



A Study on the Use of English Reading Civics Teaching Activities in Middle Schools under the Perspective of New Quality Productive Force

Jiaying Chen*, Qian Feng

Zhejiang Ocean University, Haiyuan Road, Zhoushan, Zhejiang, China

*cjy15058831649@163.com, 2878316970@qq.com

Abstract. English language teaching is a key part of the realization of telling China's story. At the same time the new quality productivity as General Secretary Xi's innovation of Marxist theory empowers the methodological innovation of compulsory education. Based on this, English teaching should pay more attention to the establishment of students' international macroscopic vision, the cultivation of national sentiment and cultural self-confidence on the basis of promoting students to realize English communication. However, nowadays, the English classroom that pays too much attention to scoring and promotion rate emphasis on the number of exercises and in-depth understanding of important and difficult points, and lacks the cultivation of students' cultural awareness and divergent thinking in quality education, which makes it difficult for students to accept Civic and Political Education in the process of education in a coherent and integrated way. This paper takes the English teaching materials of the Humanist version as the starting point and landing point, based on the English compulsory education curriculum standard (2022 edition), and plays the view of English learning activities in English reading classroom teaching with the students as the main focus and the teachers as the auxiliary, aiming at exploring the feasibility of the integration of the Civic-Political concept and English reading classroom teaching, and providing constructive ideas and suggestions for the integration of the Civic-Political education in the stage of basic education.

Keywords: school English teaching, Reading teaching, Curriculum Civics Teaching activities

1 Introduction

General Secretary Xi Jinping once said, "It is a holy achievement to be taught to cultivate righteousness." This also echoes the "English Curriculum Standards for Compulsory Education (2022 Edition)" (hereinafter referred to as the "Curriculum Standards"), which suggests that students' learning of cultural knowledge is not only limited to understanding and memorizing specific knowledge points, but also more importantly, discovering and judging the attitudes and values behind them¹ The concept of "Great Civics and Politics" empowers "Great Growth", and the concept of "Civics and

© The Author(s) 2024

Z. Zhan et al. (eds.), *Proceedings of the 2024 10th International Conference on Humanities and Social Science Research (ICHSSR 2024)*, Advances in Social Science, Education and Humanities Research 858,

https://doi.org/10.2991/978-2-38476-277-4_186

Politics" of the curriculum was born, which not only integrates the concept of Civics and Politics with curriculum education, but also organically unifies the concepts of teaching and educating people to realize the value of moral education in establishing morality and educating people. The English textbook of the Humanistic Teaching Edition possesses rich elements of Civic and Political thinking, which brings into play the teachers' ability to excel in discovering curriculum nurturing resources, and is conducive to promoting students' learning to learn, learning to do things, and learning to be a person. However, nowadays, the teaching concept of curriculum Civics is still on the shelf, and its implementation is concentrated in higher education classrooms, and the theoretical and practical research on designing curriculum Civics in the field of basic English education still has its limitations (Chen Yahong, 2023)². There are only 95 academic papers on the teaching of Civics and Politics in junior high school English classrooms in the Knowledge Network, and the rest of the military stays at the shallow level of Civics and Politics theoretical research, except for a few of them that have been transformed into practical research. Based on this, He Hongjuan (2017) pointed out that in order to achieve the logical unity of the value of nurturing people, the development of "Civic and political curriculum" to "curriculum Civic and political" should change the fragmented and fragmented teaching design ideas, and break through the traditional monolithic framework³. Based on the fundamental task of teaching moral education, Miao Xingwei (2014) encourages teachers to explore the potential of Civic and Political education in the English teaching classroom through the design and development of classroom resources, so as to realize the value leadership and the goal of educating people⁴. To sum up, from the perspective of a first-line basic English educator, under the guidance of the theory of playing the core qualities of students, the author explores the elements of Civic and Political Education in the English teaching materials of the Renmin Zuoyu edition, and provides operative ideas for the organic fusion of junior middle school English teaching and Civic and Political Education in the resources of teaching materials, dispersion and expansion, current affairs policies and social practices, and achieves the goal of "Great Civic and Political View" under the support of the power of "Great Civic and Political View". In addition, the fundamental task of "cultivating morality and educating people" can be realized under the support of the "Great Civic and Political View".

2 Exploring the Design Ideas of Civic and Political Education Infiltrated by the Content of Junior Middle School English Teaching Materials

Junior high school English teaching is based on the English teaching materials of the Humanistic Teaching Edition, aiming to better integrate the concept of Civic and Political Education with English reading classroom teaching. Additionally, primary education can be introduced by the sociocultural approach, which aims to create interaction, spark critical thinking and improve students' fulfillment⁵. For this reason, teachers should not only prepare teaching materials and teaching methods, but also concentrate on preparing students, consciously digging deeply into the resources of

teaching materials, following the design principles of Civic and Political Education to carry out basic English reading teaching activities, and maximizing the effectiveness of the fundamental task of educating people.

2.1 English Teaching to Realize the Unity of Educational and Civic-Political Qualities

English teaching aims to realize the fundamental task of establishing morality, which is conducive to helping students form a scientific worldview, outlook on life and correct values, promoting the formation of lifelong learning habits, and better providing a talent base for the future development of society. Therefore, the design of English teaching activities should not only focus on the student's "self" but also to see the big picture in a small way, rising the impact of self on society and self on the country. Therefore, junior high school English teaching activities can be explored from the "self-worth", "I and society", "I and the country" three aspects of its teaching philosophy.

Starting from "People and Self", the Standard sets the theme groups of living and learning, being and doing. It is committed to cultivating students to have a rich, fulfilling and positive life, not only requiring students to be physically healthy but also pursuing their self-knowledge, self-management and self-improvement.¹ For example, the main theme of Unit 4 Don't eat in class in the next book of the 7th grade of the Teaching Edition is the meaning of rules. Teachers should guide students to understand that rules are both constraints and a degree of protection, and not simply defined as "obeying the rules of the school". Teachers should convey the benefits of rules and the traditional cultural value of "without rules, nothing can be done". From the perspective of "Me and Society", teachers should guide students to find out the impact of their own development on society, for example, "What can I do for society with my little power? Take Unit 7 How much are these socks in the first book of Grade 7 as an example, its language is an advertisement. While reading is the input, writing is the output. Teachers should not limit themselves to teaching students how to write adverts, but should guide them to do things with language. For example, setting up a situation of helping farmers to sell fruits and thus instructing students to do things with language, responding to today's trend of Internet live broadcasting to help farmers. On this basis, teachers can also use the small self to achieve the big self, to cultivate students' feelings of the country and the world. For example, in the second book of the eighth grade, Unit 10, the language piece Hometown Feelings, the theme of which is the changes in the hometown and homesickness. However, the value of education behind it can be raised to the thinking of why and how to do, it is the support of the national poverty alleviation policy that makes education universal, and it is the national education reform that makes compulsory education benefit the public.

2.2 English Civics Teaching to Build Problem Scaffolding and Realize Teaching in Authentic Contexts

Due to the increase in the difficulty of discourse, vocabulary, grammar and the deepening of the value orientation behind reading, reading teaching in junior high school has become more difficult. Besides, Vygotsky's main insight about ZPD is that teaching and learning do not ride on the coattails of development, but open the way for it⁶. Therefore, building a problem scaffold based on the current situation of students' learning in reading teaching is an important part of achieving the teaching goal. Teachers should consciously build authentic problem scaffolds for students before teaching Civics, which are relevant to students' daily lives, and use specific problems rather than questions that are related to one or the other. For example, in the Unit9 Can you come to my party unit of the first book of the eighth grade, three real-life activities are used to teach students friendship and politeness, which leads to the use and meaning of modal verbs. For example, in Unit8 How do you make a banana milk shake unit, students' own favourite things are used in the problem scaffolding to bring out the comparison between Chinese and Western cultures, so as to inspire students to introduce the "China on the tip of the tongue" in English and build up students' cultural self-confidence.

3 Exploration of the Combination of Junior High School English Topic Education and Civic and Political Expansion Ideas

As the concept of junior high school English teaching advances with the times, the unit overall teaching replaces the fragmented teaching mode, and the Civic and Political Education replaces the local ideological education with the unit topic. However, due to the limitations of the content of the teaching materials, teachers' Civic-Political education for students can only stay at the surface level. In order to better carry out Civic and Political Education, teachers should pay more attention to the development and use of curriculum resources, expanding and supplementing the teaching materials. In the process of lesson preparation, teachers should study, reorganize, design, organize and finally supplement and extend the content of the textbooks, in order to promote better learning, acceptance of Civic and Political Education, and to enhance the core qualities of students. The expansion of the topics of Civic and Political Education is based on the unit topics of the textbooks, and through supplementation and refinement, students are provided with thematic education. In this process, teachers should pay attention to the selection of topics, the assessment of educational value and the development of teaching resources. The design idea is to dig deep into the common elements of its ideological education and give them uniqueness while sticking to the content of the textbook. The specific design process is as follows: firstly, select topics that are closely related to the content of the textbook and rich in educational value; secondly, determine the key of Civic and Political Education; next, define the key and difficult points related to the topics; then, set up questions to guide the students to fully think about the topics;

and lastly, form a task chain to make the Civic and Political Education systematic and effective⁷.

4 Design Ideas of Middle School English Hot Topics Focusing on Civic Education

As a discipline to cultivate students' international vision, the English subject is obliged to analyze international hotspots and current events in depth. Therefore, teachers should choose hot issues that fit the topics of the times in middle school English civic education, according to the learning ability of students, through the civic education in the English teaching classroom, to improve the students' ability to analyze the problems and distinguish between right and wrong, to promote the formation of values in line with the requirements of the society, to promote the formation of cultural literacy and deepen students' sense of national sentiment, and to continuously enhance their sense of social responsibility as the socialist successors. For example, the text of Mount Everest in the English textbook of the Humanistic Teaching Edition. It teaches students to challenge themselves while also telling students about the bravery and fearlessness of our Mount Everest climbers who braved the difficulties and dangers. The most dangerous mountain is always the self, but the challenge of self is still on the road; in the use of panda to teach its harmonious coexistence of man and nature at the same time, but also tell them the history of panda diplomacy. While teaching students to serve the society with VOLUNTEER, it also lets them see the most beautiful volunteers under the epidemic.

5 Conclusion

The concept of middle school English Civic and Political Education puts forward the synergistic education of teaching into the classroom, which puts forward higher requirements for middle school English teachers and inspires middle school English teachers to give birth to the inexhaustible impetus of their teacher professional development. For this reason, junior high school English teaching should grasp the needs of students to improve their cultural literacy, flexibly design its English teaching activities, and provide design ideas for junior high school English teaching combined with Civic and Political Education in the content of the textbook, topic expansion, current events and practical activities, so as to realize the fundamental goal of cultivating morality and nurturing people, and to train socialist successors for the times.

Acknowledgment

This paper is funded by the Science and Technology Innovation Programme for College Students in Zhejiang Province in 2023.

Reference

1. Ministry of Education of the People's Republic of China. (2022) English curriculum standard for compulsory education (2022 edition). Beijing Normal University Press[S], Beijing.
2. Chen Y.H. (2023) The overall teaching of junior middle school English unit under the perspective of curriculum thinking and politics. *Curriculum-Materials-Teaching Methods*[J], 2023(05): 124-130. 10.19877/j.cnki.kcjcjf.2023.05.021.
3. He H.J. (2017) The internal logic and constructive strategy of the development from "Civic and political course" to "curriculum Civic and political"[J]. *Ideological and political education research*, 2017(05): 60-64. 10.15938/j.cnki.ipcr.2017.05.013.
4. Miao X.W. (2023) Practical Path of Value Leadership under the View of Foreign Language Curriculum Civics and Politics. *Foreign language and foreign language teaching*, 2023(06): 20-27+145-146.
5. WERTSCH J.V. (1992) *Voices of the MIND A SOCIOCULTURAL Approach to Mediated ACTION*. Cambridge Mass: Harvard University press.:66-67.
6. Vygotsky, L. S. (2019). *L.S. Vygotsky's pedagogical works*. In, Vol. 1. *Foundations of pedagogy*. Singapore: Springer Nature.
7. Zhang X.W., Ma J.H. (2021) The design of Civic and Political Education in Middle School English Teaching[J]. *Educational Theory and Practice*, 2021, 41 (02): 62-64.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

