

A Study of Moral Education Infiltration in High School English Reading Teaching

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Abstract

Moral education is an important goal of talent cultivation in China, and high school English reading teaching is an important way to improve students' moral education quality. This paper focuses on reading teaching to link teaching activities with the demand for moral education, briefly outlines the importance of moral education penetration in high school English reading teaching, analyzes the moral education problems in high school English reading teaching at this stage, and on this basis, explores the effective strategies for integrating moral education in high school English reading teaching, guides students to comprehensively carry out the cognition of moral education, and further enhances the comprehensive quality and practical ability of students.

Keywords

Moral Education Infiltration; High School English; Reading Teaching.

1. Introduction

Since the release of the new curriculum reform, the mode of English teaching in high school has been continuously adjusted, and the new curriculum standard is more specific in its requirements for the objectives of English teaching and the implementation of the concept of moral education. The penetration of moral education in the English classroom in high school is conducive to the implementation of the cultivation of students' cultural literacy, and promotes the formation of students' correct values, so as to truly achieve the educational task of moral education. Therefore, in the classroom of high school English reading teaching, teachers should shift from focusing on grammar knowledge and pragmatic ability to deeply exploring the moral education content in English texts. They should be people-oriented and conduct education in combination with students' personal morality and basic qualities, making the English reading classroom a warm and colorful one. While students gradually master English knowledge, comprehensive qualities can also be further developed. At the same time, a correct outlook on life and values can be established, and an optimistic and positive attitude towards life can always be maintained when facing difficulties and setbacks.

2. The Significance of Moral Education Infiltration in High School English Reading Teaching

The 2022 Report on the Work of the Government insists on making moral education the fundamental task of education. Education is the basis of social development, and the fundamental task of implementing the establishment of morality is to strengthen students' moral literacy. English, as a language subject, is a tool for people to communicate and has a unique and rich cultural background. As there are big differences between Chinese and Western cultures, both in terms of values and customs, students can understand the customs of Western countries and form a sense of globalization under the right guidance; if the guidance is not correct, students will be distorted due to their own lack of experience, which will result in the distortion of their values and the blind worship of Western culture.

Meanwhile, high school is an important period for students to accumulate knowledge, develop thinking and form values (Gu Chengcheng, 2022), English is a comprehensive subject with both instrumental and humanistic qualities, and reading is the core and difficult point of high school English teaching. Teachers should make full use of the explicit content provided in the textbooks, study the reading materials, design activities precisely, tap the elements of moral education, continuously improve the effectiveness of moral education, build a harmonious and cordial, equal and democratic classroom atmosphere, cultivate students' English reading ability, improve students' moral cultivation, satisfy the needs of students' learning and development, and bring more vigor and vitality to the English reading classroom in high school.

3. Analysis of Moral Education Issues in High School English Reading Teaching at the Present Stage

At the present stage, there are still a series of problems in the implementation of moral education in high school English reading teaching, which are specifically manifested in the following aspects:

3.1. Single mode of teaching and outdated teaching methods

In the reading classroom, many teachers still use the more traditional method of teaching, teachers unilaterally analyze the material, teaching knowledge, instilling relevant learning content to students, only to teach subject knowledge for the purpose of ignoring the student's subjective position as well as the ability to develop. At the same time, many English teachers, in order to maximize the quality of teaching, teach for the test, making the English classroom too utilitarian, the classroom teaching effect is greatly reduced.

In actual teaching, teachers should take the improvement of students' reading and thinking ability and material analysis ability as the starting point, guide students to participate in the reading and analysis of materials, give students the opportunity to read alone and the space for independent learning, and at the same time communicate and cooperate among groups so that English classroom teaching can achieve the desired effect.

3.2. One-sided pursuit of details and lack of overall mastery

Many teachers stereotypically believe that only by mastering every word, analyzing every grammatical sentence, and understanding every paragraph can students truly grasp the content of the entire article. Analyzing the meaning of each sentence in too much detail will not only spend a lot of time and energy, but also wear out the students' enthusiasm for reading, affect the efficiency of students' reading, and make the students' overall understanding of the reading material biased. For high school students, grammar does occupy an indispensable important position, but in the actual grammar teaching, many teachers almost adopt a set of fixed teaching templates, and bring students to analyze the components of sentences and grammatical structures step by step, which leads to the rigidity of the students' thinking, and they do not know how to adapt.

In fact, by the time students reach high school, they have already possessed the preliminary English reading skills, and there is no need to teach them in such a detailed manner. The learning of English reading should be the enhancement and development of students' all-round comprehensive ability, not just the learning and application of knowledge or ability in a certain aspect is enough. The one-sided pursuit of details and the lack of overall mastery of the text will seriously hinder the improvement of students' reading ability and reading skills, as well as the development of students' comprehensive quality.

3.3. Lack of moral education resources and weak emotional experience

As the process of urbanization continues to accelerate, students' families are focusing more and more on academic performance, neglecting the importance of moral education, and there is a relative lack of resources for moral education. In order to be able to carry out moral education, schools need to have appropriate curricula and teaching staff, but the reality is that moral education courses can only be taken as optional non-compulsory courses, and the moral education teaching staff is also facing a serious shortage. Meanwhile, in actual teaching, many teachers do not pay attention to the excavation of moral education resources in the materials, as well as the development and utilization of moral education resources outside the classroom, coupled with the shallow implementation of moral education, it is difficult to achieve the purpose of educating the students (Xiao Liying, 2021).

Since moral education belongs to implicit education, its educational resources are basically hidden in the teaching activities of the subject, which requires teachers to dig deep into the implicit educational resources, the combination of explicit and implicit, to play the function of educational education, thus adapting to the realistic requirements of the comprehensive development of students.

3.4. Teaching for quick success, weakening the actual effect of moral education

In high school, students face the college entrance examination, teachers have heavy teaching tasks, both have greater pressure, some teachers are obsessed with the pursuit of student achievement, the design of teaching activities closely follow the high school examination questions, how the test how teachers teach. Combined with the examination questions reading training certainly has a certain effect, but can not really promote the development of students' reading ability, and can not enhance students' reading interest and reading literacy. The usual form of reading training should be a certain difference with the examination question type, to be more flexible than the examination question type rich and interesting, and at the same time in the activities penetrate the idea of moral education, open up the thinking of the students, improve the students' quality. The utilitarianism of teachers' reading teaching will eventually lead to the utilitarianism of students' reading learning, English reading teaching has a very important position in English learning, teachers should have a long-term vision of education and scientific teaching methods, abandon the teaching process of the idea of quick success and quick profit.

4. Effective Strategies for Integrating Moral Education in High School English Reading Teaching

Under the mission of cultivating "ideal, competent and responsible" youth in the new era, high school English teachers in the new era should not only pay attention to students' subject learning, but also pay attention to the cultivation of students' moral character. Good moral character is not only conducive to the development of students' comprehensive quality, but also conducive to students' correct learning attitude, which has a positive significance for students' life development. Now we discuss how to integrate moral education in high school English reading teaching.

4.1. Carefully study the reading materials and explore the elements of moral education

In high school English reading teaching, reading text is the link between teachers' "teaching" and students' "learning". To carry out targeted reading teaching around students' moral education needs is to satisfy more students' pursuit of their own moral education knowledge in the limited presentation and content of reading activities. In high school English reading

teaching, teachers should carefully study the reading text to discover and extract elements of moral education from it, including mental health, social morality, humanitarianism, ideal education, etc., and lead students to form good moral qualities while learning the language knowledge in the reading text (Song Haidong, 2021).

For example, in the reading teaching of “Strangers under the same roof?” in “Unit2 Let's talk teens” in the first book of the compulsory edition of high school English in Yilin edition, the thematic context of this unit is “healthy growth of teenagers”, which discusses some problems encountered by teenagers in the process of growth. This article mainly expounds the common phenomenon that conflicts often occur between teenagers and their parents. At the stage of lesson preparation, teachers should read the text carefully, understand the main idea of the article, and deeply explore the moral education factors involved in the text. Specifically, during the reading process, teachers should lead students to correctly recognize that the problems between themselves and their parents are a phase of adolescence, guide students to think differently from the position of their parents, sympathize with their parents' difficulties, help students to resolve conflicts with their parents, and ultimately build a harmonious and cordial family atmosphere. At the same time, it strengthens the students' ability to resist pressure, so that they can meet the challenges of a new life with a positive, optimistic, sunny and open mind, and improve their personality.

4.2. Accurately grasp the theme of the unit and integrate moral education in real time

The reading texts selected from the New Oxford Translation Edition high school English teaching materials mainly focus on the three major thematic contexts of “man and self”, “man and society” and “man and nature”, which are highly readable and humanistic and facilitate the integration of moral education. It is highly readable and humanistic, and at the same time, it is convenient for the integration of moral education. In order to effectively infiltrate moral education, teachers need to lead students to study the theme of the reading text in depth, analyze the deep meaning behind the language and text, help students establish a correct attitude and correct values, so that their hearts are touched and the educational effect is sublimated.

Take the Oxford Translation Edition of English for Senior Secondary Schools “Unit3 Getting along with others” as an example, the theme of this unit is “Man and Self: Friendship”, and the text of the Reading section is “Friendship on the rocks: please advise” centers on friendship. Amy has doubts about their friendship because she was cheated by her friend Jenny, and Cindy and David each give their opinions and advice. In the classroom, the teacher first played the English song “Auld Lang Syne” with the introductory phrase: “During your growth, you will meet many friends. What unforgettable things have happened between you and your friends?” to introduce the theme. The teacher then asked students to share their own interesting stories about their friends and their experiences in making friends, so that students could be quickly integrated into the lesson. After the discussion, students predicted the main content of the text with the title, obtained the main information of the text through skimming and speed reading, sorted out the whole incident according to the conflict between Amy and Jenny, as well as analyzed Cindy's and David's suggestions. In this process, students need to familiarize themselves with the vocabulary and sentence expressions in the text, and practice their analytical and generalization skills. Finally, the teacher sets the topic: “What would you do if your friend lied to you? How should good friends get along? How to maintain friendship? Let the students discuss and share the topic of good friends get along and maintain friendship, and help them set up the correct concept and value of friendship.

4.3. Creating a suitable classroom environment for effective penetration of moral education

The teaching content of high school English is relatively direct and has a strong connection with real life, and the construction of vivid moral education context is an organic component of high school English to attract students' participation and an important way to promote the improvement of the effect of reading teaching (Wang Jianxia, 2023). English, as a language subject, has certain requirements for the language environment and teaching environment, and teachers need to take advantage of modern educational technology in the high school English reading classroom, reasonably create classroom situations, render a strong moral education atmosphere, strengthen the inculcation of the students, so that their hearts will be touched, and enhance the effect of moral education.

Here, taking the Reading teaching of "Unit2 Natural disasters" in the third compulsory high school English textbook published by Yilin as an example, the core topic of this unit is natural disasters. The theme of the reading section is "Disaster Escape", and the discourse type is news report. That is, "Pupils' lives spared during the Falmont earthquake" and "Girl saves 100 from tsunami", which respectively tell the story of how people managed to survive the earthquake and tsunami by using the right methods. The importance of regular earthquake safety drills and learning relevant safety knowledge was emphasized. In the class, the teacher first discusses common types of natural disasters with the students to enhance their interest and enthusiasm in participating in reading. Then, in combination with the structure and characteristics of the news genre, the teacher gradually guides the students to understand the structure and content of the article. After this, the teacher will focus on discussing the qualities of the characters and introduce the topic through a series of pictures of people escaping from disasters: "What personalities did Miss Brown and Sabrina have in common during the disasters? What should we do when natural disasters hit?" Students focus on discussing the common points of the characters in the text based on the topic, analyze what they would do in natural disasters, draw their attention to self-rescue knowledge in natural disasters, and encourage them to learn to help others actively, thereby deepening their perception of moral education.

4.4. Designing thematic discussion activities to strengthen moral cognition

Traditional English teaching considers reading activities to be organized and specialized, and therefore places more emphasis on the teacher's guiding role in the process of implementing the activities, so that although it can focus on the analysis of part of the content and complete the reading activities more effectively, it also affects the students' awareness of independent learning of moral education and curtails students' subjective interpretation, which is not conducive to the comprehensive development of the students. Reading teaching is the core component of teaching language subjects, and is one of the effective ways to integrate moral education. In high school English teaching under the background of the new curriculum reform, each unit has a core theme, and the reading chapters are usually centered on the core theme. In addition to cultivating students' reading skills and guiding them to consolidate their language knowledge, teachers should also skillfully design a series of discussion activities according to the theme, and at the same time, try to move closer to the direction of moral education, encouraging them to speak freely and communicate freely to standardize their moral concepts (Li Juan, 2020).

For example, In The reading teaching of "A Day In The Clouds" of "Unit2 Wildlife protection" in the compulsory second course of high school English published by People's Education Edition, the thematic context of this unit is "Protecting wild animals". Among them, the texts arranged in the "Reading and Thinking" section take the author's observations and thoughts during the process of observing Tibetan antelopes as the main writing line. The writing intention is to advocate the harmonious coexistence of humans, animals and nature. Through the introduction

of the previous and current living environments of Tibetan antelopes, it calls on people to change their incorrect lifestyles. So as to further save Tibetan antelopes, other wild animals and the Earth. In the classroom, the teacher first guides the students to master the content of the text through various reading methods such as speed reading, skipping reading and intensive reading, enabling them to have a preliminary understanding of the current living situation of Tibetan antelopes, why Tibetan antelopes are on the verge of extinction, the attitude shown by the author, as well as the measures and effects adopted by volunteers and the government to protect Tibetan antelopes. Then, the teacher sets the topic around the unit theme: "What's the purpose of this article?" If you live in Tibet, what else can we do to help protect Tibetan antelope? Are other wild animals also facing survival difficulties? How to protect wild animals?" Organize students to further explore the theme of the article and the author's writing intention in groups, propose effective measures to protect Tibetan antelopes, and extend the course to discuss the predicaments faced by other wild animals. Encourage students to think independently, combine their personal understanding to put forward some measures to protect wild animals, enhance the awareness of protecting wild animals and plants, and learn to live in harmony with animals and nature.

4.5. Focusing on the feedback of teaching in the classroom to promote the sublimation of moral education

In moral education, feedback not only enables teachers to promptly understand students' ideological trends and analyze the causes, thereby improving the content and methods of moral education, teaching students in accordance with their aptitudes and conducting targeted teaching; It can also enable teachers to conduct a comprehensive analysis based on the situations reflected in students' set and dynamic psychology in their words and deeds, judge students' ideological trends and psychological needs, and carry out targeted education. Teaching feedback is not merely about teachers' understanding of the effectiveness of moral education for students, but more importantly, it is about guiding students to recognize their own concepts, thereby achieving the long-term nature of moral education teaching. Such teaching feedback is in line with the growth needs of high school students and can become the driving force for students' moral education learning. It helps students recognize their own changes from the perspective of English learning and conduct reading independently in the long term under the influence of moral education teaching. Teachers obtain the changes in students' growth through teaching feedback, making the reading teaching method more compatible with students' growth, and thus gradually achieving the effect of moral education.

For example, when carrying out reading teaching in high school English, teachers realize the interaction between the form of moral education teaching and students' growth through teaching feedback, so as to make the moral education teaching meet students' long-term development needs. In the process of long-term construction of students' moral education, teachers can, on the one hand, use teaching feedback to make timely understanding of students' changes in moral education and make adjustments to the strategies of reading activities; on the other hand, they carry out reading teaching through the characteristics of senior high school students' academic development, so as to let the students gradually construct a correct view of moral education in their progress. Teachers through the moral education teaching long-term, the students daily associated with the requirements of moral education, so that reading teaching is no longer an additional burden on the students, but an important way to help students realize the construction of their own moral education.

5. Conclusion

"Morality is the foundation of being a person." Rome wasn't built in a day, and the realization of moral education goals is not something that can be achieved overnight. In high school English

reading teaching, teachers should deeply realize the significance of integrating moral education, optimize the content and form of reading teaching, flexibly adopt various approaches to permeate moral education, achieve the perfect unity of instrumentality and humanism, so that the students will be inspired in reading learning, and then improve their own reading level and moral cultivation.

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