

An Analysis of the Teaching Practice on the Path of Ideological and Political Education in Senior High School English Curriculum

Zhu Zhuo¹, Zhu Xiaodong^{2*}

School of Foreign Languages, Gannan Normal University, Ganzhou 341000, Jiangxi, China

**Corresponding author e-mail: gnuzxd @ 163. com*

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Abstract: Based on the concept of “Ideological and Political Education” in foreign language, clarifying the necessity and importance of “Ideological and Political Education” in senior high school, aiming at the one-sidedness of top-level design, separate teaching concepts, closure teaching objects, from the four perspectives of establishing compound teaching goals, processing integrated teaching content, innovating natural teaching methods, and adopting comprehensive teaching evaluation, this paper explores the effective path of integrating “Ideological and Political Education” into English teaching in senior high school. Practical results show that starting from the top-level design, from above four perspectives, the organic integration of “English teaching” and “Ideological and Political Education” can not only alleviate the separation of “two skins” between them, but also guide students to shape the correct outlooks in accordance with the core socialist value, in order to provide reference and inspiration for in-depth exploration of the ideological and political construction of English courses.

1. Introduction

In order to promote the modernization of education and build a strong education country, General Secretary Xi Jinping proposed for the first time at the National Education Conference that education was the “whole plan of the country and the party's plan”, clarifying the core position of education in our country's socialist modernization drive. Focusing on the fundamental issues of education, General Secretary Xi Jinping proposed a new concept of ideological and political education: “Making good use of the main channel of classroom teaching, we must insist on strengthening the ideological and political theory courses in improvement, and enhance the affinity and pertinence of ideological and political education to meet the growth of students. To develop needs and expectations, other courses must maintain a good section and plant a good field of responsibility, so that various courses can go in the same direction with ideological and political theory courses , forming a synergistic effect”. Foreign language teaching is an important part of high school teaching, and it is a vital link in the ideological and political aspects among middle school subjects. Based on the concept of “ideological and political theory in foreign language

teaching”, this paper clarifies the necessity and importance of ideological and political education in senior high school English, analyzes existing problems, and focuses on the practice of high school English classroom teaching to explore its effective ways.

2. Concept

In March 2019, General Secretary Xi Jinping pointed out at the school’s teacher’s symposium: “We should adhere to the unification of explicit education and implicit education, explore the ideological and political education resources contained in other courses and teaching methods, and realize the whole process All-round education”. “Ideological and Political Education” is neither a traditional ideological and political course, nor an independent emerging course. Although there is no fixed concept, the definition of its fundamental direction is unified. Some scholars believe that: “The essence is not to add a course or an activity, but to integrate ideological and political theory in colleges and universities into all links and aspects of curriculum teaching and reform, so as to realize cultivating people with morality, and moisturizing things in silence”. “Ideological and Political Education” is based on “curriculum” as the carrier, combined with “ideological and political theory”, to achieve the fundamental goal of cultivating people. Integration, in other words, is a teaching system that integrates ideological and political elements from multiple dimensions such as teaching content and teaching methods. Thus it can be seen that the connotation of ideological and political education in foreign language courses lies in: Firstly, the content includes not only linguistic knowledge and pragmatic competence, but also ideological and political elements dug out from Chinese and Western literary works and teaching materials, which should be dealt with in depth and penetrated into each other. Secondly, the integration of English classroom teaching and “Ideological and Political Education”, so that the spring breeze has turned into the hearts of the people. More importantly, “ideological and political education in foreign language teaching” is to use the integration of the two to broaden students’ horizons, cultivate critical thinking skills, guide students to shape correct values, while respecting multicultural differences, establishing their own cultural self-confidence, enhancing patriotism and national identity sense.

3. Necessity and Importance

In October 2019, the Ministry of Education issued the “*Opinions on Deepening the Teaching Reform of Undergraduate Education and Comprehensively Improving the Quality of Talent Cultivation*”. The first point clearly pointed out that “the construction of ideological and political education should be regarded as a key link in the implementation of the fundamental task of cultivating people with morality. We should persist in the unity of knowledge transfer and value guidance, and the unity of explicit education and implicit education, and fully explore the ideological and political education resources contained in various courses and teaching methods”. The construction of ideological and political education in our country is not limited to the teaching reform of higher education. At the teacher’s symposium in 2019, General Secretary Xi Jinping pointed out that “it is very necessary to set up ideological and political theory courses in universities, middle schools and primary schools gradually and spirally”. The adolescent stage is the “joining and booting stage” of life, which requires meticulous guidance and cultivation.”. Teenage students are in a critical period of shaping the outlook on world, life and values. When faced with the various information on the Internet, the collision of Western values and cultures, and online games will bring about the physical and mental influence on students, while ideological and political education plays a decisive role in the development of them. The use of ideological and political education can lead students to strengthen their ideals and beliefs and establish correct values. Therefore, all subjects and grades of universities, middle schools and primary schools must be closely integrated

with ideological and political education achieve a synergistic effect.

Among them, the ideological and political education in senior high school English plays a pivotal role in shaping the values of students. The deepening of informatization and modernization has allowed Western culture and values to penetrate into the daily life of students. The discourse about “Western-only compliance” in some Western countries can easily lead students to lack the core socialist values and give rise to thoughts of emphasizing Western culture and neglecting national culture. In addition, some students have negative and wrong values such as individualism and hedonism, which lead to behavioral deviations in respecting the old, loving the young, cooperating, competing, and obeying rules and regulations. However, based on the visual search results from CNKI (China Knowledge Network), the total number of literature on the subject of “Ideological and Political Education” reached 11,748, among which higher education reached 6863, accounting for 42.13% of the total. It is not difficult to find that the current exploration of ideology and politics education still remains at the feasibility and implementation strategies of theories in the field of higher education. However, there are very few studies on ideology and politics education in senior high school in our country.

In the “*English Curriculum Criteria for Regular High School(2017 Edition 2020 Revision)*” (hereinafter referred to as “New Curriculum Standards”), it is clearly pointed out that the importance of educational function of high school English education and the core competencies of English subject are crucial in shaping the three outlooks of students. Its role is to cultivate socialist builders and successors with Chinese feelings, international perspectives and cross-cultural communication skills. Therefore, English is an important carrier of communication between Chinese and Western cultures. When high school students are faced with various deviations, we need to consider how to implement the fundamental task of cultivating people, how to integrate ideological and political education with English courses, and how to coordinate the core socialist values with Western social culture, which are crucial issues in teaching and the direction of the development of English courses.

4. Existing Problems

4.1 One-Sidedness of Top-Level Design

One-sidedness includes the one-sidedness of the overall goal setting and the integration of ideological and political courses. The setting of learning goals for a subject is by no means confined to a small independent unit lesson. However, before teaching, teachers break away from the overall design, ignore the internal cohesion between textbooks and units, which leads to the inability of students to form a complete system of knowledge. When setting goals, teachers unilaterally focus on the teaching of linguistic and pragmatic knowledge, ignoring the important goal of ideological and political education, and thus unable to continue to coordinate the arrangement of teaching content and other teaching links.

4.2 Separation of Teaching Concepts

At present, the construction of ideological and political education in English courses has not formed a coherent and logical system. Many English teachers have inaccurate understanding of the construction of ideological and political courses. They regard English subject and ideological and political education as two disjoint parallel lines, and even think that it is only the “exclusive” of political subject in high school. Some teachers think that adding ideological and political theory in time-strapped courses is a waste of class time and completely divorced from the education goal. In addition, the excavation and teaching of ideological and political elements makes teachers feel

confused in the teaching process. The blunt teaching methods make students resist and set up psychological defenses against ideological and political content. This has led to the separation of English subject and ideological and political education, in-class and extra-curricular, explicit and implicit, which are scattered links and are not conducive to shaping students' values.

4.3 Closure of Teaching Objects

Ideology and politics education in English subject has not yet formed teaching evaluation standards. Meanwhile, the traditional “cracking duck” teaching model is difficult to shape students' critical thinking. On the one hand, under the fixed teaching environment of traditional teaching, students' thinking is impeded in teachers and textbooks. Students are completely dependent on the authority of both, and dare not raise questions and negative views, lacking the divergence and criticalness of thinking. On the other hand, although the current English curriculum reform is constantly deepening, when the Chinese and Western cultures collide, the important role of English as a foreign language in teaching is ignored. Some teachers don't play the correct guiding function, or select the teaching resources, which leads to the lack of critical thinking of some students and the formation of wrong values.

5. Exploration of the Path

In the teaching process, “teaching” and “learning” are closely linked. Due to the existing problems of ideology and politics education in foreign language, it hinders the in-depth process of the integration of them. In order to implement the fundamental task of “Cultivating People with Morality”, the author closely adheres to the dual main lines of “foreign language” and “ideological and political education”, and analyzes the effective ways of integration of them from the perspectives of teaching objectives, teaching content, teaching methods and teaching evaluation.

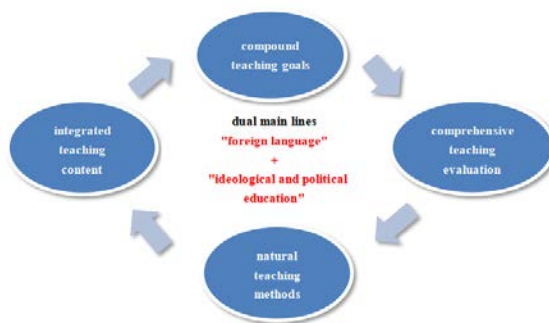


Fig.1 Four-Dimensional Path of Ideological and Political Teaching in Senior English Curriculum

5.1 Establishing Compound Teaching Goals

In the “*New Curriculum Standards*”, it is pointed out that the subject core competencies are the student's development goals, which emphasize the important position of cultural literacy and thinking quality. Therefore, based on the whole, the top-level design is carried out, and the compound teaching goal is established. Starting from the understanding of the ideological and political connotation, from the refinement of the general goal of the curriculum to the unit, and then to each lesson, teacher must closely follow the concept of “teaching” and “cultivating people”.

For example, when teaching Unit 3 *Diverse Cultures* in “*High School English Compulsory 3 (PEP)*”, the compound teaching objectives established by the teacher not only cover the ability of students to master the key vocabulary and grammar of this unit after class, but more importantly,

through the short film and the article, students are able to analyze the current situation of Chinatown under the collision of Chinese and Western cultures, and combines the authentic situation so that students can respect and understand the diversity of different cultures, aiming at increasing the pride of our own national culture and hometown. Teachers analyze textbooks according to the six elements of English curriculum content as the first step, and set multi-dimensional goals on the basis of clarifying the four teaching goals. While cultivating students' pragmatic and learning abilities, teachers should pay more attention to how to cultivate students' cultural awareness and thinking qualities in a subtle way. Only by combining the two can the expected teaching effect be achieved in the teaching process. The design of goals should be closely related to cultural confidence, respect for cultural differences, and correct critical thinking and innovative views.

5.2 Processing Integrated Teaching Content

The teaching content that blindly regards textbook as the authority no longer meets the requirements of ideology and political education in the development of the new era. Therefore, firstly, teachers should carry out secondary processing of textbooks and dig deeper into the ideological and political elements in the textbooks. Secondly, keeping up with the pace of the times, teachers should make use of diversified network resources to expand the teaching content. Based on the core socialist values, from the perspectives of policy, time, tradition and “the Four-sphere Confidence” teachers can deeply explore and expand the ideological and political elements. Combining unit themes, organically selected teaching content provides an effective carrier for English subject curriculum ideology. Thirdly, targeted screening and processing of rich Chinese and Western literary materials can not only develop students' critical thinking and rational attitudes, but also help students to shape good cultural awareness and cultural morality to meet the needs of social development.

For example, when teaching Unit 1 *Festivals and Celebrations* in “*High School English Compulsory 3 (PEP)*”, teachers use network equipment to collect relevant videos and other information of important festivals and celebrations in various countries. By creating authentic context diversified festivals, students freely express their understanding of domestic and foreign festival celebrations, and understand the importance of festivals through reading the article. Therefore, when facing the collision between Chinese and Western cultures and ancient and modern cultures, these teaching contents are conducive to cultivating students' critical thinking and maintaining a rational attitude.

5.3 Innovating Natural Teaching Methods

In order to realize the integration of implicit education and explicit education, and improve students' critical thinking, the author proposes a hybrid teaching model, using the links of “online, offline, in and out of class” to break through the constraints of time and space on the education of English subjects, letting the ideological and political content infiltrate the hearts of students.

The development of educating informatization promotes the opening of education in the intelligent era. What's more, abundant network resources and online teaching platforms provide teachers and students with new teaching methods. Teachers use the online teaching platform to publish ideological and political-related resources and learning tasks that fit the theme of this unit. At the same time, students can use the Internet to search for expansive materials. The diversified information can fully arouse the enthusiasm of students, and effectively infiltrate socialism with Chinese characteristics into students' daily lives. On the basis of online learning, offline classroom teaching will guide students in deep learning, and effectively integrate school-based teaching materials with ideological and political elements in a “moisturizing and silent” way.

Facing the integration of English subject and ideological and political elements, based on the concept of English learning activities, students should express their personal views and develop critical thinking through activities that integrate language, culture, and thinking. According to students' current level of cognitive development and linguistic ability, teachers should intersperse critical thinking elements and questions that meet the students' level in various teaching links. In addition, from the perspective of cognitive psychology, the learning effect produced by students' active learning is better than passive learning. Therefore, teachers should create an active classroom atmosphere and increase students' desire to express.

Taking Unit 3 *The Internet* in “*High School English Compulsory 2 (PEP)*” as an example, the teachers ask students about the impact of the Internet on our daily lives, and divide the students into two camps for debate based on student discussions. This can not only arouse students' existing knowledge background and enthusiasm, but also develop students' critical thinking and desire for active expression in a debating way. In addition, using the problem chain from the shallower to the deeper, from the surface to the inside can stimulate students' intent to explore in depth, and guide students to think deeply step by step. At the same time, teachers can build a learning community so as to mobilize students' enthusiasm and openness in group discussions and complete tasks. Teamwork can help students form their own critical views under the collision of many different ideas.

5.4 Adopting Comprehensive Teaching Evaluation

In the authentic teaching situation, teachers focus on the summative evaluation of students' test scores. However, in the whole ideological and political pattern, students should be evaluated from multiple dimensions and all aspects, which fully integrates the functions of ideological and political education and foreign language education.

Taking Unit 3 *Sports and Fitness* in “*High School English Compulsory 1 (PEP)*” as an example, in addition to key words and expressions of affirmation and negation, the key point of this lesson should also focus on penetrating sportsmanship and national spirit. Before class, teachers can briefly ask students about their views on the purpose and importance of sports competition. In class, through the analysis of Chinese women's volleyball coach Lang Ping and American basketball player Michael Jordan, they can guide students to realize that the success of sports players has gone through countless failures with tears. When realizing personal ideals, we must uphold the spirit of never giving up and work hard, not only for ourselves, but also for society and the country. After class, the teacher asks the students to write down their new views and personal ideals about sports competition, records and gives feedback after submission. Teachers evaluate students' participation in discussions of ideological and political English subject courses online and offline, and observe students' thinking direction. In addition, the evaluation is based on the students' homework. The homework is the true feedback of the students on the content they have learned. The purpose is to test whether the students truly understand the educating intentions of the class and correctly guide the value orientation. Based on the two, a questionnaire survey is carried out from the language and ideological level. The questionnaire should not only examine students' mastery of pragmatic knowledge, but also closely follow the theory, path, system and culture of socialism with Chinese characteristics. The evaluation can adopt multiple evaluation subjects such as teacher evaluation, mutual evaluation and self-evaluation to ensure the comprehensiveness of the evaluation.

6. Practice Lesson Examples

According to the requirements of the “*New Curriculum Standard*”, this paper explores the pluralistic system in ideological and political education of senior high school English subject. In

order to avoid unilateral instillation of ideological and political theory in the courses, the system integrates ideological and political elements with English subjects from teaching objectives, teaching content, teaching methods to teaching evaluation. Besides, under the synergistic effect of the mixed teaching mode and the learning community, the goal of coexistence of cultivating talents and educating people is achieved. Now this paper takes the *Reading and Thinking* part of Unit 5 *Language around the world* in “*High School English Compulsory 1 (PEP-2019 edition)*” as an example for discussion.

6.1 Preparation Before Class

7. Analyze Texts and Theme, Explore Ideological and Political Elements

The title of this passage is *The Chinese Writing System: Connecting the Past and the Present*, and the theme belongs to the sub-theme of “History, Society and Culture” in “Man and Society”. This article is an explanatory essay, using a brief timeline to explain how the Chinese character system has evolved with the development of the times in the long history of China. The ideological and political elements are obviously focused on traditional Chinese culture in this unit to enhance students’ cultural confidence and prevent national nihilism.

8. Clarify the Teaching Objectives and Plan the Teaching Process

Through teaching this lesson, students will master the key words of this unit, such as symbolize, basic, appreciate, etc., including parts of speech, definitions, related phrases, etc. Additionally, they can answer questions about the writing system in English, brainstorm in learn community, and then come up with critical opinions, so as to understand the cultural connotation of Chinese characters, and strengthen cultural self-confidence.

9. Search for Ideological and Political Materials and Arrange Tasks Online

Teacher uses the convenient Internet to collect ideological and political materials, such as English animation videos about the development of Chinese characters. On the MOOC platform, teacher posts related tasks: 1. Watch the video uploaded by the teacher and think about “What is the basis for the evolution of Chinese characters?”; 2. Each group finds the evolution process of “fish”, “country”, “fire” and “water”, and presents in the form of blackboard writing in class. While students are actively participating in online discussions, teacher should provide timely feedback and evaluation to affirm students’ desire to express and innovative views.

9.1 Teaching in Class

10. Pre-Reading Stage---“What”

Based on the video about introduction of Cangjie’s creation of characters, teacher leads students to think about whether Cangjie is creating characters or organizing characters, thus introduces the generation and evolution of Chinese characters. Subsequently, students are invited to present the evolution of the four characters “fish”, “nation”, “fire” and “water” in groups in a timeline manner. At the same time, the teacher asks the students to think about “what exactly are Chinese characters? What is its function” based on the blackboard writing.

11. While-Reading Stage---“Why”

After brief group discussion and brainstorming, with the question of “what”, teacher shows the students the title of this article *The Chinese Writing System: Connecting the Past and the Present*, which further motivates students to think about the connotation of Chinese characters. After the teacher briefly summarizes these points of view, students read the text quickly, use the timeline to sort out the basic framework of the article and summarize the key information. During this period, the teacher explains the meaning and usage of some difficult words. Then students are asked to read the article intensively and think about “Why do Chinese characters appear? Why do Chinese characters need to be unified”, while the teacher encourages students to express more innovative ideas.

12. Post-Reading Activities---”How”

After that, two groups of video clips were played: the first video in the first group is the real oracle bone inscriptions discovered by archaeologists on the bones of animals, and the second one is that the teacher teaches in modern simplified Chinese characters. After watching this set of videos, invite the learning communities to think about “why Chinese characters continue to evolve”. The first video in the second group is a Chinese calligrapher writing beautiful calligraphy with ink and the next one is that many foreigners read Chinese books and learn to write Chinese characters in foreign Confucius Institutes. These students independently express that when they see foreigners reading Chinese and carefully writing, they can’t help feeling very proud. They also realize that when they recite English words, the Chinese national culture is constantly spreading to the world. After watching videos, the teacher organizes a group discussion among students: “What are the different meanings of Chinese and English to us? How should we treat these two languages” By means of topic discussions, students think deeply about what attitude they should adopt when facing the collision and fusion of their mother tongue and foreign language. Based on the students’ critical viewpoints, the teacher concludes that while respecting foreign languages and cultures, we must strengthen the confidence of Chinese culture. Chinese characters are the great cornerstone of cultural confidence. Students should inherit and promote the excellent traditional Chinese culture. Finally, the teacher asks students to cooperate to complete the output activity: “If you are a teacher of the Confucius Institute, please use the key words in the text to introduce the evolution and characteristics of Chinese characters to your students from all over the world.” While affirming the students' courage and innovative thinking, the teacher makes an instant evaluation, summarizes the importance of Chinese character and the behavior of being a “Four-Qualifications” youth in the new era.

12.1 Teaching Reflection

To sum up, when exploring the path of ideological and political education in senior high school English courses, starting with teaching objectives, teaching content, teaching methods and teaching evaluation, students’ acceptance and awareness of ideological and political education have been significantly improved. It can alleviate the separation of the “two skins” between the “ideological and political education” and English courses. Meanwhile, the core socialist values guide students to shape the correct outlooks.

In terms of teaching goals, this lesson is based on the unit's overall teaching, starting with “language” and “ideological and political theory” to implement the fundamental goal of “Cultivating People with Morality”. According to the subject core competencies, this lesson not only trains students' reading ability and masters key vocabulary phrases, but also grasps the traditional Chinese culture, builds cultural confidence through the development of Chinese characters, and realizes the unification of explicit and implicit education.

From the perspective of teaching content, this lesson digs deeply into the teaching materials and integrates ideological and political elements into English teaching. While learning linguistic knowledge, it penetrates the core socialist values. More importantly, the selection of ideological and political elements should be close to student life, which can mobilize students' knowledge background, and drive students to analyze, innovate and express. In addition, teachers use abundant online resources and convenient teaching platforms to filter out scientific corpus as teaching content. The teaching content is not limited to textbooks, but extends to diversified information resources.

In terms of teaching methods, the teacher creates the context of Chinese characters for this lesson, with students as the main body. The teacher uses the learning community to guide students' group discussions through approach of problem chains from shallow to deep. Thus students' way of thinking will change accordingly. Under certain circumstances, the collision of thoughts between students strengthens the students' sense of participation and involvement, deepens the understanding of the problem, and then internalizes the ideological and political elements and critical thinking in personal qualities.

From the perspective of teaching evaluation, this class evaluates students' online homework completion status and offline classroom performance. Guided by ideological and political education, teachers should pay attention to the dynamic changes in students' thinking during the evaluation process. When students put forward new points of view, the teacher can not deny it, but to encourage students to explain the innovative view and then analyze it together.

13. Conclusion

Language is the carrier of culture, and culture is the foundation of language. Facing the impact of multiculturalism, especially the continuous penetration of Western thoughts, ideological and political education in senior high school English curriculum plays a pivotal role in high school English teaching. Aiming at the problems of One-sidedness of top-level design, separate teaching concepts and closure teaching objects, the author explores effective path from four directions: teaching objectives, teaching content, teaching methods and teaching evaluation. Ideology and politics education in high school English courses are by no means rigidly imposing “English” and “ideology and politics” together. Therefore, the innovative point and focus of English teaching reform emphasize on how to base on the “Four-sphere Confidence”, making full use of abundant online resources, and making better use of the instrumental and humanities of English subject. Under the influence of Chinese and Western cultures, the organic combinations of English subject and ideological and political education, online and offline, explicit and implicit, enable students to form critical judgments and orientations, which promotes the construction of ideological and political education pattern.

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