

# Analysis on ideological and political elements in high school English textbook: a case of textbook from Yilin Press

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**Abstract:** With the popularization of "ideological and political education in all courses", excavating the ideological and political elements from textbooks is of the top priority. This study takes module 1, module 2 and module 3 of high school English textbooks from Yilin Press as the research objects. There indeed exist large amounts of ideological and political elements in textbooks, and most of them are contained in the reading section, which belong to "Human and Society" section. The author puts forward opinions on how to integrate these elements into the ideological and political education process of high school English curriculum to promote students' core competencies.

**Key words:** ideological and political elements; high school; English textbook

## 1 Introduction

Recent years, Chinese President Xi has proposed that the ideological and political work should run through the whole process of education. Since then, "ideological and political education in all courses" has become an indispensable part in the colleges and universities education.

*General Senior High School Curriculum Standards of English (2017 Edition, 2020 Revision)* (hereinafter referred to as the *Curriculum Standards*) points out that the Communist Party's education policy should be fully implemented, the Chinese socialist core values should be cultivated, and the moral education should be carried out in senior high school education [1]. Therefore, it is of great significance to implement ideological and political education in high school English classroom. Usually, textbooks are constructed to meet specific cultural, economic and social goals [2].

## 2 Classification and distribution of ideological and political elements

### 2.1 Classification of ideological and political elements

This study focuses on textbooks of Yilin Press from module 1 to module 3. Teachers should be able to excavate ideological and political elements contained in the textbooks, whether these elements are explicit or implicit [3].

Table 1. Ideological and political elements based on thematic context

Classification	Type	Number
Human and Self	Self-pursuit	4
	All-round development	1
	Goal-orientation	1

	Spirit of exploration	1
	Perseverance	3
	Dialectical thinking	3
	Healthy life	11
Human and Society	Cultural confidence	4
	Patriotism	1
	International perspective	2
	A human community with a shared future	3
	Social responsibility	3
	Friendliness	5
	Family relationship	4
	Science and technology	6
	Appreciation of literature	4
Human and Nature	Ecological protection	5
	Life protection	3

According to *Curriculum Standards*, ideological and political elements can be divided into three categories: Human and Self, Human and Society, and Human and Nature. According to Table 1, the percentages of them are 37.50%, 50.00% and 12.50% respectively. The number of ideological and political elements are 64, the type of ideological and political elements are 18 in total. The number of ideological and political elements in "Human and Society" is the most.

By classification, "Human and Self" encompasses 7 types of ideological and political elements, totaling 24. Among them, "Healthy life" has 11 elements, indicating the importance of students' personal growth and well-being. "Human and Society" category contains 9 types of elements, with a total of 32. The 6 elements of "Science and technology" reflect the significance of it in new era. "Human and Nature" category consists of 2 types of elements, amounting to 8, highlighting the importance of environmental protection.

## 2.2 Distribution of ideological and political elements

We can reach the conclusion that ideological and political elements are distributed in each section of each module. Compared with the percentage of ideological and political elements in other sections, that of the "reading" section is the most, which is 23.44%. And the second largest is "extended reading", which is 20.31%. So it is obvious that "reading" sections in English textbook usually include large amounts of ideological and political elements, because they always have various themes that are rich in moral values.

Besides these reading sections, other sections also have plenty of ideological and political elements. The third largest percentage of ideological and political elements is "grammar and usage", which is 17.19%. The fourth is "integrated skills", which is 15.62%. It indicates that nowadays the discourses in the grammar sections and integrated skills section not only play a role in teaching grammatical rules and language skills, but also pass on ideological and political education to students.

Last but not least, the percentages of ideological and political elements in "Project" and "Welcome to the unit" sections are respectively 12.50% and 10.94%. In these sections, there are also large amounts of ideological and political elements that we can make use of.

### **3 Suggestions on ideological and political education**

After research, some useful suggestions on how to apply ideological and political education in English classrooms have been put forward. It is reflected in the extraction of ideological and political elements, teaching method, students' independent learning and other aspects to realize the organic unity of knowledge teaching and ideological and political education.

Firstly, the recommendation is for the editors and compilers of high school English textbooks. Based on the *Curriculum Standards*, English textbooks should focus on fostering students' political awareness, moral qualities and round development of personalities. In the process of compiling textbooks, editors should pay special attention to the selection of ideological and political education materials that are closely related to students' life, which can arouse their interests and convey the educational contents in an implicit and effective manner. Meanwhile, more materials in "Human and Nature" section should be provided.

Secondly, teachers should make use of the textbooks and combine international and domestic current events for excavation. Senior high school students have the passion for social participation and the ability to think independently. So teachers can dig out the elements that are beneficial to develop students' scientific thinking abilities and guide them to analyze problems with correct standpoint. After that, students' core thinking skill qualities will be cultivated.

Thirdly, appropriate teaching methods for ideological and political education should be applied, such as case analysis, problem-solving, project formulation, discussion, situational simulation, heuristic education, etc. In this process, teachers can stimulate students' ideological and political experience, and realize the value guidance for students.

Lastly, students' independent study is a natural extension and necessary supplement to classroom ideological and political education. Teachers should guide students to develop independent study to improve the students' thinking quality and value judgment. In that case, students can firmly understand the basic principles and socialist core values and shoulder the mission of realizing national rejuvenation.

### **4 Conclusion**

Under the concept of "ideological and political education in all courses", teaching knowledge and imparting ideological education are interconnected processes that enhance students' core competencies. Teaching knowledge improves language skills and learning abilities, while ideological education fosters cultural awareness and critical thinking. For instance, themes like "Cultural confidence" and "Patriotism" cultivate cultural consciousness, while "International perspective" and "Dialectical thinking" develop thinking quality. Teachers should integrate ideological elements from the practices of socialism with Chinese characteristics, emphasizing the cultural strengths behind China's achievements. By promoting advanced socialist culture, the classroom can effectively enhance students' ideological awareness and core competencies.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

### **References**

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