



Research on the Application of Project-based Teaching Method Integrating Curriculum Ideological-Political Education in Junior Middle School English Teaching

Liping An

Jining Normal University, Wulanchabu, Inner Mongolia, 012000, China

Abstract: At present, the field of education focuses on cultivating students' comprehensive literacy, and curriculum ideology and politics have become an important direction of teaching reform. Through empirical analysis, this study discusses the application of project teaching method integrating curriculum thought and politics in junior middle school English teaching. It is found that the project teaching method can effectively improve the core quality of students' English subject and strengthen the penetration of ideological and political education. By designing ideological and political projects in line with the characteristics of English subjects, students can be guided to cultivate their sense of social responsibility and national awareness while learning language knowledge and skills. The research results show that the implementation of project teaching method in junior middle school English teaching has promoted the improvement of students' comprehensive English ability and the positive development of their values, which has remarkable teaching effects and educational significance. This study provides feasible teaching strategies and experience for the further development of ideological and political education in other subjects.

Keywords: curriculum thought and politics, Project teaching method, Junior high school English teaching

1. Introduction

Through the empirical research method, this study probes into the effectiveness of combining curriculum ideological and political ideas with project teaching method in junior middle school English teaching. This study constructs an ideological and political project closely related to English subjects, aiming at integrating ideological and political elements into English teaching to improve students' language skills and strengthen ideological and political education. The results show that the project teaching method can effectively improve students' social responsibility, national consciousness and comprehensive English ability. This study provides practical experience and strategies for the in-depth integration of curriculum ideology and politics with subject teaching, which is helpful to promote education reform, achieve national education goals and students' personal development.

2. Background of education reform and overview of curriculum ideological -political education

2.1 Demand analysis of contemporary education reform

The promotion of contemporary education reform aims to comprehensively improve the core quality of students, which reflects the higher requirements^[1] for the level and quality of talent training. Under the background of globalization and the rapid development of information technology, the single knowledge imparting mode can no longer meet the society's demand for comprehensive talents. Education should focus on developing students' critical thinking, innovation ability and comprehensive accomplishment in solving practical problems. Ideological and political education should be taken into account to cultivate students' sense of social responsibility and cultural confidence. Junior high school is a critical period for students to shape their values. As a basic subject, English not only serves the function of language skills training, but also lays a foundation for students to understand the world and pass on culture. Cleverly integrating ideological and political education into subject teaching can deeply combine ideological and value education with knowledge and skills learning, and promote students' all-round development. Based on these needs, the educational reform emphasizes curriculum ideology and politics as an important task in building quality education with Chinese characteristics, making the teaching of various disciplines not only a carrier of knowledge transfer, but also an important way to cultivate morality and cultivate people, and defining the development direction of basic education in the new era.

2.2 Connotation and development trend of curriculum ideological -political education

Curriculum ideological and political education refers to the integration of ideological and political education into the teaching process of various disciplines, through the coordination of disciplinary knowledge and ideological and political elements, to achieve the correct guidance of students' values. This idea emphasizes that education should take into account both knowledge imparts and value shaping, break through the boundary between traditional "explicit thinking and politics" and "implicit thinking and politics", and make ideological and political education more natural and effective through the organic embedding of curriculum teaching. With the deepening of education reform, the need to cultivate students' all-round development is becoming more and more urgent, and curriculum ideological and political teaching has gradually become an important direction of all disciplines. In English teaching, curriculum ideology and politics give the function of emotional education and cultural identity to language learning, and deepen students' national identity and international vision by tapping the ideological and political elements in the course content. The core trend of curriculum ideological and political development lies in the integration of multi-disciplines, innovation of teaching practice and improvement of teachers' ability. In the future, more attention will be paid to the innovation of teaching mode based on case orientation, cross-cultural expansion and intelligent support.

2.3 Significance of the combination of project teaching method and curriculum ideological -political education

The combination of project teaching method and curriculum thought and politics aims to break through the limitation of separating subject knowledge from ideological and political education in traditional teaching. By organically integrating ideological and political elements into project activities based on problems or tasks, combining language learning and value shaping, the integration of knowledge transfer and education functions is realized. This combination can not only enhance students' participation and practical ability in English subject learning, but also penetrate socialist core values in specific learning situations, enhance students' social responsibility, cultural identity and national consciousness, and provide an effective way for all-round education.

3. Basic principles and implementation strategies of project-based teaching method

3.1 Theoretical basis of project teaching method

The theoretical basis of project-based teaching method is derived from constructivism learning theory, which

emphasizes that learners construct knowledge system through independent inquiry and practical activities, and gain deep understanding in real situations. Dewey's idea of "learning by doing" provides the ideological support for project-based teaching method. Its core idea is to combine learning activities with practical problems to cultivate students' ability to solve practical problems and comprehensive literacy^[2]. In Bloom's goal classification theory, the development of higher-order cognitive skills is regarded as the important goal of teaching activities, while project teaching method is to promote the improvement of students' ability of analysis, synthesis and evaluation by setting up complex tasks.

In project-based teaching, learners can internalize knowledge and externalize ability by participating in specific projects and going through the stages of topic selection, planning, implementation and evaluation. The cooperative learning theory further supports the application of project teaching method, advocating the enhancement of students' ability to share experience in interaction through teamwork. Comprehensive, practical and generative are the key characteristics of project teaching method. This teaching method can not only effectively connect subject knowledge with real life, but also stimulate students' interest in learning, cultivate independent learning ability and critical thinking, and provide a powerful theoretical foundation and operational space for integrating ideological and political education.

3.2 The specific application of project teaching method in junior middle school English teaching

The specific application of project teaching method in junior middle school English teaching is mainly reflected in the design around real situations and practical tasks. By setting up a variety of projects close to students' lives or social hot spots, construct task-driven classroom activities. For example, in the "Environmental English" project, students systematically learn relevant English vocabulary, sentence patterns and expressions by consulting materials, discussing problems, writing reports and presenting results. In the implementation process, teachers infiltrate ideological and political education throughout the project from goal setting, activity organization to step guidance, integrating the cultivation of English language skills with the education of socialist core values. This teaching method not only stimulates students' interest in learning, but also effectively improves their language application ability and value judgment ability, enhances their cultural identity and social responsibility awareness, and provides a feasible path for the integration of curriculum ideology and politics into English teaching.

3.3 Implementation strategy of project teaching integrating curriculum ideological -political education

The implementation strategy of project teaching integrating curriculum thought and politics aims to integrate ideological and political education content into subject teaching organically, and guide students to feel values in completing tasks by designing ideological and political projects that are in line with English teaching objectives. By setting the real situation, clarifying the task objectives and optimizing the cooperation process, the two-way integration of language ability and ideological and political education is promoted, and the comprehensive quality^[3] of students is improved.

4. Application case analysis of project-based teaching method integrated into curriculum ideological and political education

4.1 Overview of application examples of project teaching method

The application of project-based teaching method integrating curriculum thought and politics in junior middle school English teaching needs to demonstrate its effectiveness through concrete project practice. One teaching example is an English project class with the theme of "Environmental protection and culture". The program combines the goals of English language learning and ideological and political education around global issues of environmental protection. The teaching process includes reading background materials, learning relevant vocabulary and sentence patterns, and working in groups to complete speech tasks. Through the study of environmental protection cases, students have a deep

understanding of the importance of environmental protection, and understand the responsibilities and practices of different countries in dealing with environmental problems. In the process of guidance, teachers integrate the core socialist values into the teaching design, and guide students to understand their personal responsibilities and responsibilities in building a sustainable society. In the implementation of the project, students not only learn the language skills to express their views, but also enhance their cross-cultural understanding and awareness of social responsibility. The teaching example shows that the project teaching method integrated into the curriculum ideology and politics has good educational value, and can realize the organic unity of language skill cultivation and moral cultivation.

4.2 Analysis of ideological and political education content in the process of project implementation

In the implementation process of project teaching method, the infiltration of ideological and political education content is mainly achieved through carefully designed project content and task links. For example, the project designed according to the theme of "Telling Chinese stories" guides students to carry out oral English expression and writing practice around traditional Chinese culture and modern scientific and technological achievements. Through consulting materials, group discussions and presentation of results, students have a deeper understanding of the essence of Chinese culture in language learning and enhance their cultural confidence. The program includes patriotic education, with the theme of "International Communication of Chinese festivals" as the theme, to cultivate students' understanding of the role of Chinese culture in international exchanges and strengthen their social responsibility and national identity. During the implementation of the task, students are guided to think about the relationship between man and society, man and nature, and are helped to establish correct values and improve their comprehensive quality through activities such as English essay creation and dialogue performance, so as to realize the organic integration of English subject knowledge and ideological and political education.

4.3 Example effect evaluation and value embodiment

The results of case teaching show that the project teaching method integrated with curriculum ideology and politics has significantly promoted the development of students' comprehensive English ability and value shaping. Through the deep integration of ideological and political education with English project activities, students have enhanced their sense of social responsibility and national identity in language practice. The integration of ideological and political elements improves class participation and learning initiative, and realizes the coordinated development of knowledge goals and values cultivation. The practical results show that this method not only strengthens the students' language application ability, but also imperceptible shapes their positive outlook on life, values and world outlook.

5. Conclusion

5.1 Summary of the effectiveness of project teaching method in junior middle school English teaching

The application of project teaching method in junior middle school English teaching has achieved remarkable results, mainly reflected in the improvement of subject core quality and the penetration of ideological and political education. Through carefully designed English subject projects, students' language application ability, critical thinking and cooperation ability have been significantly improved. Project teaching provides more realistic language application scenarios, and students realize the integration of language knowledge and comprehensive development of ability in the process of completing tasks. The integration of ideological and political education content has effectively enhanced students' sense of social responsibility and feelings of home and country. The ideological and political themes in the project activities guide students to pay attention to social reality and establish correct values when analyzing and solving problems. The research shows that through scientific planning and implementation, project teaching method not only improves the structure and content of junior middle school English teaching, but also achieves the educational goal of

cultivating students' character. It is of great significance in terms of teaching effect and educating function, and shows the practical value of popularization.

5.2 Inspirations and reflections on current English teaching practice

The current junior high school English teaching practice is facing the challenge of integrating the core quality of students with ideological and political education. On the one hand, the application of project-based teaching method emphasizes that the teaching content should take into account the guidance of language skills and values, and naturally integrate the ideological and political elements of the curriculum into the process of knowledge imparting and ability cultivation, so that students can establish correct values and social responsibility in language learning. On the other hand, teaching design should pay attention to practicality and innovation, and carefully design contextualized and task-driven teaching projects in combination with the characteristics of English subjects, so as to stimulate students' active participation and comprehensive use of language knowledge. Teachers need to strengthen their ideological and political education awareness and professional ability, and help students deeply understand the ideological and political connotation of textbooks and projects through reasonable guidance. Reflecting on the current practice, there is a disconnect between ideological and political goals and subject goals in some teaching designs. Deep coupling should be achieved in the selection of teaching content and the implementation path, and the improvement of the evaluation index system should be strengthened to ensure the full achievement of teaching effects.

Concluding Remarks

This paper makes a systematic research on the application of project teaching method in junior middle school English teaching. Through empirical analysis, this study proves the effectiveness of project teaching method in improving students' core quality of English subjects and strengthening ideological and political education. The design of projects closely combined with English subjects and containing ideological and political elements can guide students to master language knowledge, enhance social responsibility and national awareness, and thus contribute to the positive formation of students' values. However, the research also shows that in the implementation of project teaching method, teachers are faced with the challenges of curriculum integration and time allocation, and the differences in students' acceptance degree and cooperative learning ability also affect the teaching effect. This suggests that in future teaching practices, we need to further optimize the design of projects, strengthen teacher training, and consider how to more effectively promote the participation and cooperation of all students. This study provides useful practical strategies for junior middle school English teaching, and can also inspire and reference the ideological and political integration teaching of other subject courses. Future research can continue to explore the in-depth application of project teaching method and curriculum ideological and political integration under different disciplinary backgrounds, so as to further promote the reform of education and teaching of various disciplines and realize the all-round development of students.

Fund Project:

Jining Normal University Special Scientific Research Project on Disciplinary Construction and Basic Education: Research on project-based Learning Paradigm of junior high School English Reading Oriented by Core Literacy (JSJCJY2024201); 2024 Jining Normal University Scientific Research Project: Strengthening Chinese National Community Awareness through Integrated IPE in Schools in Ulanqab City (jsky2024205); National-Level College Students' Innovation and Entrepreneurship Projects: Development and Research on Buckwheat Hulls under the background of Rural Revitalization (202411427003); Teaching Reform and Research Project of Jining Normal University: Intelligent Teaching Reform of Professional English for University Enabled by Artificial Intelligence (JGKT2024003); 2024 Ordos City Social Science Research Project: Promoting North Border Region Culture Through Ordos' Stories – Enhancing Ethnic Culture (2024S204), Teaching Reform and Research Project of Jining Normal University: A Study on Pathways to Cultivate Teaching and Research Competencies in English Majors: Pre-Service

Teacher Development in Higher Education Institutions(JGKT2024032);2024 Inner Mongolia Autonomous Region Educational Science Research "14th Five-Year Plan" Project: Research on the Integrated Development of Chinese Excellent Traditional Culture and New English Textbooks for Junior High Schools(2024NGHCZ425).

References

- [1] LIU Sini. A study on the integration of curriculum ideology and politics into junior Middle School English Teaching [J]. Enlightenment,2022,(23):29-31.
- [2] Du Dongpu. The Application of project-based Teaching Method in Junior Middle School English Teaching [J]. Chinese Science and Technology Journal Database (citation Edition) Education Science,2021,(06).
- [3] Tian Xiaoqin. The application of Project Teaching Method in Junior Middle School English Teaching [J]. Forum on Basic Education,2020,(19):19-20.