

Ideological and Political Education in Senior High School English Teaching

Meng Liu

Zhengzhou No.16 High School, 450000, China

Abstract

In senior high school English classes, in consideration of the National College Entrance Examination, teachers tend to ignore the "ideological and political education" in the teaching procedure. Therefore, how to effectively integrate "ideological and political elements" into English classroom, and cultivate high-quality talents with both moral and ability is of great significance. This paper focuses on this problems and tries to offer solutions to applying "ideological and political education" in high school English class.

Keywords

Ideological Education; High School English Teaching; Curriculum.

1. Introduction

With the development of society, students' psychology is gradually diversified, which requires schools to not only pay attention to the teaching of various subjects, but also pay attention to the ideological and political teaching. With the fundamental purpose of "strengthening moral education and cultivating people", teachers are supposed to dynamically combine knowledge teaching, ideological education, emotional education and values cultivation. However, the present educational patterns leave much to be desired. Most teachers in senior high school are short of related knowledge, not to mention teaching students. They attach more importance to knowledge learning and scores their students got. What's more, they believe that as English teachers, they are not responsible for moral teaching, or they will be added more burdens.

The new curriculum standards make it clear that promoting students' patriotism and national consciousness is an urgent problem to be solved. Therefore, in senior high school English teaching, we should focus on helping students establish a correct views on the world, life and values. English is different from other subjects, and it pays more attention to the cultivation of students' humanistic qualities. Therefore, English teachers in senior high schools should instill the principle of "three views" into students' education and teaching. At the same time, ideological construction should be combined with the cultivation of disciplinary accomplishment. Reading is a very important part of English teaching, so high school English teachers should integrate "three views" into reading teaching while promoting educational results. In addition, high school students are in the period of establishing the "three views", who are easy to receive the corrosion and infection of all kinds of bad ideology, which is urgent for the ideological and political education in the English teaching of high school students.

2. First of all, High School English Teachers should Dig into Textbooks and Find Suitable Ideological and Political Contents in Textbooks

For example, in the PET edition Book 4 *Unit1 Women of Achievements*, students can discover their brilliance from several great women and find their own goals based on them. Objectively speaking, there are some shortcomings in the teaching materials for senior high school students, such as old contents, too large reading capacity, which is not conducive to reading in class and college entrance examination. However, most of its material selection and ideas are very

consistent with English ideological and political education. Take the PET edition Book 1 *Unit4 The Night The Earth Didn't Sleep* as an example. The passage is about a report of the 1976 Tangshan earthquake, which describes all kinds of situations before during and after the earthquake in detail. Besides, it also illustrates the reconstruction and people's psychological changes after the earthquake. The description is so realistic and gives high school students who have not experienced earthquakes or other disasters a sense of awe for nature. High school students are inspired by Tangshan people who are not afraid of difficulties and united as one with optimistic and positive attitude confronted with disasters. What's more, supports from all circles of society for Tangshan to reconstruct is also an excellent teaching material for high school students to strengthen collectivism, patriotism, optimism and courage. This article is full of ideological and political elements, which is in line with the construction requirements of the correct "three views" for senior high school students.

3. Secondly, in High School English Teaching, Rich and Colorful Activities can be Adopted to Integrate Ideological and Political Elements, so as to Stimulate the Enthusiasm of Students to Cultivate Good "Three Views"

High school students tend to be more mature and stable in psychology compared with elementary or middle school students. However, they are still teenagers, and may not be interested in boring ideological and political studies. Therefore, if teachers can adopt lively and diverse English activities, they can comprehensively stimulate students' language ability, improve their moral character and accomplishment, so that they can improve their English, cultivate their core accomplishment, and stimulate their ideological and political interests. For example, students can work together in groups and spend five minutes before class to make a speech or debate on certain topic. The topic can be discovered from the text or on current events. After the speech, other group members can make comments, or the teacher can summarize. And try to encourage the students to use the knowledge and use the phrases or sentence patterns in the textbook. Of course, the content requirements are positive. In the process of preparation, students will naturally be influenced by ideological and political elements, which not only exercises their English ability, but also improves their ideological and political literacy. In addition, according to our school's experience in practical activities, we also organized English dubbing contest, English speech contest and other activities, which stimulated students' ideological and political interests from various levels.

In addition, other effective ways can also be employed, such as increasing ideological and political content in the teaching evaluation process. Teaching evaluation is an effective strategy to strengthen students learning ability and outcome. And students' learning behavior and thinking orientation are directly affected by evaluation. The teaching of English covers a lot of grounds, which helps teachers evaluate students at multiple levels. How to use teaching evaluation to improve students' ideological and political level is also worth every English teacher's consideration. English teachers can assign various forms of tasks, such as questionnaires, debates, cases analysis, student self-assessment, group assessment, etc. Teachers can easily observe the students as they complete the tasks.

4. Finally, The Author believes That it is Not Easy to Integrate Ideological and Political Elements into High School English Teaching

But this is also the new chance for high school English teachers to meet a higher level of requirements. High school English teachers can start from the textbooks, dig the ideological and political elements contained in the textbooks, consciously cultivate students' ideological and political core quality in the teaching process, and also stimulate students' ideological and

political interests from extra-curricular content and various forms of English activities. Only by combining high school English with ideological and political elements can the moral level of high school students be further improved and thus enhancing the correction of views on the world, life and values. High school students are the future and hope of our country. Only by exploring innovative teaching methods, putting core values throughout teaching and truly educating students, can ideological and political elements be integrated into high school English teaching to the maximum extent, so as to cultivate talents for the country.

5. Conclusion

It is an important task for English teachers to integrate ideological and political teaching into high school English teaching. With challenge and chance come together, English teachers in senior high school have much to do and a long way to go. Apart from teaching English knowledge, they are supposed to continue practicing and exploring to implement the core values in the whole course of teaching and to carry out and implement the educational goal of moral education.

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