

# Study on Junior High School English Reading Teaching Based on the Ideological and Political Education

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**Abstract:** Moral cultivation is an essential part of the Party's educational policy, which plays a crucial role in guiding and instructing teachers' work as the fundamental task of education. The Compulsory Education English Curriculum Standards (2022 edition) points out that the starting point and goal of compulsory education English curriculum is to train new talents with ideals, skills and responsibilities. Since English textbooks contain abundant moral education resources and ideological and political elements, English reading plays an important role in junior middle school teaching. Therefore, integrating curriculum ideological and political education into English classes in middle schools can not only enrich students' language knowledge, but also help them form correct values and improve their humanistic quality. This paper makes an in-depth study on how to effectively implement curriculum ideology and politics in junior high school English reading teaching.

**Keywords:** Ideological and political education, Junior high school English, Reading teaching.

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## 1. Research Background

In foreign countries, research on curriculum ideological and political education is in the stage of continuous development and exploration. As for "curriculum ideological and political education", they did not give a specific explanation, and there was a lack of special research on this concept. However, from the perspective of historical development, all countries have substantive ideological and political education, but all countries in the world have taken different forms of expression. The United States attaches great importance to ideological and political education, and constantly revises the goals of ideological and political education as the society changes. According to the research of the American College of Medicine, Bandini(2017) pointed out that the hidden curriculum has a greater impact on the formation of students' values [1]. Li Chenqi (2018) stressed the importance of moral education reform in Japan and insists on cooperation among schools, families, and society, which contributes to the improvement of Japan's overall moral quality [2]. Therefore, the integration of foreign moral education into the curriculum has gone through a long period of exploration, but it also has significant effects, which is of positive significance to this study.

Curriculum ideological and political education refers to the comprehensive education concept that makes all types of courses and ideological and political theory courses work together and produce synergistic effect by constructing the pattern of all-member, all-round, all-course education, and so on, with the fundamental mission of cultivating morality and education. In recent years, the ideological and political education work of the school not only stays in the political science class, but also should integrate the ideological and political education into other disciplines to achieve mutual penetration and fusion between various disciplines. Gao Yi and Zong Aidong (2017) believe that curriculum ideological and political education is not purely a certain course, it should penetrate into all courses, all links, and all aspects, so as to provide students with ideological and political education without realizing it [3]. From the perspective of teachers, Wen Qiufang (2021) pointed out that English teachers should help

students form a correct worldview, outlook on life and values from the aspects of educational content, course management, evaluation system, daily communication, and teachers' behavioral demonstration [4].

In summary, as there are few studies on the integration of curriculum ideology and politics into junior high school English teaching, this study will explore how to integrate curriculum ideology and politics into junior high school English reading teaching based on the concept of curriculum ideology and politics, so as to improve students' reading level.

## 2. The Importance of Moral Education

The 18th National Congress of the Communist Party of China pointed out that education should fully implement the fundamental task of fostering morality and cultivating people[5]. The essence of moral education is that students can form good personal qualities and strengthen their feelings of home and country, so that they can not only master solid subject knowledge and science and technology, but also form good moral values and contribute to the socialist construction. The state places great importance on the ideological and moral development of minors as society advances, and the youth stage requires careful guidance and cultivation. They are in the stage where the world outlook, life outlook and values of minors have not yet formed. Students are constantly developing human beings, and their self-awareness and autonomy are constantly improving. The rapid development of society makes students susceptible to the influence of negative factors and the infringement of bad thoughts. In order to implement the Party's educational policy, the English Curriculum Standards for Compulsory Education (2022 edition) points out that the starting point and goal of the English curriculum for compulsory education is to cultivate new talents with ideals, abilities and responsibilities [6]. Therefore, the integration of ideological and political education and English subjects can not only improve the teaching effect, but also train successors who can contribute to socialist construction.

### **3. The Necessity of Integrating Middle School English Classroom into Curriculum Ideology and Politics**

In junior middle school education, some teachers do not pay enough attention to ideological and political education, and generally pay too much attention to knowledge imparting, focusing on word accumulation, text interpretation, grammar explanation, etc., and paying attention to students' exam level and language knowledge development. In fact, for junior high school students, the ideological and political education is extremely important for their future. The adolescent stage is a stage of life in the "pulling up and pregnancy", in this period, the students' minds gradually become sound, thinking has entered the most active state, they need to be carefully guided and cultivated[7]. Junior high school is a key period for ideological and political education for students. Junior high school is the key period for students to carry out ideological and political education, this stage of teachers to ideological and political education throughout the teaching of various subjects, so that students in the learning and grasp of basic knowledge at the same time, the formation of a positive and correct outlook on the world, outlook on life, values, and then cultivate good habits of thought and moral behavior. English courses contain many Western cultural elements, which are the most important way for students to understand Western culture. Through English learning, students can not only realize the strange and strange world, but also feel the humanistic charm and the impact between different cultures. However, some students have some misunderstandings in the process of English learning. In view of this, integrating curriculum ideology and politics into English courses can eliminate students' misunderstandings, and cultivating their humanistic qualities can also enhance students' patriotic feelings and cultural confidence, and establish national pride. Therefore, it is necessary to implement curriculum ideology and politics in junior middle school English teaching.

Curriculum ideology and politics and English are not independent of each other, but should penetrate each other to give full play to the maximum advantages of the combination of the two. As a humanistic subject, English curriculum is a combination of instrumental and humanistic. English textbooks contain rich moral education resources and ideological and political elements, which provide a large number of usable ideological and political materials for the integration of curriculum ideological and political teaching in junior middle school English classroom. Teachers of all subjects should actively explore ideological and political factors to serve the classroom. English reading teaching is an important part of junior high school English teaching and an important basis for training junior high school students' comprehensive application ability. Ideological and political courses can not only enhance students' cultural self-confidence, help students form correct values, but also make students grow into new people with sound personality in the new era. How to dig deeply into the ideological and political factors in English teaching and effectively carry out curriculum ideological and political teaching is worthy of further study.

Therefore, integrating ideological and political education into English is an important part of promoting students' healthy growth. This study can enrich the research on the integration of curriculum ideology and politics into junior high school English teaching, and design teaching cases based

on the actual situation of junior high school students, explore the overall cognition of teachers and students on ideological and political education and the specific ways to implement ideological and political education in junior high school English classes, and provide certain theoretical references for the implementation strategies of curriculum ideology and politics in junior high school English teaching.

### **4. Ideological and Political Education into Junior High School English Teaching Strategies**

#### **4.1. Based on the text, in-depth exploration of ideological and political elements in the textbook**

The texts used in English teaching are rich in educational value. English textbooks are indispensable tools for students to learn English. Teaching material is the main place of carrying out ideological and political education, and discourse analysis is an effective way to carry out ideological and political education. For example, Unit3 Fitness and Sports, the new textbook of PEP edition, tells the story of Lang Ping and Jordan's perseverance and never giving up. Teachers can tap into these elements according to the content of the textbook, and provoke students to think and learn, and tell them to follow these characters as role models. Therefore, teachers should learn to read the textbooks carefully, deeply understand the knowledge system and values in the textbooks, and find the elements related to ideological and political education. In addition to exploring the ideological and political factors in the content of the textbook, teachers can start from the background of the textbook, the background of the author and other information, which can help teachers better understand the ideological connotation and values in the textbook, so as to better explore the ideological and political elements in it. For example, when teachers guide students to learn about traditional festivals, such as the Dragon Boat Festival, teachers can guide students to understand the traditional culture and the history of Qu Yuan, so as to better understand the patriotic feelings of Qu Yuan. Inspiring students' patriotic feelings and spirit is also an important and meaningful part of the curriculum, which not only enables students to learn more about history and traditional Chinese culture, but also stimulates their pride in China's harmonious national atmosphere and builds cultural confidence. Moreover, teachers should be good at linking ideological and political elements in textbooks with students' real life. There are many implicit ideological and political factors in students' surrounding environment and daily life. Teachers can encourage students to transfer knowledge after explaining the textbooks and apply what they learn in real life, so that students can better understand the significance and value of ideological and political elements, so as to better achieve the goals of ideological and political education. Help students establish the right values. In teaching, teachers can raise questions, guide students to think and discuss, and let students explore the ideological and political factors in the textbooks, so as to better cultivate students' critical thinking ability and values.

In short, junior high school English textbooks contain rich ideological and political elements, such as patriotism, collectivism, core socialist values and so on. While teaching language knowledge, teachers should guide students to dig

deeply into these elements and cultivate students' moral feelings and values.

#### **4.2. Enhance teachers' curriculum ideological and political ability**

Teachers, as the first responders of classroom teaching, are directly involved in curriculum design, teaching activities, teaching materials, etc., and play an active guiding role in classroom teaching, which is the key to implement ideological and political education. In today's era of rapid information development, teachers can improve their curriculum ideological and political ability through various channels. Teachers should have a strong sense of ideological and political consciousness and a sense of responsibility for education, and naturally integrate ideological and political elements into English teaching, so that things are smooth and silent. First of all, teachers should implement the concept of lifelong learning and participate in special training courses, the theme of which is to help teachers understand and master how to integrate ideological and political education in the classroom. Such training can include discussions on how to integrate ideological and political education with subject knowledge and how to lead students to think about social values. Teachers organize sharing sessions or seminars to allow teachers who have successfully integrated ideological and political education in the classroom to share their experiences and successful cases, so that other teachers can get inspiration from them, and build a professional team with professional quality and ability. Besides, the construction of school culture is also very important. As a base for the development of students' education and teaching activities in the whole society, schools bear the responsibility of teaching and educating people. The application of curriculum thinking in English teaching in junior middle schools is also the basic requirement of modern school education teaching[8]. Foster a positive school culture by putting up posters or boards in visible areas of the school that emphasize the importance of ideological and political education and provide support and resources to encourage teachers to incorporate it in their classrooms. Teachers should always keep in mind the idea of educating people by virtue and innovate teaching methods. Teachers can adopt situational teaching method to guide students to learn language more deeply in communication and to understand ideological and political education more deeply. Students can also have group discussions on moral issues, and there are diverse teaching methods and means such as role playing, which can not only improve their political literacy, but also develop their critical thinking. Teachers should guide students to actively participate in class activities, improve the interest and effectiveness of ideological and political education, and realize the integration of curriculum ideological and political education and English classroom.

#### **4.3. Enrich learning resources on curriculum ideological and political education**

Textbook is the basis of teaching, but it is not a tool to bind teachers, it is just one of the teaching tools. Therefore, teachers should not only make good use of textbooks, integrate curriculum ideology and politics into textbooks, but also enrich the learning resources of curriculum ideology and politics, so as to achieve both classroom and extracurricular. When carrying out classroom teaching, teachers should avoid teaching in accordance with the content of the textbook, and carefully design the teaching content. They should not only

refer to the content of the textbook, fully explore and rationally use the ideological and political content in the textbook, but also consider the differences of students, formulate the overall goal of the unit, integrate ideological and political education into the overall teaching of the unit, and expand the breadth of teaching. Improve students' enthusiasm for classroom learning, make classroom teaching more efficient, and maximize the educational role of English teaching, and successfully integrate into curriculum ideological and political education. In addition to the ideological and political elements in the textbooks, teachers can also expand the ideological and political resources of the curriculum by introducing extra-curricular resources, such as English movies, literary works, news reports, etc., so that students can better understand the differences between Chinese and foreign cultures and the similarities and differences in values. The traditional Chinese culture is the crystallization of thousands of years of Chinese history, culture, civilization and national spiritual wisdom, and is an indispensable ideological and political resource for young people to cultivate their feelings of family and country, adhere to the national background, and boost their cultural self-confidence. For example, when it comes to table manners, teachers can introduce a video about table manners in western countries, guide and ask questions about the differences between table manners in western countries and those in their own countries, so as to arouse students' thinking and deepen their understanding of the cultural differences between Western countries and Chinese nation. Or teachers can set up news sharing with ideological and political significance of the course once a week to stimulate students' interest in learning. In the process of English teaching in basic education, by relating the content of unit topics and timely expanding and adding excellent traditional Chinese cultural discourse, students can be more effectively guided to deepen their cognition and identification of their own culture through cultural comparison, enhance their cultural self-confidence and cultivate their feelings of home and country.

#### **4.4. Set up multiple evaluation system**

At present, although many English teachers guide reading teaching with the idea of curriculum thinking and politics, they fail to fully implement curriculum thinking and politics in practice. Lack of clarity in teaching objectives, lack of completeness in teaching evaluation, too much pursuit of reading task progress, ignoring the development of ideological and political education activities. Therefore, in order to effectively integrate curriculum ideology and politics with English reading teaching, teachers must firmly grasp the key link of teaching design [9]. The English Curriculum Standards for Compulsory Education (2022 edition) advocates the holistic concept of "teaching-learning-evaluation" and points out that "evaluation" mainly plays a role in monitoring the process and effect of teaching and learning [10]. In order to better implement the curriculum ideology and politics, it is necessary to establish a diversified evaluation system, which organically combines the evaluation of students' ideological and moral performance, cultural accomplishment, language ability and so on, and fully reflects the comprehensive quality of students. Teaching evaluation plays an important role in promoting the development of students' core literacy and should run through the whole process of English teaching and learning [10]. First of all, the evaluation system should take promoting the

implementation of the curriculum ideology and politics as the primary goal, and ensure that teachers can fully understand and use the ideas and methods of the curriculum ideology and politics. It is emphasized that the evaluation should help students to build a solid language foundation, and at the same time help students to develop their comprehensive language application ability, the ideological and moral performance embodied in the learning process, such as organizational discipline, learning attitude, cooperation spirit, etc., should be included in the evaluation scope. Secondly, in addition, the evaluation should be timely, fair, reasonable and effective, paying attention to both the activity process and the learning result, so as to make the activity process and the learning result harmonious and unified. Teachers should change the single evaluation method based on test scores, avoid grading students according to test scores, but should regard ideological and political education as one of the evaluation methods. For example, when students study the human education edition textbooks for grade 9, the topic of Unit 2 is festivals. Teachers should focus on the goal of educating people and run ideological and political elements throughout the topic teaching, including “festival cultural spirit”, “cultural attitude” and other ideological and political elements through the learning and understanding, application and practice, and migration and innovation learning activities around the topic of “festivals”. And guide students to answer by setting questions. Through the answers given by students, we can judge whether they can truly understand the significance of curriculum ideology and politics behind topic teaching, so as to achieve the educational purpose of “promoting teaching by evaluation and promoting learning by evaluation”, so as to realize the effective integration of curriculum ideology and politics with junior middle school English classroom.

In order to ensure that the evaluation work has higher educational value in the implementation process, teachers need to pay attention not only to the expansion of the evaluation scope and the selection of the evaluation time, but also to the optimization of the evaluation mechanism and the evaluation concept. Encouraging evaluation, combined with students' self-evaluation and students' mutual evaluation, combined with teachers' evaluation of students, can improve the educational value of evaluation.

## 5. Conclusion

In the regular teaching activities, ideological and political education has been paid more and more attention, which not only helps students to shape a positive and healthy value, but also helps to improve students' ideological and moral character. Therefore, junior high school English teachers need to actively implement curriculum ideology and politics, and realize the organic combination of curriculum ideology and politics with English teaching through in-depth exploration of ideological and political elements in textbooks, improvement of teachers' awareness of curriculum ideology and politics, expansion of curriculum learning resources, and establishment of a diversified evaluation system, so as to improve students' ideological and moral quality. Help students to establish a correct outlook on life, world outlook, values, and then improve their humanistic quality. Curriculum thought and politics is neither an isolated subject nor an

independent component. As a junior high school English teacher, they should not only make good use of the classroom as an important position to carry out curriculum ideological and political education, but also supplement or extend the English classroom teaching through other ways, which reflects the teaching concept of “doing things in English”. The integration of curriculum ideology and politics into English classroom is conducive to cultivating students' ideological and moral qualities, patriotism and cultural self-confidence, enhancing students' Chinese cultural accomplishment and national pride, increasing their identification with Chinese culture, and truly implementing the teaching concept of building moral and cultivating people. To sum up, teachers should understand the importance of curriculum ideology and politics, implement the concept of curriculum ideology and politics in various ways in teaching, realize the effective integration of curriculum ideology and politics with junior middle school English classroom, and promote the all-round development of students' body and mind.

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