuse International Understanding Education into the Music Discipline

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Abstract: With the rapid development of globalization, international understanding education is increasingly receiving widespread attention. Many schools adopt the method of subject infiltration to carry out international understanding education activities, hoping to promote the humanistic value of subject education, effectively assist subject teaching, and improve students' humanistic literacy. In this article, the author combines their own music teaching experience to briefly discuss how to integrate international understanding education into the music discipline.

Keywords: Music discipline; infiltration; International understanding education; Humanistic literacy; Effective teaching

With the rapid development of globalization in today's world, cultures from different regions are experiencing frequent exchanges and strong collisions, while also paying more attention to each other. In such a diverse world context, cross-cultural communication activities are highly valued, and strengthening one's cultural knowledge and cross-cultural communication skills will be a necessary measure for talents in the 21st century to improve themselves. Under the continuous reform of the education system, our current teaching activities are no longer just about teaching and learning in the traditional cultural field, but also a process of cross-cultural understanding and learning. In recent years, driven by the wave of globalization, international understanding education (Educatio for International Understanding) that promotes mutual understanding, cooperation, and world peace among countries has received increasing attention in basic education. In China, many schools adopt a disciplinary approach in carrying out international understanding education. This is mainly because there are certain aspects of integration between international understanding and subject education, both in terms of knowledge and skills. By integrating international understanding education into subjects, not only can it promote the humanistic value of subject education, but it can also enhance mutual cooperation and tolerance among students from different ethnic groups and regions. It is of great significance for jointly addressing major global issues and promoting world peace.

International understanding education is an important content of quality education and an extension and expansion of moral education. Providing students with international understanding education can help them form correct values and lay a good foundation for rational thinking in future social cooperation and competition. Music subject teaching is the process of interactive communication between teachers and students to jointly complete the training of knowledge and skills. Music education not only requires students to master responsive music knowledge and skills, but also guides them to understand music from the depths of their hearts, which plays an important role in promoting emotional expression and even comprehensive development of students. In the field of music, students can not only feel the joy and happiness brought by music, but also increase their wisdom through music learning and cultivate their moral character through subtle influence. This article provides a brief analysis on how to integrate international understanding education into the music discipline.

1. Integrating international understanding education into the music discipline requires cleverly arranging teaching segments

In music classroom teaching, international understanding education can be taken as the