

Research on the Function of English Moral Education in Senior High School under the Perspective of Curriculum Ideological and Political Education

Siqi Wen

China West Normal University, Nanchong, China

Abstract

In recent years, China attaches great importance to the ideological and political education of the courses, and emphasizes the full use of the ideological and political education resources contained in the courses of various disciplines to achieve the goal of cultivating people by virtue. Curriculum thinking and politics is a way to cultivate people by virtue, which skillfully answers the three questions of who to train, how to train people and how to train people for whom. Under the perspective of curriculum ideological and political thinking, this article explains the connotation of ideological and political education of the course and the significance of the combination of curriculum ideological and political education and high school English class, and explores how to use high school English class to promote the better integration of English and curriculum ideological and political education, so as to improve students' foreign language ability and the ability to independently explore the ideological and political elements of the course. Therefore, this paper raises two questions: (1) what is the meaning and meaning of ideological and political education in English courses?(2) How to rationally use high school English classroom to improve students' ideological and moral level under the ideological and political perspective of the curriculum, and achieve the educational goal of moral education?

Keywords

Ideological and Political Education In Courses; High School English; Moral Education.

1. Introduction

Under the guidance of the concept of moral education, the integration of ideological and political education elements into the curriculum of various disciplines has become the requirement of education in the new era. General Secretary once stressed that "we should make good use of classroom teaching as the main channel, and ideological and political theory courses should be strengthened through improvement, enhance the affinity and pertinences of ideological and political education, and meet the needs and expectations of students; growth and development. This shows that the country and scholars pay more attention to the integration of ideological and political courses and other professional courses, and the integration of ideological and political courses into various disciplines can play a silent role in educating people. This article in the course of education connotation and meaning, focusing on the discussion in high school English reading teaching in the implementation of the course of ideological construction path, from the fusion of recessive education goal, mining materials of ideological elements, emotional edify, reasonable development of learning resources, adopt multiple evaluation method of five aspects of ideological construction, to cultivate the party patriotic love the people socialist builders and successors, and for the subsequent course ideological research and practice.

2. The Meaning and Significance of Thinking and Politics in the English Course

"Ideological and Political English course" refers to the main line of ideological value guidance in professional courses, and the ideological and political education runs through the whole process of English course teaching evaluation and reform. In this way, the teaching concept of the fundamental teaching task of "cultivating people by virtue and moistening things silently; is realized (Xiao Qiong, Huang Guowen 2020). Therefore, the course of ideological and political education is not a new course, but to integrate the concept of ideological and political education into various courses. It requires teachers to impart the basic knowledge of each subject and use the knowledge carrier of the subject to guide the character of students.

First of all, the ideological and political courses of high school English courses establish correct values in the discourse analysis. "Any discourse is a valuable orientation", reflecting a certain social background and the communicative intention of the speaker (Li Jinhui, 2020). Similarly, the articles in high school English textbooks themselves have a certain ideological nature, conveying the author's feelings, attitudes and values. Through discourse analysis and theme discussion, teachers can lead students to deeply understand the ideological and cultural connotation contained in the article, and then shape students' positive ideas and consciousness, and realize the unity of education and talent cultivation. High school students are in the critical period of physical and mental development, lack the ability to distinguish right from wrong, and are easy to go astray under the influence of bad social atmosphere. In order to implement the requirements of cultivating people by virtue, English teachers should give full play to the advantages of disciplines, incorporate ideological and political education in the process of language learning and skill training, and subtly guide students to establish the correct value orientation (Qiu Weiguang, 2019).

Secondly, ideological and political courses in high school English strengthen cultural confidence in the comparison of Chinese and western cultures. Most of the articles selected in high school English textbooks introduce foreign cultures, such as history, customs, lifestyle, ideology, etc. (Liu Lintao, 2016). When teaching this part, teachers should pay attention to cultivating students' independent thinking ability, so that they have their own judgment in front of diverse cultures, look at things with a critical eye, and avoid blind worship of western culture. In addition, teachers can add the introduction of Chinese traditional culture in the reading class, comparative analysis, so that students can respect and understand western culture on the one hand, on the other hand, firmly trust and identify with their own culture, enhance national pride, and actively inherit and carry forward the fine tradition of our country.

3. The Implementation Strategy and Path of Moral Education in Senior High School English Ideological and Political Classroom

3.1. Integration of Implicit Education Goals

Throughout the development of English course objectives, it can be observed that from the "two basics" to the "three dimensions," and now to the core competencies of the English discipline, increasing attention has been paid to non-linguistic aspects such as students' thinking, emotional attitudes, and cultural awareness. Therefore, when designing classroom goals, teachers should integrate explicit knowledge and skill objectives with implicit educational goals, reflecting the integration of the instrumental and humanistic aspects of the English discipline. It is important to note that the design of ideological and political education goals should not be rigidly applied but should refer to the provisions of the "Senior High School English Curriculum Standards" and closely align with the content of the lesson's textbook, including reading materials and their accompanying questions, images, activities, etc., to prevent the issue of

ideological and political education being disconnected from reading instruction (Sun Xiyang, 2019). Additionally, the design of educational goals should avoid a top-heavy phenomenon; in high school English reading classes, the focus remains on knowledge transmission and skill training, while ideological and political education is integrated throughout the teaching process, achieving a unity of knowledge construction, ability cultivation, and value guidance.

3.2. Comprehensive Analysis of the Teaching Materials, Mining Ideological and Political Elements

English has unique advantages in integrating ideological and political education into courses. Foreign languages allow students to engage with foreign cultural knowledge and customs, enabling them to compare the differences between Eastern and Western cultures. This facilitates the cultivation of ideological and political awareness within courses. Cultural information from abroad is primarily disseminated through written text in English classes, making English reading play an extremely important role in ideological and political education. Teachers should comprehensively analyze the reading materials, not only to comprehensively grasp the professional knowledge of foreign language in the text, but also to be good at mining the ideological and political elements of the course in the text. In the pre-class preparation stage, teachers should comprehensively analyze the textbook text, skillfully combine key ideological and political elements with professional knowledge of foreign language reading, so as to improve their ideological and political ability while improving students' reading ability, so that students can have the ability to actively analyze the ideological and political elements in the text in the later process of independent learning.

Secondly, teachers should also actively explore the ideological and political elements of the curriculum outside the text to supplement the text knowledge. In explaining the textbook content knowledge, can supplement the relevant content of video, audio, story, pictures, etc., both rich content knowledge, let students have a deep understanding of the content and grasp, and make diversified classroom activities, attract students' attention, arouse students' interest in learning at the same time, also conducive to students' understanding of the text content. Facing the ideological and political elements contained in the reading text, teachers should not only explain the discourse, words and grammar, but also refine the educational significance. Focus on the unit topic, give full play to the educational function, guide the students to understand the thoughts and feelings expressed in the text, and have the ideological resonance with the author. To carry out thematic reading teaching is not only helpful to form students 'good ideological and moral character, but also can improve students' core quality of English subject. For example, the topic of Unit2 in high school English is festivals. In this class, teachers can present the differences between Chinese and foreign festivals through the Dragon Boat Festival, Thanksgiving Day, International Labor Day, Christmas Day, Spring Festival, etc. (Wang Haihua, 2019). The cultural core of the festival is a special symbol of national emotion and life, the crystallization of national cultural spirit and an important carrier of folk culture. The festival culture contains many values and norms in it, which can be fully integrated into the moral education of senior high school. In the teaching process, the teacher in guide students to read the text at the same time, into ideological education, let the students understand the Chinese traditional festival carries the emotion and beliefs of the Chinese nation, in the osmosis enhance the cultivation of students "cultural confidence", make it fully feel the Chinese culture, the real English education and cultivate high-quality patriotic talents. In addition, when the textbook content knowledge and the supplementary knowledge can not meet the classroom teaching situation, teachers can independently create materials that can be used, such as writing a fable related to the content of the textbook, creating a children's song, etc. This not only makes up for the shortage of teaching resources inside and outside the class, adds to the interest of the

classroom, but also makes the ideological and political elements more perfect, which is conducive to the cultivation of students' ideological and political consciousness.

In English teaching, curriculum thinking and politics is "salt", and curriculum teaching is "water". The course makes full use of implicit learning theory, avoids pale preaching, and organically solves "salt" into "water". Arthur S. Reber proposed the theory of implicit learning in 1965. He believed that implicit learning is the unconscious process of acquiring complex knowledge about the stimulating environment, that is, the imperceptible learning process. Implicit learning is a kind of unconscious learning, and the pale preaching of educators is far less effective than the subtle influence of moistening things silently. Teachers often introduce ideological and political materials for students in class, which can subtly guide students to establish correct values. This process is not achieved overnight. It is necessary to expose students to this information for a long time, so that the ideological and political courses can quietly and subtly penetrate into the hearts of students.

3.3. To Transform the Atmosphere and Optimize the Environment by the Emotional Edification Method

Emotional edification method, also known as edification education method, is a method for teachers to use noble emotions, beautiful things and beautiful environment to infect and edify students. Emotional edification is mainly to use the principle of touching the situation, touching the situation and touching the environment to influence the educators, so that the educated can gradually improve their understanding and emotion.

Therefore, the class culture has an important influence on the students' ideological and political quality. Only by creating a harmonious atmosphere in the English classroom, can we better permeate the spirit of positive and enterprising, and improve the students' ideological and political quality to the greatest extent. English teachers can make slogans according to their own professional characteristics, so that students can find suitable English maxims, so that students can establish confidence in learning. For example, teachers can ask students to participate in more English learning activities to optimize the classroom atmosphere, such as singing English class songs, conducting English speech contests on moral topics, establishing a class English reading corner, and so on. To be specific, students can organize cooperation to explore the current hot topics or historical issues, and make group investigation reports and literature reports. In this process, the students can actively participate in the ideological and political life, so as to obtain more ideological and political theories. In addition, teachers should also develop more ideological and political education courses in English classes, such as letting students discuss their future, or organize a speech and writing contest about Chinese stories, revolutionary culture, classical poetry and the Four Great Classics. We can also arrange online news search in their spare time, so that students can keep a high degree of attention to the social and political events at home and abroad, deeply experience the process of national development, and cultivate them, so that they can have a profound concept of patriotism, and strengthen the influence of ideological and political education on students (Zhao Jiwei, 2019).

3.4. Reasonably Develop Learning Resources and Enrich Learning Transfer Activities

Reasonable development and utilization of curriculum resources is an important guarantee of effective implementation of English curriculum, but relative to the compulsory education stage curriculum standards, high school each version of the development and utilization of English curriculum standard of relatively thin, pay more attention to the life carrier of curriculum resources development and utilization, such as around the teaching material of books, workbooks, multimedia CD and supporting books, based on modern information technology of English learning software, network platform related to course content of digital resources,

inside and outside the school library, voice laboratory, etc. These curriculum resources cannot become the direct elements of the curriculum itself. Without the digestion and arrangement of teachers and the acceptance and active cooperation of students, they cannot become the essence of the curriculum. Teachers' knowledge structure, life experience, students' language foundation, growth environment and personality characteristics will directly affect which resources are selected, how they will be presented in the course, and the effect of classroom practice. Therefore, in addition to these materialized curriculum resources, teachers should pay more attention to the curriculum resources based on life carrier, such as teachers who master course materials and have teaching literacy, educational administrators, curriculum experts, students, parents and other social people who can provide course materials. In particular, the students that the teachers themselves and the teachers face, because they are the more direct participants in the classroom teaching, so they need to be interpreted more deeply.

In the teaching process, teachers should pay more attention to the design of learning activities. Language transfer has always been an important topic in second language acquisition, applied linguistics, and language research, as well as a significant language learning strategy. In English course practices where mastering English language knowledge and skills is the primary goal and college entrance examination language tests are the main evaluation methods, teachers focus more on whether students can acquire certain listening, speaking, reading, and writing skills in English, and whether they can use English to communicate and interact with others (Cai Jigang, 2010). In actual classroom teaching, teachers typically ensure that students can master the pronunciation, spelling, and meaning of English vocabulary, understand English grammar rules, comprehend and read texts, and express their intended content through spoken and written language. Therefore, the application of transfer strategies in English teaching design is mostly limited to using word substitution and inflection to apply sentence patterns in different linguistic contexts. However, transfer strategies based on the language level can only meet the instrumental goals of English courses but fail to satisfy the increasingly prominent humanistic goals. Expanding the scope of knowledge transfer should not be confined to the linguistic structure level; it must also focus on psychological and cultural aspects of the English learning process. This allows students to understand China from a Western perspective while learning about the West through English, thereby enhancing international understanding and achieving effective cross-cultural communication. In daily teaching, teachers often use the method of having students do a large number of simulation exercises to help them master various knowledge points, become familiar with different question types, and adapt to the exam rhythm, thereby improving their test scores. Although academic performance is not always proportional to pragmatic competence, this practical approach does indeed enable students to acquire certain language knowledge and skills. Unfortunately, cultural identity and international understanding—learning goals that are difficult to quantify—can only be achieved through real cross-cultural communication. In an era when the internet was not as developed, teachers had little room for creativity beyond designing some simulated communicative tasks in class activities and homework for students to practice and showcase as much as possible. Fortunately, today we can more easily find opportunities for real cross-cultural communication through social media. What teachers need to do is simply allocate some space and time in their teaching design for such real cross-cultural communication practices.

3.5. Carry Out the Performance Evaluation Centered on Language Tasks

Educational evaluation is an evidence-based reasoning process that requires the inference of students' characteristics or levels in knowledge construction based on their performance on task completion. In 2020, the CPC Central Committee and The State Council issued the Overall Plan for Deepening the Reform of Education Evaluation in the New Era, which adheres to the effectiveness of moral education as the fundamental standard, and emphasizes

the training of ordinary high schools that mainly evaluate students' all-round development (Gao Deyi, Zong Aidong, 2017). The performance evaluation with "language task" as the carrier is a powerful measure to implement the moral education and cultivate students' core literacy in the high school English subject teaching. Performance is the quality, ability and action potential or tendency of students reflected in the process of task completion under specific situations. Performance evaluation refers to "the observation or judgment of a student's ability to perform an activity or produce an outcome". The evaluation of English reading in high school under the ideological and political perspective of the course should take "language task" as the carrier, which should pay attention to not only the results of language task, but also the process of the completion of language task. However, both the results and the process should be evaluated in the form of non-paper test and based on the performance of students' tasks, so as to implement the performance evaluation, integrate teaching, learning and evaluation, so as to promote the development of students' English comprehension ability, and finally realize the development of students' core discipline literacy.

Performance evaluation focuses on the comprehensive qualities demonstrated by students in reading, thereby achieving an organic integration of teaching, learning, and assessment, promoting self-improvement in teaching, and ultimately realizing the integrated development of moral education through English studies. In the process of "evaluation to promote learning" in English teaching, instructional assessment is an indispensable component that should have its evaluation system improved to highlight student diversity. It is essential to grasp three dimensions: evaluation indicators, methods, and subjects. From the perspective of evaluation indicators, it is important to value both students' English reading skills and their political awareness, integrating "language" with "thought." This approach can better enhance students' English abilities and foster their ideological and political consciousness. Regarding evaluation methods, combining formative and summative assessments, using various evaluation approaches helps ensure more accurate and reasonable results. As for the evaluators, it is not only necessary to assess students' learning outcomes but also teachers' teaching effectiveness and curriculum design. Only through diversified evaluators can all forces be united to improve students' ideological and political capabilities, refine the evaluation system, and leverage the role of evaluation in promoting student learning. At the same time, evaluating teachers and courses can continuously improve teaching standards and course settings, gathering collective efforts to enhance students' English proficiency and ideological and political awareness.

4. Conclusion

It is the fundamental task of education under the current situation. Mr. Tao Xingzhi, a famous educator in China, pointed out that "Morality is the fundamental of being a man. Without morality, the more knowledge and ability, the more evil." With the development of social economy and culture, English, as an important part of the talent training system, has a direct impact on the cultivation of students' comprehensive quality and the improvement of personal ability. Under the mission of cultivating the youth in the new era with "ideals, ability and responsibility", middle school English teaching should not only pay attention to the teaching of subject knowledge, but also pay attention to the cultivation of students' ideological and moral character. Good moral character, not only can make students get all-round development, but also can make them correct their learning attitude, which is of great help to their life. At the same time, high school English teachers should not infiltrate moral education into teaching, but should link moral education with teaching materials and students' life, take students' ideological understanding as a breakthrough, improve their moral quality, establish correct

world outlook, outlook on life and values, and put the fundamental task of cultivating people by virtue into practice.

References

- [1] CAI Jigang. The significance of the Dispute between Foreign Language Teaching Tool and Quality under the background of globalization. *Foreign Languages (Journal of Shanghai International Studies University)*, 2010 (06).
- [2] Gao Deyi, Zong Aidong. From ideological and political courses to ideological and political courses: Building the curriculum system of Ideological and political Education in colleges and universities from a strategic height. *Higher Education in China*, 2017 (01).
- [3] Li Jinhui. Integrate "curriculum thinking and politics" into high school English curriculum teaching. *English Teacher*, 2020 (04): 190-192.
- [4] Qiu Weiguang. On the internal provisions and implementation priorities of ideological and political courses. *Ideological and Theoretical Education*, 2019 (8): 62-65.
- [5] Liu Lintao. The Concept, Essential Characteristics and Contemporary Value of Cultural Confidence. *Ideological Education Research*, 2016(4):21-24.
- [6] Sun Xiyan. Research on the innovation path of College Ideological and Political Courses and Campus Culture. Jiangsu Province: Jiangnan University, 2019.
- [7] Xiao Qiong, Huang Guowen, 2020. Thoughts on the Ideological and Political Construction of Foreign Language Curriculum. *Chinese Foreign Language*, 17 (5), 6
- [8] Wang Haihua. Exploration and practice of ideological and Politics -- Take middle school English as an example. Master's thesis, North University of China
- [9] Zhao Jiwei. "Curriculum Ideological and Politics": meaning, concept, Problems and Countermeasures. *Journal of Hubei University of Economics*, 2019 (02).