

Design of Ideological and Political Education for High School English Reading Teaching Curriculum Based on POA Theory

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Abstract: Since the introduction of curriculum ideology and politics, it has become the daily practice of many first-line English teachers in colleges and universities. However, teachers often face the challenges of difficult integration of ideological and political teaching objectives with English teaching objectives and lack of systematic guarantee for the achievement of curriculum ideological and political goals in practical operation. As an important part of middle school education, it is particularly important to carry out ideological and political education in high school English teaching. This paper takes Unit 4 Space Exploration (Read and Thinking), compulsory Volume 3 of Senior High School English for example, and uses the "production-oriented approach" (POA) created by Professor Wen Qiufang's team as the theoretical basis. It is designed from the four aspects of teaching content, teaching objectives, teaching steps and specific implementation, digging deeply into the ideological and political education elements behind the text, so as to realize the shaping of values in knowledge imparts and skills training, and implement the fundamental task of cultivating morality and cultivating people that foreign language courses undertake.

Keywords: Curriculum ideology and politics, Production-oriented approach, English reading teaching in senior high school.

1. Introduction

Since its proposal in 2016, "curriculum ideology and politics" has gradually evolved from a political and ideological work term to an educational concept and practice. As an emerging teaching mode, the "curriculum ideology" in college English classrooms is still in the exploratory stage. Although there are many excellent cases provided in academic papers and teaching competitions, they often have strong personalities and insufficient replicability. Curriculum ideological and political education is essentially a form of education aimed at achieving moral education. Actively guiding contemporary students to establish correct national, ethnic, historical, and cultural views, in order to cultivate more talents with comprehensive moral, intellectual, physical, aesthetic, and labor development, qualified builders, and reliable successors for society. The ideological and political construction of foreign language courses is one of the current hotspots in foreign language teaching research. Regarding the connotation of ideological and political education in foreign language courses, Wen Qiufang is based on the perspective of foreign language classroom teaching, Define it as Led by foreign language teachers, we organically integrate the concept of cultivating morality and cultivating talents into various aspects of foreign language classroom teaching through foreign language teaching content, classroom management, Assessing system, teacher words and actions, and are committed to shaping correct worldviews, life views, and values for students to play a positive role. High school English curriculum is an important part of high school education, which has the characteristics of long teaching cycle and wide student coverage. The course is organized according to the theme and theme of the teaching unit, containing rich ideological and political elements, and is one of the important carriers of ideological and political education in the course. This article will be based on POA theory, combined with the integration of ideological and political

elements in the driving, facilitating, and Assessing stages, and will use *Unit 4 Space Exploration (Read and Thinking)* in the third volume of the compulsory high school English course published by the People's Education Press For example, teaching design for high school English reading courses is carried out to implement the fundamental task of cultivating morality and cultivating talents in high school foreign language courses.

2. Theoretical Framework of instructional Design Section Headings

The Production-oriented Approach (POA) is a foreign language teaching theoretical system with Chinese local characteristics and international perspectives (Figure 1) created by scholars led by Professor Wen Qiufang of Beijing International Studies University. It is an important theoretical foundation for Chinese foreign language teachers to engage in teaching research. This theory is different from traditional "input oriented" teaching, focusing on the output process and results. The POA teaching philosophy is based on the "output motivating input motivating hypothesis" and advocates the combination of learning and application, think Output is not only the motivating force of language acquisition, but also the goal of language acquisition; input is the motivating force for completing the current output task, rather than simply serving to cultivate understanding ability and increase receptive knowledge. The framework of POA theoretical system includes three elements: teaching philosophy, teaching hypothesis, and teaching process. These elements are interrelated, among which teaching philosophy is the core guiding ideology, guiding teaching hypothesis and teaching process; teaching process is The carrier of teaching concepts and teaching assumptions, promoting the implementation of teaching concepts and the verification of teaching assumptions; The teaching process consists of three stages:

driving, facilitating, and evaluating.

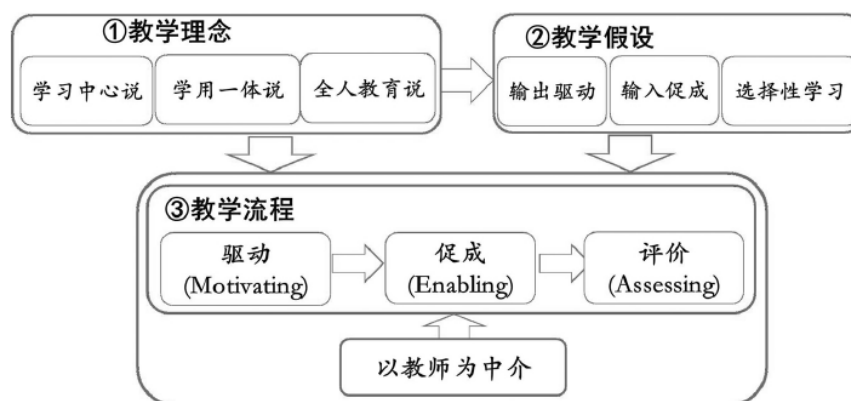


Figure 1. POA Theoretical System

2.1. Motivating process

Wen Qiufang (2020) pointed out that: The main task of the motivating process is to make students aware of their shortcomings through output, thereby mobilizing their learning enthusiasm and stimulating their learning desire. Therefore, when designing the motivating process, teachers should focus on how to promote students to recognize their own gaps, stimulate learning and exploration enthusiasm. To achieve these requirements, teachers should first conduct a learning situation analysis of students' majors, English proficiency, learning attitudes, and other situations, and then Design appropriate output activities based on the analysis of the learning situation. The output task is impartial, in line with students' language and cognitive levels, and has communicative authenticity. Only in this way can students empathize and be more likely to stimulate their desire to learn to the greatest extent possible. The output task with complete design elements and realistic scenes can not only enhance students' motivating force to complete subsequent facilitating activities, but also enhance their pragmatic and stylistic knowledge, enhancing the effectiveness of applying what they have learned.

2.2. Enabling process

The enabling stage is the second stage of the POA teaching process and also the stage that best reflects the teacher's leading role. Enabling "includes three main steps: 1) the teacher describes the output task; 2) Students engage in selective learning, and teachers provide guidance and inspection; 3) Students practice output, and teachers provide guidance and inspection. In the Enabling process, teachers carefully select input materials based on the output task objectives, and design diverse teaching activities to help students complete the output task in a step-by-step manner. The indicators for measuring and facilitating activities include precision, progressiveness, and diversity.

2.3. Assessing process

Assessing is the third step in the POA teaching process. Assessing is the deepening stage of learning and an important way to promote teaching reflection and test learning effectiveness. The purpose of Assessing is not to record grades, but to combine Assessing with teaching and learning, and "evaluate as learn". The 'Assessing' of output can be divided into two types: immediate and delayed. Immediate

Assessing refers to the "inspection" part of the "facilitation" process, which refers to the Assessing given by teachers to students' learning effectiveness during the process of selective learning and output task practice. This real-time Assessing can help teachers adjust the teaching pace in a timely manner and control the teaching progress. Delayed Assessing refers to students submitting the results of extracurricular exercises to the teacher for Assessing based on their requirements.

3. Teaching Design

3.1. Teaching content

The discourse of this lesson is selected from Unit 4 "Reading and Thinking" of Senior High School English Compulsory Course 3 of the People's Education Press. The theme of the text is "Space Exploration", which covers the development process and significance of space exploration. This article is an explanatory text that introduces the development process of space exploration in plain and objective language. The article has a paragraph structure with a total score structure, and the "sub" section is arranged in a parallel manner. The explanation sequence is mainly chronological, from the first person to go to space in 1961 to Armstrong going to the moon, and then to the Shenzhou V spacecraft in 2003, marking the successful completion of China's first manned space flight. The logic is clear, and the language is objective and accurate. This text uses examples to illustrate the comparison method. The tenses are mostly simple past tense and simple present tense, and the language is mostly in the passive voice. This article covers core vocabulary and phrases related to space exploration and aerospace, such as vehicles, universe, satellite, launched, manned, agency, data, etc. The value orientation of this text is to promote students' multi-dimensional in-depth understanding of the cutting-edge scientific research behavior of "space exploration", while also gaining an understanding of the country's aerospace industry, guiding students to rationally view the profound significance of "space exploration" for human development, and thus establishing students' correct scientific views.

3.2. Teaching objectives

The teaching target of *Unit 4 Space Exploration (Read and Thinking)*, Volume 3 of the People's Education Press High School English Compulsory Course, is first-year high school

students. After studying in primary and junior high schools, students have a certain understanding of space exploration and the aerospace industry. However, due to the limited exposure of students to vocabulary related to space exploration in English classes, this text is relatively difficult for students compared to other narrative and argumentative articles. Most students are able to express their views in English, but they lack the ability to understand and integrate, logical reasoning and critical thinking. At the same time, students lack a comprehensive understanding of the history of space exploration in other countries and lack a systematic understanding of the scientific spirit. Therefore, the teaching objectives of this lesson are divided into two levels: language objectives and educational objectives.

Language goals can be further divided into two aspects: language knowledge and language skills. The goal of language knowledge is for students to understand and learn to use core vocabulary and phrases in aerospace, such as vehicles, universe, satellite, launched, manned, agency, data, etc., to achieve accurate understanding and expression, and for students to understand and use the past tense and passive voice in this article, such as being launched, being opposed, being learned to express objective things. The goal of language skills is that students can master to do, make vehicles to carry, to find out, to study, followed by, conveniently saying and other infinitives, the use of participles and gerund, etc. Students can build logical and clear thinking ability through learning the text of this instruction, learn to use the total score total formula to explain their views clearly, and can use examples, Strengthening one's logical thinking and persuasive language through methods such as listing numbers.

The educational goals can be further divided into two aspects: aesthetic education and moral education. The goal of aesthetic education is to guide students to appreciate the beauty of language, structure, and ideas in the text. The goal of moral education is to deeply interpret the multiple themes implicit in textbooks, so that students can realize the greatness and difficulty of human exploration of space and the efforts behind achievements, understand that the development of space exploration in different countries is an important achievement of human space exploration, have an understanding of the country's aerospace industry, and have a multi-dimensional in-depth understanding of the cutting-edge scientific research behavior of "space exploration".

3.3. Implementation Steps of "Curriculum Ideological and Political Education"

3.3.1. Task motivating

In the task motivating stage, the teacher released two micro videos through Learning Communication for students to watch before class. Video 1 is a video of Chinese astronaut Yang Liwei successfully returning to land after completing China's first manned space flight mission, and Video 2 is a video of American astronaut Armstrong stopping on the surface of the moon after landing on the moon. In the offline classroom, students were asked to discuss two questions: (1) What spirit was reflected in the space exploration of the two astronauts? (2) What inspiration does the space travel of domestic and foreign astronauts have for us? These two questions are closely related to the text topic of this lesson, and students will demonstrate a great enthusiasm for participation. They may first think of Chinese vocabulary such as hardship and bravery, courage to tackle challenges,

innovation, selfless dedication, and unity and cooperation. However, how to express them in English is a problem that needs to be solved through further learning. Subsequently, the teacher informs the students of the teaching objectives and output tasks of this unit. When students initially attempt to produce tasks, they quickly realize that there are gaps in vocabulary reserve, language organization, logical thinking, and other aspects, thus developing a desire for knowledge. In the driving process, a series of activities such as video watching, problem-solving, and output attempts are all subtly reflecting the education of aerospace spirit, and ideological and political preheating enters the brain first.

3.3.2. Task enabling

In the enabling process, teachers help students gradually solve the difficulties encountered when trying to produce tasks in the driving process, while also incorporating ideological and political education elements into teaching. The enabling process is the main battlefield for teachers to play the role of scaffolding. Teachers break down the overall task into several sub tasks, select appropriate input materials, guide students to focus on output tasks, and implement the enabling process from three levels: language, content, and structure. In the language enabling process, teachers no longer adopt the teaching mode of teaching in the order of unit teaching content arrangement, but start from the output task and reorganize and design the unit teaching content. The teaching materials for the content enabling process include textbook materials and extracurricular materials. The textbook material is a reading of *Unit 4 Space Exploration (Read and Thinking)*, and extracurricular materials mainly supplement text, pictures, and videos that reflect the spirit of space exploration online. Each teaching content in the content enabling process includes goals for ideological and political education. In the process of facilitating structure, teachers guide students to analyze the structure of the text, familiarize themselves with the basic framework and logical lines of output tasks, and complete specific tasks guided by learning outcomes, leading students to gradually achieve learning goals.

3.3.3. Task assessing

Assessing is the extension and sublimation of teaching. When evaluating, teachers should combine assessing with teaching to change the separation of assessing and teaching in traditional assessing. Therefore, this lesson adopts the methods of process assessing and result oriented assessing, achieving a combination of qualitative and quantitative assessing. It observes, records, and evaluates students' learning process, classroom performance, task completion, learning reflection, and output results to evaluate whether the expected effectiveness of teaching has been achieved, And through assessing and improvement of teacher teaching and course content design, identify weak links in students' learning, improve students' learning efficiency, and ultimately achieve the requirements of course training objectives. The assessing process of *Unit 4 Space Exploration* revolves around the achievement of language goals, ability goals, and ideological and political goals. Language knowledge goals focus on whether words are spelled correctly, whether the vocabulary and sentence structures of this unit are used, etc; Language proficiency goals focus on correct pronunciation, fluent language, coherent sentence structure, complete content, and rigorous structure; The goal of ideological and political education focuses on whether the correct concept of friendship has been conveyed and whether positive energy

has been reflected. By combining timely assessing and delayed assessing, the achievement of students' goals can be judged.

4. Conclusion

This article combines the theory of POA teaching with the ideological and political aspects of foreign language courses, and uses the POA teaching model to design the ideological and political teaching of *Unit 4 Space Exploration (Read and Thinking)*, a compulsory high school English course in the People's Education Press, from three aspects: teaching content, teaching objectives, and teaching implementation steps. It demonstrates the teaching design of the driving, facilitating, and evaluating links, aiming to break the traditional foreign language teaching emphasis on knowledge imparting and skills cultivation. A teaching model with insufficient values for educating people. Doing a good job in ideological and political construction of foreign language courses is a challenge for every foreign language educator. As a foreign language education theory with Chinese characteristics, the integration of POA with the ideological and political construction of foreign language courses is still in the exploratory stage. Therefore, foreign language teachers in universities should adhere to the concept of moral

cultivation, self-cultivation, skill cultivation, and lifelong learning, strive to explore the ideological and political education resources behind foreign language courses, find the integration point of ideological and political education and foreign language teaching, reform the curriculum teaching design, play the educational function of foreign language courses, achieve the effect of educating people through literature and culture, and achieve the goal of cultivating people through moral education in universities.

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