



## The Ideological and Political Education in English Reading Classes in Junior Middle School

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**Abstract:** Traditional contemporary education is focused on cultivating students' test-taking ability. There is an incorrect tendency to value grades over soft culture, which does not meet the requirements of cultivating students in the new era. This study mainly uses the questionnaire survey method to study the possibility and results of applying Ideological and Political Education in secondary school English classrooms. The following research questions were mainly answered: (1) How can teachers integrate the Ideological and Political pedagogy into English reading classroom teaching? (2) What kind of impact can ideological and political education have on students in reading classes? The study concluded the survey, clarified the necessity and research value of the thinking and government teaching method at present, and analyzed and summarized the revelations and lessons: ideological and political education should be and can be carried out from three aspects: the individual and the state, the individual and society, and the individual and the self. It should be carried out with the state and society as the solid force, the teaching goal of teaching and education as the core, the teacher as the active initiator, and the reading classroom should be carried out as an important carrier. The student's enthusiasm for learning was significantly increased after combining the Ideological and Political Science teaching methods, and their recognition of Civic and Chinese mainstream values was increased. The teacher should vigorously promote Ideological and Political Science education and skillfully integrate it into all aspects of teaching.

**Keywords:** ideological and political education, reading class, English teaching

### Introduction of Ideological and Political Education

Ideological and Political Education refers to a comprehensive educational concept of building a whole-person, whole-course and whole-curriculum education pattern in which all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect, with "establishing moral education" as the fundamental task of education.

On May 28, 2020, China's Ministry of Education promulgated a guideline for constructing a higher education curriculum. General Secretary Xi Jinping pointed out that "We should use classroom teaching as the main channel. All kinds of courses and ideological and political theory courses in the same direction, forming a synergistic effect" (Xi Jinping, 2016). The current era is in great need of ideological and political education. Our country's growing strength reserve is the contemporary youth, the most critical channel for young people's training is education. The top priority of education is the establishment of moral education. The establishment of moral education in the classroom in today's

era mentions Ideological and Political Education. It is not only a strategic initiative to implement the fundamental task of establishing moral education but also an important task to improve the quality of talent training comprehensively. However, in today's classroom education, the traditional teaching of exam-oriented education is still the mainstream, and the knowledge points in the classroom are intensive and tedious. The teachers are under tremendous pressure to teach, and the students are under great pressure to learn. Traditional teaching has led to the need for students to release their pressure and have to slacken their lessons in the Ideological and Political classroom. It is as if it has become a dilemma. The leading position of Ideological and Political Education seems to be in the Ideological and Political classroom. However, the organic penetration of other subjects is also an important pillar that can be missing. The organic combination of Ideological and Political Education and our classroom teaching can enhance the timeliness of teaching and educating people. After the concept of ideological and political education was proposed, most researchers have focused on studying and discussing the



practicality of ideological and political education in universities and in higher education colleges. However, fewer researchers have studied ideological and political education in secondary schools, and even fewer have discussed the practical possibilities of ideological and political education in secondary English. Junior high school is a crucial stage for students to form a correct outlook on life, worldview, and good humanistic qualities. Junior high school students need adequate guidance in thinking about politics.

The English Curriculum Standards for Compulsory Education (2020 edition) points out that introducing English courses at the compulsory education level is of great significance to the future development of young people. By analyzing the kernel of ideological and political education and a teaching case, this paper discusses the necessity and impact of using ideological and political education in secondary school English classrooms. Moreover, it combines ideological and political education with other teaching methods to check the shortcomings and fill in the gaps for the cause of secondary school English teaching.

## II. Studies Abroad

Foreign countries often pay more attention to the overall education of the nation. However, they also have profound research on moral education theories discussed.

Among the representative theoretical studies are Piaget's (1955) moral education, in whose theoretical system, mature morality is divided into two parts: stages and sequential, and he considers the gradual transformation of young children from another discipline to self-discipline and the process of developing from objective responsibility to primary responsibility as the process of moral development. In his theoretical system, he divides mature morality into two parts: firstly, he believes that mature morality should have a detailed understanding and knowledge of the rules set by society; secondly, mature morality should have equal and reciprocal relationships between people. Based on Piaget's moral development theory, Kohlberg (1958) further researched children's moral development law through the "dilemma story method". He believed that the process of children's moral maturity is more time-consuming, and moral development also shows a more apparent gradual pattern, and he proposed the famous three levels and six stages. Dewey (1820) proposed that the theory of moral pragmatism opposes the disconnection between education and reality because moral education has to be carried out simultaneously with the teaching process of other courses. Every course has the value of moral education for students.

The developed countries are mainly represented by three countries: the United States, Germany, and Japan. The core concepts and main contents of moral education in the United States have to be derived from American culture. The United States instills moral values with more emphasis on

patriotism, the American spirit, consumerism, American culture, American best, etc., aiming to discipline the nation according to the ruling class's ruling philosophy and way of life in order to achieve the ruling class's need to maintain class rule and maintain the ruling status of the ruling class. The implementation process also uses mostly practical activities and replaces direct methods with indirect methods, penetrating teaching. The content of moral education in German vocational schools is reflected in the teaching of various courses. For example, in the study of professional courses, the students are trained to be team players by dividing tasks into small groups. German students are very socially virtuous, primarily vocational students, who demand excellence in everything they do. Japan attaches great importance to moral education, moral character, and noble sentiment, which they believe are qualities that people should constantly pursue. They advocate that people should be knowledgeable and learn to be valid. Furthermore, the Japanese government strongly supports and fully implements moral and ethical quality education. In addition, Japan has introduced and studied a lot of Chinese Confucianism and Western democratic thought and integrated them into various disciplines to form a brand new personality education.

Foreign ideological and moral education reflects the human-centered, government-led, and infiltrated moral education in education for all and environmental education. In the practice process, Chinese citizens can take the best part of it, learn from some mature experiences, combine it with the actual situation in China, and then continue to explore and discover.

## III. Studies Home

"Ideological and political education" was first implemented in Shanghai, forming an experience unique to Shanghai. The trend from the knowledge network, the literature is increasing, the ideological and political education politics by more and more people's attention. At the National Education Conference held in Beijing, it has been proposed to improve the implementation mechanism for establishing moral education. The fundamental task of our education is to teach and educate people, is to use moral education to drive knowledge education, and the concept of ideological and political education politics emerged to realize this fundamental task.

Ideological and political education is not a complete replacement of ideological and political courses, much less an entirely new course; it is an educational concept and way of thinking that subliminally integrates ideological and political education into our professional and cultural curriculum. In Tian Hongfen and Fu Hong's (2018) research on the integration path of teaching and ideological and political education in professional courses in colleges and universities, it is believed that ideological and political education is a conscious design of teaching links in teaching activities by educators, but the teaching process is designed

in an indirect way for teaching. Teachers should combine the teaching materials according to the actual situation, tap the ideological and political education elements, and put teaching and education into practice. In Tian Chao's (2021) research on the current situation of the integration of ideological and political education and politics in junior high school English teaching, he repeatedly quoted General Secretary Xi Jinping's statement to illustrate the importance of ideological and political education and politics to English teaching. He expressed the need to continue to develop the current situation. This is the same as Gu Wei's (2019) goal for teaching to accomplish the unity of teaching knowledge and transmitting values and to achieve the goal of moral education and embellishment. Qiu Weiguang (2017) proposes that ideological and political education to generate value meaning focuses on construction, teachers play a crucial role, the content of teaching materials as the cornerstone, and the feasibility condition is the mining of resources.

Therefore, when the teacher carry out English teaching activities in junior high school, Chinese citizens should take the content of the textbook as the basis and the syllabus as the leader; follow the requirements of the new curriculum standards and use the content of the English curriculum as the primary educational knowledge for teaching design; take ideological and political education as the mainline, study it by heart and dig deeper into the ideological and political elements. The teaching design is redesigned to enrich the content of teaching activities and integrate ideological leadership into the learning process of English course learning content in junior high school. Students are influenced by the correct values implicitly while learning knowledge.

#### **IV.Literature Review**

Since the 18th National Congress of the CPC, General Secretary Xi Jinping has proposed a series of new ideas, viewpoints, and requirements for young students' growth, pointing out the direction for the growth of young students. At the 19th National Congress of the CPC, Xi Jinping's socialist ideology with China's characteristics in the new era was put forward. The spirit of a series of essential speeches related to education made by General Secretary Xi Jinping provides fundamental guidance for colleges, universities, and primary education schools. Chinese citizens should implement the party's educational policy and achieve the fundamental task of education by using the theories well.

In October 2017, at the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping pointed out that the Party's education policy should be fully implemented and the fundamental task of education should be carried out. The focus is to promote quality education, promote the fairness of education, and cultivate the builders

and successors of socialism into talents with the overall development of moral, intellectual, physical, and aesthetic qualities.

In January 2018, the CPC Central Committee and the State Council put forward opinions on Comprehensively Deepening the Reform of the Teaching Staff in the New Period. Chinese citizens should strengthen the education of ideas and beliefs, thoroughly the Xi Jinping's thoughts on socialism with Chinese characteristics for a new era, guide teachers to establish correct views on history, nationality, country, and culture, train teachers to accurately understand and grasp the profound connotation of socialist core values, enhance the ability of value judgment, value choice and value shaping, and take the lead in practicing socialist core values. (Xi Jinping, 1/2018)

In May 2018, General Secretary Xi Jinping pointed out to the Beijing University teachers and students forum that all countries are training talents according to their political requirements. World-class universities have grown up in the service of their own country. The socialist education in our country should cultivate socialist builders and successors, and Chinese citizens should take the effectiveness of moral education as the primary standard to test the work of the school. To realize the virtue of being honest and clean, abiding by the public morality, and strictly abiding by the personal character, Chinese citizens should use the cultural and moral education personnel to improve the students' ideological level, political consciousness, honest quality, and artistic quality. (Xi Jinping,5/2018)

In September 2018, General Secretary Xi Jinping pointed out at the National Education Work Conference that moral education should be integrated into all aspects of ideological and moral education, cultural knowledge education as well as social practice education, and to penetrate each territory of elementary education, vocational education and higher education.

Around this goal, the subject system, teaching system, teaching material system, and management system should be modified. The teachers should change the traditional way of teaching, and the students should change the conventional learning method. (Xi Jinping,9/2018)

In February 2019, the CPC Central Committee and the State Council printed and issued China's Education Modernization 2035, which pointed out the development of world advanced quality education with Chinese characteristics. Chinese citizens should fully implement the fundamental task of teaching, extensively carry out ideal and belief education, cultivate patriotism, strengthen moral cultivation, increase knowledge and insight, cultivate the spirit of struggle, and constantly improve students' ideological quality, political consciousness, and moral quality and cultural attainment. (Xi Jinping,2/2019)

In March 2019, General Secretary Xi Jinping pointed out at the forum of teachers in ideological and political theory

courses of the national primary and junior high school that Chinese citizens must adhere to the unity of value and knowledge and guide the values in understanding imparting. Chinese citizens should comply with the agreement of explicit and implicit education, excavate the curriculum ideology and political resources contained in other courses and teaching methods, and realize comprehensive education of the whole staff. Chinese citizens should improve the curriculum system, solve the coordination between various classes and ideological and political theory courses, and encourage famous teachers to give lectures in ideological and political courses. (Xi Jinping,3/2019)

In August 2019, the General Office of the CPC Central Committee and the General Office of the State Council issued Several Opinions on Deepening the Reform and Innovation of the Ideological and Political Theory Course in Schools in the New Period, which stressed that the author should adhere to the political and value leading role of the ideological and political theory course in the curriculum system, coordinate the integrated construction of the ideological and political practices in primary and junior high schools, and promote the formation of synergy between various classes and the ideological and political theory course construction. (Xi Jinping,8/2019)

## V. Materials and Methods

This is a quantitative study.

This study used the survey method to make an in-depth, planned, and comprehensive understanding of the impact of English reading teaching in junior high school on ideological and political education. The questionnaires and data collected in the survey were analyzed, summarized, and concluded somehow. This study adopted the literature research method, which investigates the relevant literature. Much relevant information was obtained to understand the current ideological and political education situation in junior high school English reading classrooms and form a general impression of the research subject. In addition, this study adopted a case study approach. Particular research studies were conducted on students in a middle school in Shaodong, and corresponding data and conclusions were drawn for analysis.

The instrument of this study was questionnaire. A questionnaire is a form used for statistics and surveys to express questions in the form of questions and to summarize the questions with the distribution of data from the questionnaire. The questionnaires for the survey in this study were adapted from Tian Chao (2021). In this study, the questionnaire for teachers consisted of 12 questions and the

questionnaire for students consisted of 14 questions, as shown in the below.

## VI. Description of the Study

This study was conducted in a middle school in Shaodong. The middle school had 1280 students and 27 English teachers, including trainee teachers. A total of 400 student questionnaires were distributed, and 379 were returned to the author, of which 327 were valid. Twenty teacher questionnaires were distributed, and 18 were returned, of which 18 were valid. Thus, 327 students and 18 English teachers were randomly selected for this study.

As the central part of classroom teaching, the teaching object plays a significant role in the classroom. As the main body of education and teaching, teachers should have a comprehensive understanding of the students' situations, composition, knowledge and ability levels, interests, and interaction abilities to fully achieve the purpose of "teaching and educating people" by using the ideological and political teaching method.

The composition of English teaching objects in junior high school is relatively simple, and they have almost the same cultural background and age; their knowledge and ability level are relatively low; most of them only know the simple vocabulary in daily use; their interests do not lie in boring political theoretical knowledge and repetitive teaching activities but in rich interactive activities and so-called "extra-curricular knowledge." Their interactive ability is relatively low. "They are more interactive, interested in some classroom activities and rewards, respectful of the teacher, and have a harmonious relationship. Therefore, in this teaching process, the following points should be achieved:

- (1) Pay attention to the local characteristics, culture, and background. Please pay attention to how you mix some background knowledge and cultural environment with politics into the learning process. This will help them feel like they belong and get them excited to learn.
- (2) Pay attention to their knowledge level ability. The most difficult points should be guided and explained with patience, and the necessary ideological and political knowledge should be increased.
- (3) Their interests should be triggered by something specific, but at the same time, they should not lose the seriousness and orderliness that the classroom should have. The set of communicative activities should be concise and generous yet interactive. If the interactivity is too great, they may lose the order that the classroom should have or even lose their strict image in front of the students. If the interactivity is too small, the students may lose interest in learning.

### Questionnaire for Teachers:

No.	Questions	Options	Percentage
1	How much mastery of the concept of curriculum ideology and politics you have been know?	A.fully know about it	10
		B.relatively know about it	45

		C.have certain understanding of it	40
		D.have no idea of it	5
2	What courses do you think can be integrated into ideological and political curriculum?	A.Chinese Course	17
		B.English Course	13
		C.Civics Course	40
		D.All the courses above	27
		E.Other	3
3	What is your opinion on the significance of carrying out curriculum ideology and politics in junior high school?	A.it was significant	50
		B. it makes sense	30
		C.it was meaningless	10
		D.had no idea	10
4	whether it is necessary to integrate curriculum ideology and politics into English courses in junior high school.	A.it was essential	30
		B.it was required	30
		C.it was unnecessary	0
		D.it does not matter	40
5	Do you think the English reading class in your school has achieved the effect of "fostering virtue through education" after combining with the teaching of ideology and politics?	A.the effect was good	55
		B. the result was okay	25
		C.the result was average	26
		D.the result was terrible were	4
6	Do you have integrated curriculum ideology and politics into your teaching or not.	A.integrated into each class	0
		B.integrated into most of the types	30
		C.integrated into some of the classes	50
		D.not integrated at all	20
7	Which subjects or departments do you think should be involved in the "moral education" of the school?	A.Civic theory teachers	90
		B.All teachers of professional courses	60
		C. University management	100
		D.Academic Affairs Office	93
		E.Students	78
8	In what ways do you think the moral and ethical level of contemporary secondary school students should be improved? (Multiple choice)	A.Lively and interesting lecture report	85
		Present ions by advanced fingers	40
		C.High-quality situation policy	0
		D.Real and vivid progaganda of civics and political policy through network	0
		E.Civics politics activities combined with the second classroom	95
		F.Others	0
9	Through the reading classroom teaching of English Ideological and Political in junior high school, do you think students' interest in learning will?	A.great improve	80
		B.some improve	17
		C.no improve	3
10	By teaching English Ideological and Political reading in junior high school, you think students' academic performance will?	A.very popular and helpful	44
		B.some popular and helpful	46
		C.not interesting	3
		D.other	7
11	After the current school integrates the Ideological and Political element in the middle school English curriculum, students' feedback will be:	A.gain very much	70
		B.have some gain	17
		C.variable	13
		D.gain little	0
12	In the long run, do you think that by integrating the Ideological and Political element in the junior high school English course, students will:	A.improve lot	46
		B.improve litt'le	40
		C.not improve	14

**Questionnaire for Students:**

No.	Questions	Options	Percentage
1	Are you familiar with the recent developments in China?	A.Understand very well	50
		B.Understand half	30
		C.Understand a little	20
		D.Do not understand	0
2	How much of your knowledge of traditional Chinese culture is learned from the English reading class?	A. most	40
		B. more than half	20
		C. a small part	20
		D. a very small part	20
3	Do you want to know more about foreign culture or traditional Chinese culture and how much do you agree with these two cultures?	A. Both cultures have their own merits	35.9
		B .Chinese traditional culture is better than foreign culture	50.6
		C. Foreign culture is better than traditional Chinese culture	1.8
		D. Other	11.51
4	Do you know the concept of "curriculum ideology and politic"?	A.Understand very well	0
		B.Understand half	30
		C.Understand a little	36
		D.Do not understand	34
5	7. What courses do you think can be integrated into the "curriculum ideology and politic"?	A.Chinese class	14
		B.English class	10
		C.Ideological and political class	20
		D.All of above	56
6	Do you think "curriculum ideology and politics " plays a big role in the English reading classroom?	A.have no idea about that.	12.63
		B.it is meaningless	12.29
		C.makes sense but not much	30.24
		D.very meaningful	44.84
7	Do you think the English reading class in your school has achieved the effect of "fostering virtue through education" after combining with the teaching of ideology and politics?	A.good effect	30
		B effect is okay	50
		C general	4
		D effect is not good	16
8	Do you think that integrating "ideological and political education" into the reading class can enhance the sense of patriotism?	A.very meaningful	66
		B.makes sense but not much	20
		C.it is meaningless	0
		D.have no idea about that	14
9	In your opinion, what subjects or departments need to participate in the ""fostering virtue through education" link of the school?	A. Civic theory teachers	68.65
		B.All teachers of professional courses	56.01
		C. University management	59.19
		D. Academic Affairs Office	39.09
		E. Students.	2.23
10	What kind of ideological and political teaching methods can you accept better?	A.change in the way of teaching, the teacher less preaching, more lively and lively	80
		B.classroom to students as the main body, students before the class more information, more seminars, show in class	88

		C.teaching out of the school, more thematic activities	96
		D.Invite experts or scholars to open lectures for centralized lectures	28
		E.doesn't care; any way is fine	17
		F.Other	69
		D not much gain	2
11	What do you think through English ideological and political reading teaching in junior high school is your interest in learning?	A. improved a lot	77
		B. improved	13
		C. did not improve	10
12	What do you think of the junior middle school English ideological and political reading teaching that will be about your academic performance?	A. improved a lot	66
		B. improved	30
		C. did not improve	4
13	In your opinion, if the current school continues to integrate ideological and political elements into the English course of junior high school, your feedback is:	A very welcome, very helpful	70
		B welcome, somewhat helpful	20
		C not interested	6
		D other	4
14	In the long run, you think that by integrating ideological and political elements into the junior middle school English reading course, you will	A very great gain	73
		B some gain	18
		C not sure	9

## VII.Estimation

From the above study, the author can conclude that there are: first of all, although teachers have a certain degree of awareness of ideological and political education, there are still a considerable number of teachers who do not understand it specifically and relevantly enough; and second, there is a problem of not being able to convey it correctly, and this problem needs to be solved urgently.

Teachers know that ideology and political ideas are necessary and have become fully aware of their importance and significance. However, English teachers in the past did not pay special attention to developing their ideology and correct and noble political ideas. Furthermore, after this actual ideological and political thinking practice, teachers have become increasingly aware of the importance of integrating thinking methods into the English reading classroom. Teachers have rediscovered the significance of their education and found the original purpose of education again.

Current ideological and political education continues to be deficient. Although teachers understand the importance of ideological and political education, they do not pay much attention to it, and most of them do not consciously take

responsibility for it. Still, it's important to note that everyone's ideas about how ideological and political education should be done are very similar to those of the students. This is the key to bringing students and the reading classroom together even more.

Even though not all teachers and students understand the idea, purpose, and importance of ideology and politics in the curriculum, most agree that it needs to be put into place.

China's teaching philosophy is constantly updated with the steady progress of quality education and deepening teaching reform. The current ideological and political environment requires the school to fully mobilize the teachers of all disciplines to carry out cooperative teaching. We all know that the author should integrate curriculum ideology and politics into the teaching profession. English teachers should spare no effort to cultivate students' overall development and never ignore the objective presentation of emotional attitudes and values in an entire English class.

## VIII. Results and Discussion

Using case studies and questionnaires, this study looked at the current state of ideological and political pedagogy.

Based on the above data, the conclusions of the two primary research questions of this study are as follows:

1, Middle school English teachers should be clear about the goals and contents of the Ideological and Political, should

strive to improve the awareness and ability of the construction of the curriculum Ideological and Political, the structure of the Ideological and Political curriculum into the whole process of reading classroom teaching.

2, Students' learning motivation and initiative have improved, but the teacher still need to continuously penetrate the ideological education into all aspects of teaching to achieve the optimal effect.

The study showed that students have a low understanding of ideological and political education, which is the most significant disadvantage of implementing Ideological and Political education. This also leads to the fact that it is difficult for students to understand their leading position in implementing Ideological and Political education combined with English reading, which will lead to the situation that Ideological and Political education is not in place. Knowledge learning is a complex case. Teachers do not perceive the main task and the person in charge of thinking and political education. They mutually believe that others should bear the responsibility, and they only need to teach their classroom content and ensure that the teaching work is carried out smoothly. The most challenging problem to solve is that the social atmosphere, ideological and political, is not good enough, and the traditional teaching philosophy is deeply rooted and widespread from parents to schools.

In terms of countermeasures, it should be noted that teachers should increase their guidance and support for students' thinking and political education to achieve comprehensive popularization and work from the English reading classroom to the review and political education classroom. It is necessary to carry out many thought politics activities from school to after-school to make students aware of their important subject status. Junior high school teachers should fully understand that junior high school is a critical period for students' psychological and physical growth and development. The English reading classroom is an important place for students' knowledge intake. Finally, the process of integrating the thinking politics pedagogy into the classroom should be carried out by bringing the three aspects of the individual and the state; the individual and society; and the personal and self together in a joint effort. The country and society should be taken as the solid force of ideological and political education; the teachers should take the teaching goal of teaching and educating people as the essential core. The reading classroom should be regarded as a crucial place.

Ideological and political education is not only the enhancement of students but also the awakening and sublimation of the teacher's vocation and the opening of the frontier for a better future for society.

Still, due to the researcher's limited knowledge and time, this study is not thorough enough to study the relationship between curriculum thought politics and the English curriculum. The theoretical depth is insufficient, and the solution is simple and shallow. In future teaching work, the

researcher will pay frequent attention to the ideology and politics related to the curriculum English and continue to learn and progress to improve the theoretical and practical levels further.

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