



Research on Enhancing High School English Teachers' Abilities in Ideological and Political Education Teaching Design

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Abstract. As an integral component of the school curriculum, high school English courses are pivotal in fostering the overall development of students. In this context, enhancing the capacity of educators to integrate ideological and political education into their teaching designs is of paramount importance. This study delves into the practical application of ideological and political education within the framework of high school English instruction. Through a comprehensive analysis, the research endeavors to refine teaching strategies and establish a robust theoretical foundation. It also seeks to clarify educational goals and innovate in the development of ideological and political content. By doing so, the study aims to substantially boost the proficiency of teachers in delivering ideological and political education. This, in turn, is expected to contribute to the enrichment and advancement of practical teaching methods, ensuring that students not only acquire language skills but also develop a well-rounded set of values and perspectives that are essential in their growth as global citizens.

Keywords: the capacity of educators, ideological and political education, practical teaching methods.

1 Introduction

Background of Ideological and Political Education in Courses: The construction of ideological and political education in courses is at a critical period of reform, development, and innovative practice. How to enhance teachers' abilities in ideological and political education, achieve effective communication between teachers and students in this construction, achieve the goal of fostering virtue through education, and develop a comprehensive moral education path with "distinctive features of ideological and political education in courses" throughout the entire process and involving all personnel is the key to effectively implementing ideological and political education in courses. [1] Ideological and political education in high school English courses is still in the exploratory stage, and whether it can effectively play its role hinges on the educators, the teachers. Teachers' abilities in ideological and political education teaching design in high school English have become an important link in the deep integration of school ideological

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and political education and English education. In recent years, investigations and studies of students and teachers have shown that the more prominent a high school English teacher's ability in ideological and political education teaching design is, the greater the students' recognition and influence on their learning will be.

Paths to Enhance Teachers' Abilities in Ideological and Political Education Teaching: In implementing ideological and political education, it is necessary to enhance teachers' abilities in this area from multiple dimensions. Firstly, strengthen the theoretical foundation of ideological and political education in courses by deepening the understanding of Marx and Engels' development theories, Lenin's discourse on course education, and President Xi Jinping's important comments on ideological and political education in courses, and become familiar with the dialectical relationship between ideological and political education in courses and ideological and political courses. Secondly, with the deepening of curriculum reform and in response to previous issues in ideological and political education in courses, combined with the requirements of school education departments, the ideological and political teaching objectives of high school English courses have been revised with the integration of various elements during the research process. Thirdly, enhance the quality of high school English teachers, especially their political quality, knowledge quality, and moral quality. Fourthly, comprehensively enhance teachers' abilities to integrate curriculum content with ideological and political elements in terms of their abilities to explore ideological and political elements, grasp the teaching laws of high school English courses, systematically develop the ideological and political elements of courses, and reasonably apply these elements.

2 Enriching the Theoretical Connotation of Research on Ideological and Political Education in High School English Courses

The research indicates that a cohesive set of ideological and political education objectives for current high school English courses has not yet been established. The report from the 19th National Congress of the Communist Party of China underscores the necessity to nurture young individuals of the new era with firm beliefs, enhanced competencies, and a robust sense of responsibility. In this context, high school English courses must align with this directive, aiming to cultivate youth who are prepared for the new era. By integrating school talent development plans with course objectives, the ideological and political goals of the courses have been redefined. Post curriculum reform and in response to previous shortcomings in ideological and political education within courses, in conjunction with the demands of school education departments, the ideological and political objectives of high school English courses have been revamped by incorporating diverse elements.

With the establishment of a unified set of teaching objectives for ideological and political education in high school English courses, the teaching objectives concerning attitudes and values are now clearly delineated. This provides high school English teachers with a set of cohesive requirements for ideological and political education, which are specifically reflected in the design of targeted teaching activities and exhibit

distinctive characteristics in the design of objectives. Furthermore, the teaching practice in high school English has demonstrated that the setting of teaching objectives is based on the concept of the student's Zone of Proximal Development (ZPD), indicating not only the teacher's clear understanding of the students' learning capabilities and levels but also allowing for the creation of a learning environment that is challenging yet not overly difficult.

The systematic nature of the teaching process is also evident, with teachers typically dividing the teaching process into three to four stages, each with clear objectives and corresponding activities, aligning with the cognitive development laws of students and adhering to the Zone of Proximal Development theory. In summary, the ideological and political education objectives of high school English courses need to be consistent with the national education policy and must be realized through specific teaching activities and methods, aiming to cultivate young people with a global perspective and confidence in their local culture. [2] Exploring and Designing Ideological and Political Elements in Courses.

Through investigations and classroom observations, it is found that some high school English teachers have profound knowledge of language but lack abilities in ideological and political education. Meanwhile, high school English teachers do not fully explore the ideological and political elements in their teaching content. In terms of teaching design, some teachers focus on imparting language knowledge but neglect ideological and political education, resulting in an excessive emphasis on the teaching function while neglecting the educational function, separating the teachers' responsibility of "teaching and educating people." In the process of imparting language knowledge, it is necessary to infiltrate ideal and belief education and focus on infiltrating the formation and occurrence of knowledge to students. During the teaching process, students should recognize that language is not only a tool for communication but also a carrier of culture and thought, playing an important role in cultivating students' international vision and cultural confidence. Infiltrate dialectical materialism in the teaching process and gradually establish a worldview based on dialectical materialism. Through rich cultural background information and international perspectives, students can feel the charm of English courses and recognize the development of English courses and their role in personal growth and social development, thereby fostering beliefs in not fearing difficulties, working hard, and daring to innovate to become new-era youth with international competitiveness. Strengthen collectivism education during cooperative learning and enhance a sense of collective honor. Cultivate students' collectivism and a sense of collective honor through group cooperative inquiry.

3 Cultivating Teachers' Abilities in Ideological and Political Education

Expanding the given text to meet the 400-word requirement, here is the extended version:

Through meticulous investigations and classroom observations, it has been observed that while some high school English teachers possess a deep understanding of the

language, they often fall short in integrating ideological and political education into their teaching. This deficiency is notable as these teachers do not fully exploit the ideological and political elements present within their teaching content. [3]In terms of teaching design, there is a tendency among some educators to concentrate solely on the transmission of language knowledge, inadvertently overlooking the importance of ideological and political education. This approach leads to an overemphasis on the teaching function and a neglect of the educational function, effectively dividing the dual responsibility of "teaching and educating people" that teachers bear.

In the process of imparting language knowledge, it is imperative to subtly incorporate ideal and belief education, focusing on the formation and genesis of knowledge for students. This approach helps students understand that language is not just a medium for communication but also a vessel for culture and thought, playing a pivotal role in nurturing students' international vision and cultural confidence. The teaching process should be infused with dialectical materialism, gradually establishing a worldview founded on this philosophical basis.

By enriching the cultural background information and providing an international perspective, students can appreciate the allure of English courses and recognize their development and significance in personal growth and societal advancement. This understanding fosters resilience, a strong work ethic, and a spirit of innovation, shaping new-era youth with international competitiveness. It is also crucial to reinforce collectivism education during cooperative learning activities, enhancing a sense of collective honor and fostering a collective spirit among students.

Through group cooperative inquiry, students' collectivism and sense of collective honor can be nurtured, which is essential for developing a well-rounded individual capable of contributing positively to society. The integration of these elements into the English curriculum not only enriches the learning experience but also aligns with the broader educational goals of cultivating responsible and globally-minded citizens. [5]

In conclusion, high school English teachers play a critical role in not only teaching the language but also in shaping the ideological and political consciousness of their students. By consciously integrating these aspects into their teaching practices, they can contribute to the holistic development of students, equipping them with the necessary skills and values to thrive in a globalized world. This approach ensures that the English curriculum is not just about language acquisition but also about the development of character and the inculcation of values that are essential for the new era.

4 Strategies for Integration and Development in Ideological and Political Education

The construction of ideological and political education within courses is not merely an addition of specific courses or a "de-intellectualization" of non-ideological specialized courses; it sets a higher bar and poses greater challenges for teachers' abilities in designing ideological and political education. Cultivating high school English teachers' competencies in this realm and exploring effective methods for their enhancement are essential pathways to elevate their instructional capabilities. The teaching team must

engage in regular training sessions focused on ideological and political education projects to keep abreast with the evolving demands of educational policy and pedagogical strategies.

High school English teachers are encouraged to delve into the ideological and political elements inherent in the curriculum and integrate these elements holistically into classroom teaching. This can be achieved by optimizing curriculum design, revising textbooks to reflect contemporary values, improving instructional design to align with educational goals, and strengthening teaching management to ensure the effectiveness of ideological and political education. The aim of this integration is to harmonize ideological and political education with language knowledge education, creating a cohesive learning experience that nurtures both linguistic proficiency and socio-political awareness.

To accomplish this, teachers must consider the cultural backgrounds, social systems, humanities, and history of English-speaking countries, providing students with a comprehensive understanding of the context in which they will apply their English skills. In terms of specific teaching methods and content, targeted instruction based on students' varying levels and learning objectives is crucial. [4] For instance, beginners may require fundamental training in listening, speaking, reading, and writing, while more advanced students can focus on developing reading and writing skills, with an increased emphasis on literary works and cultural backgrounds.

In summary, the teaching methods and content of high school English courses should be comprehensive and systematic, covering all aspects of the English language to foster the development of students' linguistic abilities and international perspectives. By integrating ideological and political education, the curriculum can enrich students' understanding of social and political contexts, enhancing their critical thinking and analytical skills, and preparing them to actively contribute to their communities with a global perspective.

5 Conclusion

The proposal for enhancing the ideological and political capacity of high school English teaching staff is distinctively characteristic of the times and serves as a timely response to practical needs. It represents an exploratory endeavor to idealize pathways for fostering ideological and political competencies among educators within the framework of curriculum-based ideological and political education. This initiative is crucial as it addresses the need to prepare students not only with language skills but also with a strong ideological foundation that aligns with the values of the era. Beyond the aforementioned crucial aspects related to the ideological and political capabilities of high school English teachers, a more profound and holistic examination is undeniably necessary. This involves a detailed analysis of how ideological and political education can be seamlessly integrated into the English curriculum, ensuring that it is not an afterthought but an integral part of the learning process. [6] Regrettably, constraints in terms of time and intellectual scope have restricted the depth and breadth of the research perspectives presented in this topic. Therefore, there remains ample room for further

refinement and elaboration. Looking ahead, future research endeavors are anticipated to delve into the construction of ideological and political capacity from a multitude of diverse perspectives. This includes examining how different cultural, social, and historical contexts influence the teaching of English and the transmission of ideological values. It is hoped that these studies will systematically uncover ideological and political education elements embedded across various courses and facilitate interdisciplinary dialogues among educators on teaching methodologies tailored for curriculum-based ideological and political education. Such endeavors will undoubtedly contribute to the further optimization of the teaching efficacy of curriculum-based ideological and political education, ultimately fostering a more cohesive and ideologically sound educational environment. This approach ensures that the English curriculum is not just about language acquisition but also about the development of character and the inculcation of values that are essential for the new era. By integrating ideological and political education, students are encouraged to think critically about societal issues, understand different perspectives, and develop a sense of responsibility towards their communities and the world at large. Moreover, the integration of ideological and political elements into English teaching can also enhance students' cultural awareness and global competence. As English is a global language, students learning it are often exposed to diverse cultural expressions and ideas. By incorporating ideological and political discussions, educators can help students navigate these complexities, fostering an understanding of global citizenship and the ability to engage in meaningful cross-cultural dialogues. In conclusion, the enhancement of ideological and political capacity in high school English teachers is a multifaceted endeavor that requires continuous research, collaboration, and innovation. By broadening the scope of research and encouraging interdisciplinary approaches, educators can create a more dynamic and relevant curriculum that prepares students for the challenges and opportunities of the 21st century. This will not only improve the quality of English education but also contribute to the development of well-rounded individuals who are capable of contributing positively to society with a global perspective.

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