



A Study of the Integration of Curriculum Ideological and Political Education into Senior High School English Class

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Abstract. High School is a key period for students to form their outlook on life, world view and values. The integration of curriculum ideological and political education into high school English class can enable students to understand different cultures, strengthen cultural self-confidence, export excellent Chinese culture, and improve cross-cultural communication skills while learning knowledge. Therefore, this paper summed the strategies of integrating curriculum ideological and political education into high school English classrooms so as to realize the educational function of English subjects.

Keywords: Curriculum Ideological and Political Education · Senior High School · English Classroom

1 Introduction

The English Curriculum Standards for Compulsory Education (2022 Edition) pointed out that the English curriculum for high school has an important educational function. Learning and using English can help students understand different cultures, compare cultural similarities and differences, absorb cultural essence, and gradually improve the skills of cross-cultural communication. In addition, in the process of learning English, students can see the world rationally, strengthen cultural self-confidence, and form a correct outlook on life, world view and values. However, due to the influence of test-oriented education, the current high school English teaching is only blindly pursuing high scores, ignoring the educational function of English subjects. In the classroom, teachers pay attention to the training of vocabulary, grammar and other pragmatic knowledge, do not pay attention to excavating the ideological and political content in teaching materials, and less involved in the education of cultivating students' outlook on life, world view and values. In this case, students are easily corroded by foreign cultures, resulting in a mentality of admiration and flattery, which in turn dilutes their self-confidence and pride in their own culture. This runs counter to the overall goal of the English course. Therefore, it is urgent to integrate ideological and political elements in high school English teaching, which plays a very important role in cultivating students' sense of identity with their own culture and helping high school students establish correct values.

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2 Literature Review

2.1 The Concept of Curriculum Ideological and Political Education

Curriculum ideology and political education consists of two terms: “curriculum” and “ideological and political”. The word “curriculum” first appeared in Spencer’s *What Knowledge Is Most Valuable*. The “curriculum” is a systematic presupposition of learning in the process of cultural inheritance and development [1]. In other words, curriculum refers to the educational content selected by the school to achieve the training goals, which includes the various subjects taught in the school and purposeful and planned educational activities. Many teachers understand the curriculum as the subject they teach. Ideology and political means that educators carry out purposeful, planned and organized educational activities for the students so as to conform to the requirements of a certain society. Curriculum ideological and political education was proposed in 2014, and Gao Deyi explained that it refers to a comprehensive educational concept that combines various courses and ideological and political theory courses to achieve the educational task of cultivating morality and cultivating people [2]. Shi Shuchen believed that curriculum ideological and political education is the integration of ideological and political education into the teaching and reform of various courses [3]. Qiu Weiguang believed that curriculum ideological and political education is to infiltrate ideological and political education into the process of knowledge, experience or activities [4]. In short, curriculum ideological and political education refers to integrating ideological and political elements into curriculum content and providing students with more extensive content for ideological and political education.

2.2 The Development of Curriculum Ideological and Political Education

From ancient times to the present, the topic of ideological and political education has never stopped. Socrates advocated “midwifery” and “virtue is knowledge”, and these important elements constitute Socrates’ moral education. He believed that knowledge education is the main way to cultivate morality. Plato constructed an education system to cultivate philosophers in the *Republic*, and he mentioned that the primary education stage is mainly emotional education, emphasizing moral and aesthetic education. Confucius believed that the ultimate goal of ideological and political education was to enable students to become moral, benevolent, and righteous gentlemen. Comenius emphasized that moral education is indispensable for students, and through moral education human virtue can be changed. Dewey believed that education is life and school is society, and he stressed that it is necessary to make full use of the various conditions of schools to carry out indirect education for students, rather than carrying out ideological and political education in a separate curriculum. Chinese educator Tao Xingzhi advised students to receive ideological and political education through collective life. These views on ideological and political education provide theoretical guidance for the popularization and implementation of curriculum ideological and political education.

2.3 The Relationship and Difference Between Curriculum Ideological and Political Education and Ideological and Political Course

Shi Shuchen pointed out that the core connotation of curriculum ideological and political education and ideological and political course is to educate people [5]. But there is a difference between them. Curriculum ideological and political education emphasizes enhancing political awareness and strengthening ideological value guidance in various courses (including ideological and political theory courses, professional courses, and general education courses); Ideological and political course focuses on strengthening Marxist theoretical education, which is mainly achieved through ideological and political theory courses. In addition, curriculum ideological and political education can enable students to be influenced by the scientific spirit when receiving professional knowledge and skills, thereby subtly influencing students' thinking, behavior and value choices [6].

2.4 Application of Curriculum Ideological and Political Education in English Subjects

Wen Qiufang constructed the implementation framework of curriculum ideological and political education of foreign language courses from four aspects: content, management, evaluation, and teachers' words and deeds [7]. Wen Derui gave a specific teaching cases to illustrate how to integrate university English courses and curriculum ideological and political education [8]. Xu Jinfen talked about the importance of ideological and political content construction in English course teaching materials, and proposed strategies for ideological and political content construction.

To sum up, we can see that scholars' research on curriculum ideological and political education tends to be theoretical research, and it is necessary to expand the field of applied research and strengthen the practical research of curriculum ideological and political education. In addition, the study of English curriculum ideological and political education is mostly concentrated in colleges, and there is less in high school. In particular, there is less research on the integration of curriculum ideological and political education into high school English classroom paths. Therefore, this paper summed the strategies of integrating curriculum ideological and political education into high school English classrooms, and provide a new insight for high school English teaching.

3 The Strategies to Integrate Curriculum Ideological and Political Education into English Class in Senior High School

3.1 Find the Inner Curriculum Ideological and Political Education in Textbook

High School is a key period for students to learn and form their values. Teachers must change the traditional concept of English education, not only to focus on students' basic knowledge of English learning and listening, speaking, reading, writing and other English skills, but also attach importance to the ideological and moral education function of English language.

People's education edition of high school English textbooks highlight the "Ideological and political education" contained in the textbook. Taking the People's education

edition of high school English as an example, the book begins with a quotation from Laozi's *Tao Te Ching*: "A thousand-mile begins with the first step". It inspires students to work hard from the bit by bit, towards the dream. Unit 2 *Traveling Around* not only introduce the world's cultural heritage, but also mention the world's cultural heritage. In addition, teachers can combine the students' real life, create a variety of educational activities, and let them design their own travel routes, so that they can deepen the understanding of Chinese culture.

3.2 Integrate the Curriculum Ideological and Political Education into Teaching Objectives

No matter what you do, in order to achieve success, the role of objectives are irreplaceable, school teaching is even more so. In the teaching of English in senior high school, teachers can combine the teaching objectives with the idea of ideological and political education, and give full play to the teaching effect on students' ideology, politics, morality and quality. In the classroom teaching of the school, the teacher often carries out the teaching of this class with objectives. Only when the good educational objective contains the idea of ideological and political education, then, the teaching of the school can really play a good role in cultivating the ideological and moral character of the students. For example, the text is *Travel Peru* in unit 2 *Travelling Around* Reading, the first volume of the English compulsory course for senior high school published by people education press. The theme of the lesson is Explore Peru. Students will learn about Peru's tourism resources, its geography, history, culture and landscape by watching videos, reading introductions and brochures about Peru.

After this class, the students will be able to:

- ① distinguish between encyclopedias and travel brochures;
- ② have a better understanding of Peru's scenic spots by filling out the forms in terms of time, accommodation, transportation and activities;
- ③ recommend the appropriate scenic spots of Peru to four different persons according to the feature of the spots;
- ④ design a travel brochure with some basic elements, such as price, local food, photo, etc.

3.3 Enrich Classroom Teaching Activities

The educational concept of the new era advocates giving full play to the students' main role in classroom teaching. English teachers can organize colorful English practice activities, so that students can become the real master of English learning, active and full of interest in English learning. In English class we can fully integrate the elements of ideological and political education, so that students in the real situation form good ideological and moral.

Still take *Travel Peru* in unit 2 *Travelling Around* as an example. In post reading part. There are three activities in post reading.

Activity 1: The first is to let students match the four spots for four people.

Person 1: Amy, 15 years old, enjoys the life in countryside and she travels alone. Her parents hope she can live with a local family who can help her.

Person 2: Mr. Chen is a high school history teacher. He wants to know about the history of the Inca Empire.

Person 3: William studies architecture in a university. He is curious about the walls of ancient city.

Person 4: Jackson likes adventures. He likes going hikes in the forests.

Activity 2: The second activity is a group discussion, students are asked to answer: Is the travel brochure in the book well designed? Discuss with your desk-mate and give reasons if possible. Before discussion, teacher tell students can find it through three aspects: content, design and language.

Activity 3: Then teacher asked students to find the disadvantages of the brochure in text 2 in group and try to revise the brochure. What else do you think can be added or changed to make this travel brochure more attractive to visitors? Discuss with your group members and tell reasons.

Students find that there are three ways to improve the design of the brochure. They are (1) Add a price to each tour. (2) Change the text into a list of key words to make it easy to read. (3) local food + some photos.

Design purposes: At the end of the reading step, some training links can further enrich and strengthen the relevant schema knowledge learned before. While having the further consolidation and interpretation, it enhances the understanding of the scheme. In the brochure design section, students are instructed to consolidate and apply knowledge through designing that is closely related to the subject matter, and teachers should also pay attention to the difficulties students encounter in carrying out these activities and give careful guidance. In this way, students of different levels can consolidate and strengthen the new knowledge they have learned, so that they can better achieve the corresponding English learning objectives.

4 Conclusion

In short, high school pupils should have a scientific, right outlook on life in light of the modern era, and their ideological and political quality should be improved. For high school pupils, high school English is a crucial topic. We should incorporate pertinent political and ideological education material into high school English classrooms so that students can develop strong moral principles and ideologies that they can use to further their own causes. High School English teachers should find out the reasons for the separation of English and ideological and political education from the present situation of school teaching, and solve the problems skillfully according to these reasons, the course of ideological and political really into high school English classroom teaching, to help students form a good ideological and moral.

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