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Analysis of Teaching Strategies for High School English Reading from the Perspective of Curriculum-based Ideological and Political Education

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Abstract

Comprehensively advancing the integration of ideological and political education into curricula is a key measure for fostering virtue and nurturing talents. This paper aims to analyze how to strengthen ideological and political education while enhancing students' core competencies in English, so as to cultivate their sense of social responsibility, national consciousness, and cultural confidence. The paper first defines the concept of curriculum-based ideological and political education and highlights its significance in high school English reading instruction. It then examines the current issues in high school English reading teaching, including the disconnect between instructional content and ideological-political education, the over-reliance on a single teaching method, and the inadequacy of the evaluation mechanism. In response to these issues, the paper proposes corresponding teaching strategies: in terms of content, an integration strategy is emphasized to explore the ideological-political connotations of texts; in terms of teaching methods, an innovation strategy is advocated, incorporating project-based learning and cooperative learning; in terms of evaluation, the integration of diverse assessment methods is recommended. The implementation of these strategies aims to achieve an organic combination of knowledge transmission and value guidance, thereby cultivating talents with a global vision and a strong sense of national identity for the new era.

Keywords

Curriculum-based ideological and political education; High school English; English reading

1. Introduction

In the context of globalization and multicultural interaction, high school English reading instruction is no longer limited to transmitting linguistic knowledge but also plays a key role in shaping students' values and conducting moral education.

Following the release of the Curriculum Standards for General High School English (2017 Edition, 2020 Revision) and the Guidelines for Curriculum-based Ideological and Political Education in Higher Education Institutions, integrating this educational concept into English teaching has become a new trend. This paper explores teaching strategies for high school English reading under this framework, aiming to enhance students' core English competencies while strengthening ideological and political education to foster social responsibility, national identity, and cultural confidence.

Curriculum-based ideological and political education integrates ideological and political elements into various disciplines, combining knowledge transmission with value orientation. It emphasizes not only professional knowledge but also cultivating students' social responsibility, national consciousness, and cultural confidence. In high school English reading instruction, this integration is significant: through reading activities, students improve language skills, broaden global horizons, and strengthen cross-cultural communication, while gradually developing a correct worldview, value system, and outlook on life.

However, there are currently multiple problems in high school English reading instruction, such as the disconnect between teaching content and ideological-political education, over-reliance on a single teaching method, and an inadequate evaluation mechanism. These problems limit the comprehensive development of students' core competencies as advocated by the Curriculum Standards for General High School English (2017 Edition, 2020 Revision) and affect the realization of the goals of curriculum-based ideological and political education.

In summary, against the background of globalization and multiculturalism, high school English reading instruction needs to keep pace with the times and actively integrate curriculum-based ideological and political education, so as to achieve an organic combination of knowledge transmission and value guidance, and cultivate talents for the new era who possess a global vision and a strong sense of national identity.

2. Defining the Concept of Curriculum-based Ideological and Political Education

2.1. The Emergence of Curriculum-based Ideological and Political Education

The educational concept of "curriculum-based ideological and political education" originated after 2014, initially explored through practical experimentation by universities in Shanghai. Its original intention was to address the isolated state of ideological and political education for college students, particularly to bridge the gap between ideological and political theory courses and other disciplinary courses [1]. Shanghai's in-depth exploration of moral education on campus demonstrated a deep commitment to moral education and its synchronization with contemporary developments. It was against this backdrop that curriculum-based ideological and

political education, as an emerging moral education concept, gradually took shape through accumulated practice and empirical testing.

On December 2, 2016, China Education Daily published an article titled “From ‘Ideological and Political Courses’ to ‘Curriculum-based Ideological and Political Education’”, which introduced the concept for the first time [2]. The core of "curriculum-based ideological and political education" lies in fully utilizing the educational role of all courses, emphasizing teachers’ educational responsibilities in the teaching process, and exploring the ideological and political elements embedded in courses such as intellectual education, physical education, and the arts, so that these elements complement and work in synergy with those of moral education courses, collectively building an educational synergy effect. Many higher education institutions regard curriculum-based ideological and political education as a key step in constructing an efficient ideological and political education system, focusing on integrating ideological and political education while imparting disciplinary knowledge, and emphasizing value guidance in the process of knowledge transmission [3].

In 2020, the Ministry of Education issued the Guidelines for the Construction of Curriculum-based Ideological and Political Education in Higher Education Institutions, which further specified the direction and implementation pathways for such construction [4]. The issuance of these guidelines provided policy support and action guidance for the in-depth implementation of curriculum-based ideological and political education, promoting its widespread adoption and deep practice across the country.

2.2. The Connotation of Curriculum-based Ideological and Political Education

Curriculum-based ideological and political education refers to an educational model that integrates ideological and political education elements into teaching and learning, achieving the combination of knowledge transmission and value guidance. It emphasizes that in the process of subject teaching, rather than merely imparting professional knowledge, teachers should also conduct ideological and political education for students, cultivating their sense of social responsibility, national consciousness, and cultural confidence [5]. Simply put, curriculum-based ideological and political education aims to deeply explore the moral education resources embedded in various disciplinary courses and integrate them into all links and aspects of teaching, so that ideological and political education is fully permeated and implemented throughout the educational process, thereby nurturing talents with both moral integrity and professional competence through subtle influence [3]. The core of this concept lies in naturally integrating ideological and political education into the teaching of professional courses, so as to achieve the fundamental task of fostering virtue and nurturing talents as set forth in the Guidelines for the

Construction of Curriculum-based Ideological and Political Education in Higher Education Institutions (hereinafter referred to as the Guidelines).

The Guidelines emphasize that to achieve the fundamental goal of cultivating talents with both moral integrity and professional competence, it is necessary to closely integrate the shaping of values, the transmission of knowledge, and the cultivation of skills. The key to building a high-quality education system lies in combining education with talent cultivation, promoting students' holistic growth in knowledge and morality, and assisting students in developing a correct worldview, value system, and outlook on life. The construction of curriculum-based ideological and political education is a gradual process that requires sustained effort rather than being accomplished overnight [6]. From specialized curriculum reform to full-scale implementation, one must start from individual “points” and gradually form “lines”. Curriculum-based ideological and political education does not require teachers of professional courses to allocate fixed time in each lesson to deliver ideological and political education, nor does it simply entail the direct application of ideological and political theories in the classroom; such practices might be counterproductive and violate the educational principles pursued by curriculum-based ideological and political education. Ideological and political education in professional courses should be like spring rain that moistens silently, guiding values subtly according to the characteristics of each discipline.

Overall, the core task of curriculum-based ideological and political education in English teaching is for teachers to actively play their role in teaching practice, focus on students' growth, deeply explore the unique resources and advantages of the English discipline, combine direct and indirect instruction, achieve an educational synergy, and establish an education system that covers all personnel, runs through the entire process, and encompasses all aspects, thereby enhancing students' language proficiency, cultural cognition, and thinking quality.

3. Problems in High School English Reading Teaching from the Perspective of Curriculum-based Ideological and Political Education

3.1. Monotonous Content in English Reading Teaching

The difficulty in English reading teaching under the context of curriculum-based ideological and political education lies in how to effectively integrate professional knowledge with ideological and political education. At present, although the objectives of high school English reading instruction encompass language skill development, cultural awareness enhancement, and cross-cultural communication ability improvement, the teaching content in practice remains rather monotonous.

In terms of language skill development, English reading teaching often focuses excessively on the level of linguistic knowledge, such as the explanation and

drilling of vocabulary, grammar, and sentence structures. Teachers typically spend a considerable amount of time explaining new words and phrases in the text in detail, analyzing complex sentence structures, and guiding students through translation exercises to ensure their comprehension of the literal meaning of the text [7]. For example, when teaching an excerpt from a classic English literary work, teachers may dedicate most of the class time to explaining word usage and grammatical rules sentence by sentence and word by word, while students are busy taking notes; classroom interaction is also largely centered around questions and answers concerning linguistic points. This type of monotonous content overlooks the rich cultural connotations, social phenomena, and value orientations embedded in the reading materials.

In terms of enhancing cultural cognition, the teaching content tends to introduce Western culture in detail while offering relatively little introduction to traditional Chinese culture. This phenomenon makes it difficult for students to fully grasp the unique characteristics of different cultures during their learning process, and it is also detrimental to building their confidence in their own culture and their sense of national pride. Taking a reading passage about Western festival culture as an example, teachers may confine themselves to introducing superficial information such as the names, dates, and celebration methods of the festivals, without guiding students to explore the deeper aspects reflected behind these festivals, such as religious beliefs, family values, and cultural inheritance in Western societies. Furthermore, they fail to compare or connect such content with traditional Chinese festival culture, causing students to miss opportunities for thinking from a multicultural perspective and for enhancing their cultural appreciation and cross-cultural communication skills.

In terms of enhancing students' cross-cultural communication skills, the teaching content often lacks the construction of authentic cross-cultural communication scenarios, resulting in students' difficulty in applying the language they have learned to communicate effectively in real-life situations. Although the reading materials in the new textbooks have many advantages, compared with the reading materials that students encounter in their daily lives, the themes and formats of the articles are not sufficiently diverse, failing to fully meet students' reading needs [8]. Moreover, social issues of concern and ethical challenges that may be embedded in the reading materials are rarely explored in depth, which limits the potential of English reading instruction to cultivate students' sense of social responsibility and critical thinking skills.

3.2. Outdated Teaching Methods in English Reading Instruction

Current high school English reading instruction suffers from outdated teaching methods, which significantly affects the balance between language knowledge transmission and the integration of ideological and political education content. First,

traditional teaching methods tend to be teacher-centered, adopting lecture-based teaching in which students passively receive knowledge without sufficient opportunities for active thinking and participation [8]. Teachers dominate the entire reading teaching process—from briefly introducing the background of the text during the lead-in stage, to leading students through a paragraph-by-paragraph analysis of the text, to summarizing the main ideas and key knowledge points. Students are mostly in a state of passive knowledge reception. For example, when teaching a popular science English reading passage, the teacher may unilaterally instill the scientific concepts, specialized vocabulary, and related grammatical knowledge contained in the text, leaving students with little opportunity for active thinking and participation. The classroom atmosphere tends to be dull, making it difficult to stimulate students' interest and initiative, and is also detrimental to cultivating students' critical thinking and innovative abilities.

Second, the forms of reading teaching activities are also relatively monotonous and lack innovation. Common teaching activities are mostly limited to drilling reading comprehension exercises, consolidating students' knowledge through test-focused strategies, which can lead to student boredom and resistance [9]. Furthermore, the use of modern educational technology is insufficient. Although some teachers use multimedia equipment to play images, audio, or video materials related to the reading text, these are often merely used as auxiliary displays rather than being organically integrated with innovative teaching methods to create immersive and interactive reading instruction classrooms.

Finally, outdated teaching methods make it difficult to naturally integrate ideological and political education into reading instruction. Curriculum-based ideological and political education requires the combination of knowledge transmission and value guidance in subject teaching, but traditional teaching methods often focus only on the transmission of linguistic knowledge, neglecting the exploration and integration of ideological and political education elements.

3.3. Inadequate Evaluation Methods

In traditional high school English reading instruction, the evaluation system typically centers on the mastery of linguistic knowledge and skills, with examination scores serving as the primary criterion for assessment. This approach neglects students' achievements in ideological and political education and fails to comprehensively reflect their overall competencies [10]. Current educational evaluation methods exhibit the following major problems.

First, the evaluator is singular. In the process of high school English reading instruction, the traditional evaluation system often designates the teacher as the sole evaluator. Teachers assess students' learning outcomes based on dimensions such as observation of classroom performance, quality of homework completion, and test scores. Students typically can only accept the teacher's evaluation, lacking

the diverse perspectives of other evaluators, such as their peers. This single-evaluator model may lead to evaluation results that are heavily subjective, failing to comprehensively and objectively reflect students' true reading skills and learning levels, while also being detrimental to cultivating students' self-assessment abilities and critical thinking.

Second, the evaluation dimensions are limited. Currently, evaluation of high school English reading instruction focuses mostly on students' mastery of linguistic knowledge, such as vocabulary expansion, correct application of grammatical rules, and comprehension of the literal meaning of texts. However, there is a serious deficiency in assessing the thinking qualities demonstrated by students during the reading process, such as the development of higher-order thinking skills including analysis, inference, and synthesis, as well as dimensions such as emotional attitudes and cultural awareness [11].

Third, evaluation methods lack dynamism. Evaluation in high school English reading instruction is dominated by summative assessments such as periodic tests and final examinations, neglecting formative evaluation during the process of daily reading learning. Teachers often focus only on students' final exam scores as the main basis for measuring their reading learning outcomes, while failing to systematically record and evaluate students' incremental progress in regular reading classes, the expansion and transformation of their thinking during group discussions, the development of reading habits, and other process-oriented performances. Under the concept of curriculum-based ideological and political education, evaluation methods for high school English reading instruction should be more diversified. In addition to the assessment of linguistic knowledge and skills, they should also include students' performance in ideological and political education, such as their sense of social responsibility, national consciousness, and cultural confidence, so as to promote the development of students' core competencies.

4. Teaching Strategies for High School English Reading from the Perspective of Curriculum-based Ideological and Political Education

4.1. Deeply Exploring the Ideological-Political Connotations of Texts

As Xi once stated, "All other courses should assume educational functions and form a synergistic effect with ideological and political courses" [10]. From the perspective of curriculum-based ideological and political education, it is crucial to integrate curriculum-based ideological-political elements with the content of high school English reading instruction. In terms of selecting reading texts, teachers should change the notion of being "textbook-centered" and can choose teaching resources that not only contain rich English linguistic knowledge but also embody ideological-political educational elements. For example, English reading materials that present China's excellent traditional culture and the core socialist values can be

selected. Such materials enable students to understand and inherit Chinese culture while learning English, thereby enhancing their cultural confidence.

In designing activities, the Curriculum Standards suggest guiding students through comprehension, application, and transfer under thematic meanings [12]. For example, in a unit on "Festivals around the World," teachers can start by discussing Spring Festival traditions, then play a related video with gap-fill exercises. After that, introduce foreign festivals like Christmas or Thanksgiving, comparing their cultural connotations. This integration helps cultivate cultural confidence and cross-cultural communication skills. Teachers can guide students to reflect on how different cultures understand family, friendship, and gratitude, comparing these with traditional Chinese values. Group discussions on positive values such as unity and dedication further foster social responsibility and moral character.

4.2. Innovative and Scientific Teaching Methods

Integrating ideological-political elements into high school English teaching is crucial. Given that traditional teaching methods fail to meet the demands of curriculum-based ideological-political education, it is essential to innovate teaching approaches to achieve a deep integration of knowledge instruction and value guidance.

First, project-based learning (PBL) revitalizes English reading classes. By designing projects on themes like environmental protection, teachers guide students to collect information, discuss, and write reports, thereby improving English proficiency while fostering teamwork and social responsibility. Encouraging students to critically examine different perspectives also cultivates critical and innovative thinking. In essence, contextualized, student-centered learning with scientific evaluation enables the integration of reading instruction with ideological-political education.

Second, content-based instruction (CBI), developed from communicative language teaching, combines language teaching with specific thematic content, integrating language learning with disciplinary knowledge [13]. Guided by this theory, teachers can design reading instruction around ideological-political topics. After guiding students to grasp the main theme, group work helps them identify and solve problems, deepening comprehension. Time for discussion and self-analysis further promotes thinking skills and moral development.

Third, English courses should fully leverage modern information technology to achieve deep technology-curriculum integration [12]. Teachers can use multimedia tools and blended online/offline learning to enrich resources and broaden channels. For example, when reading historical or cultural texts, videos or images can help students intuitively appreciate historical culture. AI can simulate dialogues with historical figures, allowing students to directly experience ideological-political elements—such as patriotism and national spirit—thereby cultivating their moral and ideological qualities.

In summary, from the perspective of curriculum-based ideological-political education, innovation in high school English reading teaching strategies can be achieved through project-based learning, content-based instruction, and the use of multimedia technology. These innovative methods not only enhance students' English language skills but also deepen ideological-political education, thereby cultivating students' sense of social responsibility, national identity, and cultural confidence.

4.3. Integrating Diverse Evaluation Methods

From the perspective of curriculum-based ideological and political education, a proper evaluation mechanism for high school English reading is essential. Traditional evaluation, which relies mainly on test scores of linguistic knowledge, fails to reflect students' overall competencies, especially in ideological-political education. Therefore, a diversified mechanism is needed. In addition to language skills, students' performance in ideological-political education—such as their sense of social responsibility, national consciousness, and cultural confidence—should be assessed through classroom observation, reflective insights, and relevant writing tasks. As emphasized by the Curriculum Standards for General High School English (2017 Edition, 2020 Revision), evaluation should be student-centered and integrate formative and summative approaches [12]. Formative evaluation provides immediate feedback during project-based or cooperative learning, while summative evaluation systematically assesses learning outcomes using ideological-political content. Thus, diversifying evaluators and methods improves teaching effectiveness and achieves the goal of fostering virtue and nurturing talents.

5. Conclusion

In summary, the organic integration of curriculum-based ideological and political education into high school English reading instruction has achieved notable results in enriching the connotation of teaching and improving teaching quality. This integrated model helps cultivate high-quality talents who possess both language proficiency and noble moral character, injects new vitality into the development of high school English teaching in the new era, and provides valuable examples and ideas for subsequent related teaching research and practice. It effectively promotes the continuous progress of high school English education toward the goal of fostering virtue and nurturing talents, better meeting society's demand for well-rounded, developed talents, and enabling students to uphold correct values and cultural confidence in an increasingly cross-cultural future, thereby contributing positively to the development of the nation and society.

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