



Moral Education in Senior High School English Reading Class Teaching

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Abstract: English reading teaching is an extremely important part of senior high school English teaching, aimed at cultivating students' comprehensive language abilities. However, in addition to cultivating language skills, reading teaching also carries the heavy responsibility of moral education. This article aims to explore the implementation strategies and methods of moral education in senior high school English reading teaching, analyze the current situation and problems of moral education in reading teaching, provide specific examples of combining reading teaching with moral education, and propose corresponding countermeasures and suggestions to promote the effective integration of moral education in senior high school English reading teaching.

Keywords: Senior high school English; Reading teaching; Moral education; Implementation approaches

1. Introduction

One of the basic concepts of the curriculum standards proposed by the Ministry of Education in the English Curriculum Standards for General Senior High Schools (2017 Edition Revised in 2020) is to develop core competencies in the English discipline and implement the fundamental task of cultivating morality and nurturing human beings. The content is as follows: the English curriculum for senior high schools has an important educational function, aiming to develop students' core competencies of the English discipline such as language proficiency, cultural awareness, thinking quality, and learning ability, so as to implement the fundamental task of cultivating morality and nurturing human beings. The implementation of senior high school English curriculum should focus on moral education, ability, foundation, and innovation. It should pay attention to helping students learn, understand, and appreciate excellent Chinese and foreign cultures, cultivate patriotic feelings for China, strengthen cultural confidence, broaden international horizons, enhance international understanding, gradually improve cross-cultural communication ability, critical thinking ability, learning ability, and innovation ability, and form a correct worldview, outlook on life and values in the process of developing students' English application ability.[1] English reading teaching in senior high school is an important way to cultivate students' comprehensive language application ability, and it is also a key area for infiltrating moral education. However, in actual teaching, many teachers often only focus on imparting language knowledge and cultivating reading skills, neglecting moral education in reading teaching. Therefore, this article aims to explore how to effectively integrate moral education into senior high school English reading teaching in order to improve students' moral and cultural literacy.

2. Status and Problems of Moral Education in English Reading Teaching in Senior High Schools

Although many students spend a lot of time on reading, the improvement in reading is not satisfactory. There are four main reasons: firstly, the teacher's teaching philosophy is inappropriate. In current senior high school English reading teaching, many teachers tend to focus only on students' language knowledge and reading skills, believing that students only need to practice a large number of fixed reading question types to improve their ability to do reading questions. Secondly, many teachers still use traditional spoon-feeding teaching methods, lacking innovation and flexibility. This single teaching method cannot effectively stimulate students' interest in learning and moral thinking. Thirdly, the training of students' thinking is insufficient. Teachers only stay in the explanation of the current reading question, and students are only satisfied with the right or wrong answers to the reading question. Both sides' overall perception of the reading text is far from enough, let alone exploring the educational function of moral education hidden behind the text. Finally, there is a disconnect between the content of some current English reading teaching materials and the goals of moral education. These materials often only focus on the introduction of cultural background and language knowledge, lacking in-depth exploration of moral values. As a result, moral education is often marginalized or even completely ignored in reading teaching.

3. Importance of Moral Education in Senior High School English Reading Teaching

The inseparability of language and culture makes English teaching shoulder the dual responsibility of imparting English knowledge and skills, as well as educating people through culture. An important mission of English reading classes is to help students cultivate correct emotional attitudes and cultural awareness.[2] However, there are significant shortcomings in current senior high school English reading teaching. Teachers often focus on the explanation of language knowledge and pay too much attention to the training of language elements such as vocabulary and grammar, but ignore the deep excavation of emotional value and moral connotation contained in reading materials. This leads to many students facing obstacles in the college entrance examination, not simply due to insufficient vocabulary or weak grammar mastery, but also due to a lack of in-depth understanding of the emotions in the text, making it difficult to grasp the deep meaning and value orientation behind the article. Therefore, English teachers must actively change their teaching philosophy in the process of reading teaching, make moral education infiltration an important teaching goal, and integrate moral education content into every aspect of reading teaching as much as possible. Integrating moral education into senior high school English reading teaching has multiple benefits that cannot be ignored.

3.1 Cultivating Well-rounded Students

Moral education is a key link in shaping students' sound personalities, and plays a crucial role in cultivating students' good moral qualities, behavioral habits, and correct values. Integrating moral education organically into senior high school English reading teaching can enable students to receive moral education unconsciously while learning language knowledge, thus achieving the coordinated development of knowledge learning and moral cultivation, and truly cultivating new era talents with both morality and ability.

3.2 Improving the Quality of Reading Teaching

By integrating moral education into reading teaching, not only can the dimensions of teaching content be enriched, but students' interest in learning and moral thinking can also be stimulated. In the process of exploring the emotional and moral connotations of texts, students will actively participate in the classroom and think deeply about problems. This not only helps to improve the quality and effectiveness of reading teaching, but also cultivates students' cross-cultural communication ability, enabling them to understand and analyze problems from different cultural perspectives, while exercising critical thinking and improving their ability to think and solve problems independently.

3.3 Adapting to the Needs of Social Development

Under the background of rapid social development and accelerating globalization, the position of moral education in English teaching has become increasingly important. Integrating moral education into senior high school English reading teaching can help cultivate students' international visions, enabling them to understand diverse cultures while establishing correct values and a sense of moral responsibility. This will help students grow into qualified citizens who not only have solid English language ability but also stick to moral bottom lines and take on social responsibilities, better adapting to the needs of future social development.

4. Teaching Design of a Reading Lesson Integrating Moral Education

The author employs the Reading and Thinking section of Unit 3 in the compulsory first book of senior high school English, entitled *Living Legends*, published by People's Education Press as a case study to explore how to integrate moral education into English reading teaching. Through reasonable teaching design, students can not only improve their language abilities but also appreciate the spirit of sports and excellent qualities, achieving the educational goal of educating people through literature and achieving the teaching effect of moving with emotion and understanding with reason.

4.1 Analysis of Teaching Content

From a genre perspective, this text is a journal. The text selected two famous athletes. Lang Ping and Michael Jordan, a Chinese and a foreigner, a man and a woman, two athletes who have not only made remarkable achievements in sports, but also have a lot of sparkling personal qualities and charisma. Lang Ping, as both an athlete and coach, has won world championships. This passage focuses on her team spirit and firm determination to face challenges. Jordan, also known as the "Flying Man", is an evergreen tree in the American basketball league. This passage focuses on his indomitable spirit and passion for public welfare. Students should not only admire these sports stars, but also understand and appreciate the principles of being a good person and doing things from these models, so as to receive moral education.

4.2 Steps of Teaching

Step 1: Warming up

Firstly, the teacher asks the students: “Have you ever heard the word ‘legends’? Teacher observes students’ answers to the question and determine if they understand the meaning of the word. Then, the teacher explains and supplements the meaning of the word, so that students can understand its meaning clearly. Next, present several pictures of characters that fit the meaning of “legends” to help students further understand the word.

[Justification]

While expanding students’ vocabulary, they are also inspired by the stories related to these legends, thus promoting students to learn from them.

Step 2: Pre-reading

Ask students to predict the general content of the article based on the title “Living legends”, images, and the names of two characters “Lang Ping” and “Michael Jordan”.

[Justification]

Stimulate students’ curiosity, develop their inferential thinking and practice their ability to predict the content of the text. Students know more or less about some deeds related to these two legendary figures. Here, students can also get a certain degree of moral education.

Step 3: While-reading

[Activity 1]

Firstly, the teacher asks the students to read the article quickly to check the predictions they have just made and helps them to come up with correct predictions. Then, the teacher asks the students to answer the following questions: (1) Where can you find the article? (2) Why the writer chooses Lang Ping and Michael Jordan as ‘living legends’ ?

[Justification]

Help students to grasp the genre of the text. At the same time, according to the answer to the second question, students can know that Lang Ping and Jordan are chosen as legends because they are masters in their respective fields and they set good examples for us. The setting of the second question can enable students to receive moral education.

[Activity 2]

The teacher asked the students to fill in the form as required. Students need to find out specific examples of Lang Ping and Michael Jordan being referred to as masters, as well as specific examples of how they set good examples for us.

[Justification]

Help students sort out the content of the passage, so that they can obtain events related to Lang Ping and Jordan, and gain spiritual encouragement and inspiration from these events.

[Activity 3]

Students complete this task as required. Read the text and decide what is stated in the text (S), what can be inferred (I), and what you know to be true from experience (E).

Lang Ping won several championships before she became a coach.

Lang Ping believed that her young players could win.

Many people in China and the US love Coach Lang.

Michael Jordan is loved by basketball fans around the world.

Before people saw Michael Jordan play, they did not know that basketball could be played that way.

Michael Jordan believes that it is important to help others.

[Justification]

Students complete the task based on the content of the passage and their own existing knowledge, which can develop students’ critical thinking and mobilizes their prior experience. At the same time, students can be inspired by the deeds of these two legends.

[Activity 4]

The teacher asks students: “What good qualities do you think the two athletes have?” Students discuss the question in groups.

[Justification]

Students can summarize the excellent qualities possessed by Lang Ping and Jordan based on the previously filled out form, and learn from them.

Step 4: Post-reading

[Activity 1]

Students debate the following topic in groups: Lang Ping and her team failed at the Tokyo Olympics. Is Lang Ping still a living legend? Should a living legend always be successful?

[Justification]

Through the debate on this topic, students can understand a truth: the failure of Lang Ping's team in a competition does not mean that she is no longer a legend. On the contrary, we should look at the essence through the phenomenon. Learn from Lang Ping and the excellent qualities she possesses.

[Activity 2]

Students discuss the following topic in groups: "Who would you choose as another 'living legend'?" Why?

[Justification]

By describing the legends they admire and analyzing their excellent spiritual qualities, students can unconsciously receive guidance of value while learning the language, and enhance their team spirit, resilience, and proactive spirit.

Step 5: Summary

Invite students to summarize the content learned in this reading class and share their gains. Students understand what kind of people can be called legends, and what excellent qualities these legends possess.

[Justification]

Guide students to learn excellent qualities from legendary figures, thereby permeating emotional, attitudinal, and moral education.

5. Implementation Approach of Moral Education in Senior High School English Reading Teaching

To achieve the organic integration of moral education and senior high school English reading teaching, it is necessary to construct a systematic and multidimensional implementation approaches. This article mainly includes the following five implementation approaches.

5.1 Exploring Moral Education Elements in Reading Materials

Excavating moral education elements in senior high school English reading materials is conducive to cultivating students' patriotic feelings and cultural self-confidence, improving students' cross-cultural communication ability, helping students to form correct value judgments, honing moral and emotional qualities, and establishing a sense of a community with a shared future for mankind.[3] In senior high school English reading materials, there are many passages that express good moral virtues. Teachers should make good use of these articles to communicate with students in teaching and encourage students to carry forward these virtues. Therefore, teachers should deeply explore the moral education elements in reading materials when preparing lessons, such as character qualities, story theme, etc. By guiding students to analyze these elements, students can understand the deep meaning of the text and cultivate their moral qualities.

5.2 Designing Diversified Reading Teaching Activities Related to Moral Education

As a language subject, the concept of moral education of English in senior high school is similar to that of Chinese subject, and reading teaching is an important way to achieve this goal. In English reading class, teachers will not only guide students to use strategies such as skimming, skipping and intensive reading, but also combine various activity designs to comprehensively improve students' language ability, thinking quality and cultural literacy. When reading materials involve topics rich in moral education elements such as interpersonal relationship, ecological protection and gender equality, teachers can organize activities such as vocabulary quiz, text retelling, thematic debate or appreciation of classic sentences. Through these activities, students can not only consolidate their language knowledge, but also standardize their moral cognition and improve their moral cultivation in a subtle way. In addition, teachers can further innovate teaching forms, such as conducting role-playing, cooperative discussion and other interactive tasks. This kind of activities can not only deepen students' understanding of the connotation of moral education, but also stimulate their interest in reading and enhance their sense of classroom participation.

5.3 Focusing on Moral Education Penetration in Reading Teaching

In the process of reading teaching, how teachers can naturally integrate moral education penetration with task-based language teaching, find the point of integration between the two, and use this as an opportunity to conduct ideological and moral education in the process of training students' reading skills, plays a crucial role in achieving moral education goals. [4] Therefore, in the process of reading teaching, teachers should not only focus on the training of students' reading skills. On the contrary, teachers need to explore the moral education materials presented or hidden in the reading passages. For

example, when explaining the word “volunteer”, teachers can expand and extend it based on the current situation of senior high school students. Teachers should actively guide students to discuss volunteer topics, such as asking questions like “How to become a qualified volunteer?” or “Have you ever done any volunteer work?” In the process of discussion, it helps students to form the moral qualities of helpfulness and solidarity, and also enables students to form their own ideological cognition of volunteer-related activities, helping them to form good spiritual and moral qualities during the activities. Teachers should also pay attention to the penetration of moral education into students in every teaching process. By guiding students to analyze the behavior and values of characters in the text, it can help them form correct moral concepts and behavioral habits.

5.4 Strengthening the Interaction and Communication Between Teachers and Students

Teachers should weaken their sense of authority and be kind and benevolent. Only by becoming such a teacher can students dare to communicate with them. Meanwhile, teachers should also allow collisions with students’ thinking. When students diverge their thinking and express different opinions and viewpoints, teachers should not stop them, but listen attentively and discover the hidden merits behind these ideas and concepts. In addition, teachers should form a relationship with students that is both a good teacher and a good friend. Actively interact and communicate with students, encouraging them to express their own opinions and viewpoints. This can not only increase students’ participation and confidence, but also develop their critical thinking ability and moral judgment.

5.5 Integrating Moral Education Evaluation and Reading Teaching Evaluation

Schools should attach importance to moral education in the classroom and regularly conduct skill training and competitions for teachers to integrate moral education into teaching. In addition, the evaluation of teachers and students in schools should be diversified and not limited to the aspect of performance assessment. On the contrary, schools should integrate moral education evaluation and reading teaching evaluation, and incorporate students’ moral performance into reading teaching evaluation. This can not only test the effectiveness of integrating moral education with reading teaching, but also motivate students to pay more attention to improving their moral literacy. Teachers obtain changes in students’ growth through teaching evaluation and feedback, so that the reading teaching methods can be more suitable for students’ growth. Teachers should recognize the importance of long-term maintenance of moral education teaching, in order to achieve a gradual improvement in the effectiveness of moral education.

6. Conclusion

English, as a language subject, has a dual task. Besides helping students master language skills, it also helps students to expand their knowledge and improve their moral sentiments. Senior high school English classes are an important platform for integrating moral education, and implementing moral education through senior high school English reading teaching meets the requirements of quality-oriented education and English curriculum standards. In order to promote the effective integration of moral education in senior high school English reading teaching, teachers should deeply explore the moral education elements in reading materials, design diverse reading teaching activities, deepen the penetration of moral education, focus on the penetration of moral education, strengthen the interaction and communication between teachers and students, and integrate moral education evaluation and reading teaching evaluation. Only in this way can the goal of moral education in senior high school English reading teaching be truly achieved, cultivating all-rounded talents who possess both language skills and noble moral qualities.

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