

Exploration of Teaching Approaches for Junior High School English Reading from the Perspective of Integrating Ideological and Political Education into Courses

Liming Yang

School of Foreign Languages, China West Normal University, Nanchong 637000, China

How to cite this paper: Yang, L. M. (2025). Exploration of Teaching Approaches for Junior High School English Reading from the Perspective of Integrating Ideological and Political Education into Courses. Abstracts of Education, 1(1), 87 - 98. ISSN Print: 3079 - 5443; ISSN Online: 3079 - 5451.

<https://doi.org/10.63313/EDU.8013>

Published: 2025-05-12

Copyright © 2025 by author(s) and Erytis Publishing Limited.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

This paper centers on the research of junior high school English reading teaching in the context of integrating ideological and political education into courses. Given the emphasis on the significance of moral education in the field of education, incorporating ideological and political education into junior high school English reading teaching holds great importance. Firstly, this article expounds on the connotation of integrating ideological and political education into courses and its importance in junior high school English teaching. Subsequently, it puts forward teaching strategies, such as delving into textbooks to explore their ideological and political values, establishing moral education objectives based on textbooks, conducting teaching guided by these objectives, and evaluating the effectiveness of in - class moral education. Moreover, a case study is designed by taking the reading materials in the first - year junior high school textbook as an example. Practice has demonstrated that this teaching model has achieved the unity of knowledge dissemination and value guidance, enhancing students' reading proficiency and ideological and political accomplishment. To further optimize teaching, it is suggested to strengthen teachers' capacity for ideological and political education, innovate teaching methods, improve the teaching evaluation system, promote the deep integration of junior high school English reading teaching and ideological and political education, and fulfill the fundamental mission of cultivating morally - upright individuals.

Keywords

Integration of Ideological and Political Education into Courses; Junior High School English Reading Teaching; Teaching Strategies; Case Design; Teaching Recommendations

1. Introduction

The integration of ideological and political education into courses is currently a hot topic in the field of education. Both the concept of "cultivating well - rounded individuals with

moral, intellectual, physical, aesthetic, and labor - related development" and the middle - school curriculum standards clearly place moral education in a crucial position that cannot be ignored. The "Senior High School English Curriculum Standards (2017 Edition, Revised in 2020)" (Ministry of Education, 2020) emphasizes the concept of subject - based education for cultivating people, clearly requiring the "cultivation and practice of core socialist values, and the implementation of the fundamental task of cultivating people with moral integrity", as well as "cultivating socialist builders and successors with a sense of national identity, a global perspective, and cross - cultural communication skills" [1]. The "Compulsory Education English Curriculum Standards (2022 Edition)" proposes that teachers should promote the implementation of integrated unit - based teaching, fully explore the educational value around the unit theme, and establish unit - based educational goals [2]. Evidently, the issue of education, especially what kind of people to cultivate, is of great significance in the middle - school stage. The junior - high - school stage is a particularly important and critical period that requires careful care and cultivation. Therefore, it is of utmost importance to do a good job in education to enable students to grow into useful talents in the future. Reading is a crucial part of English teaching and the main source of input. Thus, it is necessary and significant to integrate ideological and political education into junior high school English reading teaching. However, at present, many English teachers only have a preliminary understanding of the integration of ideological and political education into courses and are unable to truly incorporate it into actual English classroom teaching. This paper aims to provide a reference for the implementation of integrating ideological and political education into English reading teaching.

2. Integrating Ideological and Political Education into Courses

To truly integrate ideological and political education into junior high school English reading teaching, it is first necessary to understand what integrating ideological and political education into courses means and why it is important.

2.1. Integrating Ideological and Political Education into Courses and Its Application in English Teaching

Regarding the definition of integrating ideological and political education into courses, different scholars have put forward various definitions. Integrating ideological and political education into courses is an important measure to fulfill the fundamental educational task of cultivating people with moral integrity. It emphasizes a new curriculum concept, aiming to achieve the "trinity" of knowledge imparting, ability cultivation, and value shaping in teaching. Here, "ideological and political education" in this context essentially means "educating people" [3]. Integrating ideological and political education into courses is to incorporate value - orientation guidance into the teaching process of various courses, and it is one of the important ways to cultivate people with moral integrity [4]. It is an educational practice activity that takes courses as the carrier, the ideological and political education

elements contained in the knowledge of various disciplines as the entry point, and classroom implementation as the basic approach [5].

Therefore, the author believes that integrating ideological and political education into English teaching takes the fulfillment of the fundamental task of cultivating people with moral integrity as the core goal. Based on a new curriculum concept from the perspective of cross - cultural communication, during the process of imparting English language knowledge and cultivating language skills, it deeply explores the ideological and political education elements contained in English courses, such as outstanding traditional Chinese culture and core socialist values. At the same time, through a comparative analysis of cultural differences between China and the West, it guides students to establish correct cultural and value concepts, achieving the "trinity" of enhancing language ability, cultivating cultural literacy, and shaping values in educational practice activities.

2.2. The Importance and Significance of Implementing the Concept of Integrating Ideological and Political Education into Junior High School English Teaching

From the perspective of educational goals, implementing the integration of ideological and political education into English teaching breaks the single - pattern of traditional English education that only emphasizes the instrumental nature of language. It deeply integrates knowledge imparting, ability cultivation, and value shaping. By exploring the ideological and political elements in English courses, such as the moral ethics in textbooks and extracurricular materials, and the patriotism and family - country sentiment in historical stories, students can not only master language skills but also be subtly guided by ideological values, thus truly achieving the fundamental educational goal of "cultivating people with moral integrity" and constructing an all - round and multi - level education system.

From the perspective of students' personal development, implementing the integration of ideological and political education in English classrooms is conducive to cultivating their critical thinking and healthy outlooks on life, values, and the world. This integration guides students to critically analyze the concepts and phenomena in Western culture during the process of English learning, neither blindly worshipping nor simply negating, and cultivating their abilities of independent thinking and rational judgment. The exercise of such critical thinking helps students form sound personalities and correct value orientations, enabling them to distinguish right from wrong in a complex and diverse cultural environment, adhere to their own cultural positions, and grow into new - era talents with a global perspective and a sense of social responsibility.

From the perspective of social development, implementing the integration of ideological and political education in English teaching can cultivate students' patriotism and national pride. It enables students to maintain a clear - headed political stance in international exchanges and cooperation, consciously safeguard national dignity

and image, provide strong talent support for the implementation of national strategies such as opening - up and cultural exchanges, and help the country play a greater role on the international stage. In other words, the integration of ideological and political education into courses can empower the cultivation of qualified socialist successors.

Therefore, it can be seen that implementing the integration of ideological and political education into junior high school English classrooms is of great significance, whether from the perspective of education itself, students' personal development, or social development.

3. Teaching Approaches and Case Design for Junior High School English Reading under the Perspective of Integrating Ideological and Political Education into Courses

3.1. Teaching Approaches for English Reading under the Perspective of Integrating Ideological and Political Education into Courses

3.1.1. Studying Textbooks to Explore the Ideological and Political Value of Texts

Textbooks are the core and foundation of English reading teaching. To design an excellent English reading class with integrated ideological and political education, teachers should first study textbooks thoroughly and explore the ideological and political value of texts. This is conducive to teachers' later consideration of educational goals and the teaching process for cultivating students. On the one hand, conduct multi - dimensional analyses of literary texts, news materials, historical stories and other contents in textbooks to find entry points for integrating ideological and political education. For example, teachers can guide students to think about values such as justice and responsibility. On the other hand, from the perspective of cross - cultural comparison, explore the ideological and political value of cultural contrast elements in textbook texts. By comparing the festival customs, family values, social systems, etc. between China and the West, teachers can guide students to understand cultural diversity. Meanwhile, students' sense of identity and pride in outstanding traditional Chinese culture can be enhanced, and cultural misunderstandings and cultural inferiority can be avoided. Although junior high school English textbooks are simpler than senior high school English textbooks, they contain comprehensive and complete cultural connotations and ideological and political values.

3.1.2. Setting Moral Education Goals Based on Textbooks

Teaching goals serve as the lighthouse of teaching. Only by taking goals as the starting point can a good classroom atmosphere be set. Therefore, the setting of teaching goals is of great significance. In junior high school English reading teaching from the perspective of integrating ideological and political education into courses, when set-

ting moral education goals based on textbooks, teachers should base themselves on the themes and genre characteristics of textbook texts, and combine them with the physical and mental development laws and cognitive levels of junior high school students. Teachers should systematically sort out the teaching materials. From the dimensions of cultural inheritance, character shaping, and value cultivation, they should organically integrate English reading teaching with moral education goals, and develop a well - structured and practical moral education goal system. This will enable reading teaching not only to be a process of language knowledge accumulation and skill improvement, but also an important vehicle for students to establish correct values, enhance cultural confidence, and cultivate a sense of social responsibility, thus achieving the unity of instrumentality and humanity.

3.1.3. Conducting Moral Education - Oriented Teaching Guided by Moral Education Goals

After excavating the ideological and political values and moral education content in textbooks and setting clear teaching goals for classroom instruction, English teachers should firmly keep in mind the need to translate these goals and content into the actual English teaching process.

For instance, in the teaching - introduction phase, teachers can arouse students' interest in and prompt their thinking about the moral - education themes within reading texts through methods like creating scenarios and conducting interactive questioning. This helps to establish an emotional foundation for the infiltration of moral education. During the text - interpretation process, teaching techniques such as question - chains and comparative analysis can be employed to guide students to thoroughly explore the ideological and political elements in the texts. In this way, students can internalize values while learning the language.

In the classroom - discussion and cooperative - learning segments, a platform should be provided for students to voice their opinions and exchange ideas. Through the clash of viewpoints, students can deepen their comprehension of moral - education content and foster critical - thinking and teamwork skills.

Moreover, the after - class extension is essential. By recommending relevant English reading materials on the topic and organizing cultural - practice activities, teachers can assist students in applying the moral - education concepts learned in class to real - life situations, achieving the unity of knowledge and action.

Throughout the entire teaching process, teachers should attach importance to the moral - education orientation of teaching evaluation. They should adopt diversified evaluation methods, paying attention not only to students' language - ability improvement but also to their moral cognition and behavioral manifestations. By using evaluation feedback to promote the effective implementation of moral - education goals, English reading teaching and moral education can truly resonate in harmony.

3.1.4. Evaluating the Effectiveness of In - Class Moral Education

The integration of teaching, learning, and assessment deeply combines teaching goals, teaching activities, and the assessment system. It guides teaching practice with clear goal - orientation. With the help of a dynamic assessment feedback mechanism, it enables teachers to precisely adjust teaching strategies and students to promptly optimize their learning methods, thus effectively enhancing teaching effectiveness. At the same time, it constructs a standardized education framework to ensure the stability and consistency of teaching quality, and ultimately achieves the coordinated development of students' language ability cultivation and value concept shaping. Therefore, in English reading classes with integrated ideological and political education, English teachers should conduct in - class and after - class assessments. They should evaluate both themselves and students to achieve the educational goals.

3.2. Case Design for English Reading Teaching

This paper takes the reading content in Section B of Unit 6 of the first - year junior high school textbook published by the People's Education Press as a case to design a reading class that integrates ideological and political education.

3.2.1. Textbook Text Analysis

Wang Ruilin (2020) believes that primary and secondary school courses should contain at least four dimensions of ideological and political elements: "value orientation, cultural inheritance, character cultivation, and scientific spirit and technical ethics" [6]. Therefore, when analyzing the ideological and political value and elements of the text, the author will conduct the analysis from these four aspects.

Table 1

	Textbook Analysis
what	The text consists of the posts made by Helen and Peter during their visit to Huangshan Mountain. It describes their experiences and feelings during the mountain - climbing process. It mentions the scenery such as the clouds, trees, and rocks in Huangshan, and also tells about the arduousness of climbing the mountain. Despite the hardship, the tourists were in high spirits, and it also describes the situation when they reached the Bright Summit.
Why	By sharing their respective experiences and feelings during the trip to Huangshan Mountain, they record the little details of the journey, express their personal experiences of this mountain - climbing activity, and may also share the travel anecdotes with others.
how	It is presented in the form of posts, with each post accompanied by the corresponding time. From their own perspectives, they describe what they saw (such as the clouds looking like paintings and the sunlight piercing through the clouds) and what they felt (such as feeling tired during the climb but great upon reaching the mountaintop), thus showing the process of the journey.

The ideological and political values contained in the text	In terms of value orientation: In the text, when facing difficulties during mountain climbing, such as bad weather and physical fatigue, people still maintain a positive attitude. For example, Helen encourages her younger brother, and everyone is in high spirits in the rest area. This conveys a value orientation of being fearless in the face of challenges, being positive and optimistic, guiding students to establish correct values in life and have the courage to overcome difficulties. In terms of cultural inheritance: The scenery of Huangshan Mountain is depicted as magnificent and magical. The trees and rocks are like scenes in paintings, reflecting the beauty of China's natural landscapes. This helps students feel the great rivers and mountains of their motherland, stimulates their love for local natural scenery, and inherits the recognition and love for the natural aesthetics and landscape culture in Chinese culture. In terms of moral cultivation: Helen cares about her younger brother Peter's experience and encourages him, demonstrating the love among relatives. People in the rest area communicate with each other despite being tired, creating a harmonious atmosphere, which reflects friendliness. This can guide students to cultivate the virtues of caring for others and being friendly in interpersonal communication. In terms of scientific spirit and technical ethics: The scientific spirit and technical ethics of the text are mainly reflected in the view of nature and the ecological view. In terms of the view of nature: Peter mentioned that it was difficult to see clearly due to the thick fog and the ground was slippery, and Helen also mentioned that people persevered in climbing despite the bad weather. This shows that people are aware of the power and uncontrollability of nature, thus developing a sense of awe for nature. In terms of the ecological view: Appreciating the beauty of the ecosystem: Helen described the clouds, trees, rocks, etc. in Huangshan Mountain as if they were paintings, showing an appreciation for the aesthetic value of natural ecological landscapes. This is helpful for cultivating people's perception and cherishing of the beauty of the ecological environment.
--	--

3.2.2. Setting of Teaching Objectives

Table 2

Knowledge Objectives	Students are able to accurately read and understand the words and phrases in the text regarding the scenery of Huangshan Mountain (such as clouds, trees, rocks, etc.), feelings about mountain climbing (such as climbing is hard/tiring, etc.) and weather conditions (such as heavy fog, etc.). Students are able to understand the sentence structures in the text that describe experiences and feelings, such as "We're here at..." and "Although...many people...", and can accurately analyze the sentence components. Students are able to read the travel posts of Helen and Peter fluently, grasp the key information in the text, such as the places they visited in Huangshan Mountain, what they saw and felt at different times, etc. Students are able to apply the language knowledge they have learned to briefly retell the experiences of Helen and Peter's visit to Huangshan Mountain.
Learning Ability Objectives	Students learn to quickly obtain important information in the text by using reading skills such as grasping key words and sentences. During the reading process, students are able to actively think and summarize the different feelings of different characters towards the same travel experience in the text, thus improving their analysis and summarization abilities. With the help of textbook analysis, students can deeply understand the text content, learn to draw inferences about other cases from one instance, and apply reading skills to the reading of texts with similar travel themes.
Objectives of	Cultivate students' critical thinking and guide them to think about the reasons

Thinking Qualities	why different people have different attitudes when facing difficulties during the trip, such as bad weather and physical fatigue. Improve students' logical thinking ability. By analyzing the connection between the feelings of the characters in the text and environmental factors, students' logical reasoning ability can be enhanced.
Objectives of Emotional Attitudes and Values	In terms of value orientation: Students can deeply understand the spirit of being positive and optimistic and having the courage to overcome difficulties. When facing challenges in life, they can respond with a correct attitude and establish positive values. In terms of cultural inheritance: Students can fully feel the beauty of the scenery of Huangshan Mountain, enhance their love for the natural landscapes and traditional culture of the motherland, boost their cultural confidence, and inherit the aesthetic recognition of landscape culture. In terms of moral cultivation: Students can understand the importance of the care among relatives and friendliness in interpersonal communication. They can practice the virtues of caring for others and treating others kindly in real life and improve their own moral cultivation. In terms of scientific spirit and technical ethics: Students can recognize the power and uncontrollability of nature, establish the concept of respecting nature, learn to appreciate the beauty of natural ecological landscapes, and enhance their awareness of protecting the ecological environment.

3.2.3. Teaching Process

①Step 1: Lead-in and Pre-reading

Activity: show a picture of a family watching TV and play the video they are watching to introduce the topic of the family's trip to Huangshan Mountain. Then introduce the reading through some beautiful photos of Huangshan Mountain.

Q1: What can you see?

Q2: What can you hear?

Q3: What can you feel?

Design Purpose: Prepare students psychologically and cognitively for the class.

②Step 2: While-reading

Activity: ask students to read the article for the first time and pay attention to the following three questions:

Q1: What's the main idea of these texts?

Q2: Are they visiting the same place?

Q3: Do they feel the same about it?

Design Purpose: Let students perceive the main idea of the article and get a preliminary understanding of the article through the first reading.

③Step 3: While-reading

Activity: ask students to read the article for the second time and complete the table to perceive the detailed knowledge of the article. (The table is from the textbook.) During this process, the teacher should explain the two knowledge points of "thought" and "feeling", and explain the structure of the table to guide students to guess the structure and main idea of the whole article through the table structure.

Design Purpose: Cultivate students' ability to read details, improve their ability to extract information, deepen their understanding of the text and consolidate their knowledge.

④Step 4: while-reading

Activity: guide students to complete the textbook activity "Read the posts again. Complete the questions with the question words in the box and then answer them."

Teaching Purpose: Deepen students' application of special question words, guide students to read the text with questions, encourage students to think about the details, and cultivate their thinking qualities.

⑤Step 5: Post-reading

Activity 1: Ask students to think about the following questions:

Q1: Why do Helen and Peter have different feelings?

Design Purpose: Guide students to deeply understand the spirit of being positive and optimistic and having the courage to overcome difficulties when facing challenges, respond with a correct attitude when encountering challenges in life, and establish positive values.

Q2: What can you learn from Helen's encouragement to Peter?

Design Purpose: Guide students to understand the importance of the care among relatives and friendliness in interpersonal communication, practice the virtues of caring for others and treating others kindly in real life, and improve their own moral cultivation.

Activity 2: Share a video of Huangshan Mountain with students and show some comments from netizens about Huangshan Mountain.

Design Purpose: Let students further feel the beauty of Huangshan Mountain, strengthen their perception of nature in combination with the textbook, enhance their love for the natural landscapes and traditional culture of the motherland, boost their cultural confidence, inherit the aesthetic recognition of landscape culture, and at the same time guide students to protect the natural environment and establish correct ecological concepts.

⑥Step 6: Homework assignment

Activity: ask students to watch a video of Huangshan Mountain by themselves after class and write an article about their feelings towards Huangshan Mountain.

The post-reading stage of the reading activity contains unique educational values and is a golden period for the natural integration of ideological and political elements in the curriculum. In this stage, students can achieve the organic unity of knowledge absorption and value shaping by deepening their understanding through reflection and sharing.

3.2.4. Analyze the effect of moral education

Carry out the "Reflections on Huangshan" sharing activity during the post-class summary session. The teacher guides students to quickly share in English the ideological and political elements that most touched them in this class. For example, they can talk about how they felt the power of family affection from Helen's encouragement to Peter, or how the beautiful scenery of Huangshan inspired their determina-

tion to protect nature. After a student speaks, other students interact by giving brief feedback such as "I agree" or "I'd like to add." Finally, the teacher summarizes and refines the content, strengthening the core of ideological and political education in the curriculum, thus achieving the immediate assessment and enhancement of teaching effectiveness.

4. Conclusions and Suggestions

4.1. Conclusions

Deeply integrating the concept of ideological and political education into junior high school English reading courses is an important path to implement the fundamental task of cultivating morality and nurturing people and give full play to the educational function of the subject. By systematically sorting out the ideological and political elements such as patriotism, cultural confidence, and international vision contained in English reading texts and organically integrating them with the teaching of language knowledge, it can not only enrich the connotation and depth of classroom teaching, but also guide students to establish correct values during the language learning process. Practice has proven that this teaching mode of "unifying knowledge imparting and value guidance" can not only significantly improve students' English reading ability, but also achieve positive results in value shaping, emotional cultivation, and other aspects. It realizes the synchronous resonance between language ability cultivation and ideological and political education, providing innovative ideas and practical examples for the reform of junior high school English teaching in the new era.

4.2. Practical Suggestions for Optimizing Junior High School English Reading Teaching from the Perspective of Ideological and Political Education in Courses

Firstly, strengthen teachers' ability to educate students with ideological and political concepts and improve the quality of integration. Regularly hold seminars on English teaching with ideological and political education in courses, strengthen cooperation and communication among English teachers, and learn from each other for common growth.

In response to the ability deficiencies of teachers in integrating ideological and political education in courses with English reading teaching, construct a hierarchical and classified teacher training system. Regularly organize special training, invite experts in ideological and political education and renowned English teachers to teach jointly. Through forms such as theoretical explanations, case analyses, and practical workshops, help teachers improve their theoretical literacy in ideological and political education and teaching design capabilities. Encourage English teachers to pair up and cooperate with ideological and political course teachers. Through joint lesson preparation, teaching the same content with different teaching methods,

and other means, explore the path of natural integration of ideological and political elements and English reading teaching. Establish an evaluation mechanism for teachers' teaching ability in ideological and political education in courses, incorporate the effectiveness of ideological and political teaching into teachers' performance assessment, and stimulate teachers' enthusiasm for actively exploring innovative practices of ideological and political education in courses. Regularly carrying out special teaching and research activities on ideological and political education in courses is an important path to promote the deep integration of the concept of ideological and political education into classroom teaching. Firstly, the regular holding of educational seminars can effectively urge teachers to systematically learn the theoretical knowledge of ideological and political education in courses, actively explore innovative teaching methods for ideological and political education in courses, and thus improve their teaching practice ability in ideological and political education in courses. Secondly, through cross-disciplinary and cross-grade classroom observation activities, teachers can not only learn from excellent teaching experiences, but also broaden their teaching horizons through communication and mutual learning, and achieve self-improvement of professional qualities. Thirdly, participating in the teaching and research evaluation process helps teachers establish a scientific teaching evaluation system. In the process of analyzing and reflecting on the teaching practices of others, they can continuously improve their own teaching cognition and achieve double progress in teaching ability and educational concepts. Secondly, innovate teaching methods and enhance the effectiveness of educating students with ideological and political concepts.

In the teaching process, actively explore diversified teaching methods to achieve the deep integration of ideological and political education and English reading teaching. Adopt the task-driven method, design reading tasks with ideological and political orientation, such as organizing students to carry out theme speeches of "telling Chinese stories in English", writing research reports on cultural comparisons, etc., to guide students to deepen their understanding of ideological and political content while completing tasks. Use the situational teaching method, and with the help of multimedia technology, create real language application situations, such as simulating international cultural exchange scenarios, to cultivate students' cross-cultural communication ability and cultural confidence. Promote the cooperative learning model. Through activities such as group discussions and role-playing, guide students to form correct values and teamwork spirit in interaction, and achieve the organic unity of knowledge learning and value shaping. In addition, teachers should use multimedia technology and online teaching methods to assist English reading teaching, making English reading classes with ideological and political education vivid and interesting.

Thirdly, improve the teaching evaluation system to ensure the integration effect. Establish a diversified and three-dimensional teaching evaluation system to com-

prehensively measure the integration effect of ideological and political education in courses and English reading teaching. In terms of evaluation content, not only pay attention to students' English language knowledge and reading ability, but also include students' ideological and political qualities such as values, moral qualities, and cultural awareness in the evaluation scope. In terms of evaluation methods, combine process evaluation with summative evaluation. Through various forms such as classroom performance observation, reading reflection logs, and project result displays, dynamically record students' growth trajectories. In terms of evaluation subjects, construct a diversified evaluation mechanism involving teacher evaluation, students' self-evaluation and peer evaluation, and parental participation, form a comprehensive educational feedback system, and provide a scientific basis for continuously optimizing teaching strategies and improving the effectiveness of educating students with ideological and political concepts in courses.

References

- [1] Ministry of Education. 2020. English Curriculum Standards for General Senior High Schools (Revised in 2020, 2017 Edition) [M]. Beijing: People's Education Press.
- [2] Ministry of Education of the People's Republic of China. English Curriculum Standards for Compulsory Education (2022 Edition) [S]. Beijing: Beijing Normal University Press, 2022.
- [3] Li Jiao & Fang Ji. (2021). "Ideological and Political Education" in Curriculum-based Ideological and Political Education: Core, Path and Implication. *Studies in Ideological Education*, (11), 108-113.
- [4] Sun Chunhong. (2024). Instructional Design of Big Units in Senior High School English from the Perspective of Curriculum-based Ideological and Political Education — Based on the Theory of Collaborative Teaching. *Theory and Practice of Education*, 44(26), 42-46.
- [5] Qiu Weiguang. (2018). On the Internal Regulations and Key Points of Implementation of Curriculum-based Ideological and Political Education [J]. *Ideological and Theoretical Education*, (8), 62-65.
- [6] Wang Ruilin. (2020). The Function and Realization Mode of "Curriculum-based Ideological and Political Education" in Primary and Secondary Schools. *Curriculum, Teaching Materials and Teaching Methods*, 40(11), 77-83.