

Exploration and Analysis on Moral Education Strategies in Primary School English Teaching

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Abstract: Under the background of the country advocating quality education and cultivating comprehensive talents in the new era, moral education has become an important task of school education. The primary school English Curriculum in school education has the characteristics of humanism, and its integration with moral education is the trend of contemporary education development. Combined with relevant investigations and based on the current situation of moral education in primary school English in China, this study finds that there are some problems in the moral education of primary school English, such as the lack of teachers' moral education consciousness, the simplification of moral education means and the lack of perfect moral education evaluation system. In view of these problems, it is proposed that schools can improve teachers' moral education consciousness, encourage teachers to adopt diversified moral education means and excavate the moral education value contained in English discipline, so as to establish a perfect evaluation system to better carry out moral education in English curriculum.

Keywords: Primary School English; Teaching; Moral Education; Evaluation System

1. Introduction

Under the background of the all-round development of quality education, moral education has become the fundamental task of education. The report of the 18th CPC National Congress has repeatedly mentioned the need to combine "cultivating people with morality" with school education, which fully proves that our country pays more and more attention to the cultivation of the moral quality of the new generation. Under this educational trend, it has become an educational demand to integrate moral education into subject teaching. As a cross-cultural subject with moral value, primary school English should give full play to its unique characteristics and carry out moral education for students in the teaching process. At present, there are many problems in moral education in primary school English teaching, which hinders the moral education in primary school English. Therefore, based on the current situation of English moral education in primary schools, we should put forward relevant optimization measures to further promote the penetration of moral education in English subjects in primary schools.

2. Current situation of moral education in primary school English teaching

In China's school education, the basic teaching work in various regions is affected by factors such as economy, folk culture and geographical environment. There are teaching problems such as backward teaching concepts, quality education is still formalized, and the school still focuses on academic achievement and enrollment rate, resulting in the formalization of school moral education. By investigating and analyzing the current situation of moral education in primary school English teaching, and combined with their own work practice, this paper deeply analyzes the main problems of moral education in primary school English curriculum from the three dimensions of teachers' moral education consciousness, moral education teaching means and moral education evaluation methods, and finds that primary school English teachers lack moral education consciousness, single moral education teaching means, imperfect moral education system and so on.

2.1 Teachers lack moral education consciousness

In primary school English curriculum, as the leader of the classroom, English teachers play an incomparable role.

Teachers carry out moral education to students in the teaching process. By combining primary school English textbooks with moral education, students will be more likely to accept the output of moral education knowledge from teachers. Through the investigation and research, it is found that in the current moral education of primary school English, it is known that teachers' integration of moral education into English classroom will have a subtle impact on students. Teachers' own actions and words will also set an example for students. As the main position of moral education, school education should improve teachers' awareness of moral education to complete the task of moral education and achieve the required effect of moral education.

2.2 Simplification of moral education teaching means

English contains rich western culture, which is quite different from China's culture. It is of great help to cultivate students' cross-cultural awareness. This is because English has unique moral education value, but the moral education elements contained in English textbooks are relatively hidden, which needs further exploration by teachers.

2.3 The evaluation system of moral education is not perfect

Moral education evaluation system plays a role of supervision and feedback in the school moral education module. Only by restricting the moral education process through a standardized evaluation system can we ensure the gradual improvement of school moral education. In primary school English, only by establishing a multi-dimensional moral education system can the moral education in primary school English curriculum be reliably guaranteed. At the same time, by giving full play to the feedback role of moral education evaluation mechanism, we can provide feedback information on school moral education in real time. School departments and teachers can timely adjust the management mechanism and moral education means in moral education according to the feedback information. This can further improve the moral education efficiency of primary school English curriculum and better improve the moral education penetration of English discipline.

3. Strategies for promoting English moral education in primary schools

3.1 Establishing a perfect evaluation mechanism of primary school English moral education

The school moral education work cannot be separated from the perfect moral education evaluation mechanism, and the scientific primary school English moral education evaluation system is indispensable in the primary school English classroom. The evaluation methods of moral education and intellectual education are quite different. The effect of moral education cannot be detected by standardized test papers. In view of the uniqueness of moral education, a diversified evaluation mechanism should be established. In primary school English moral education, the way of performance evaluation can be used to evaluate students and teachers. In the process of moral education, the growth record bag can be used to record students' moral education performance, and the quantitative evaluation can be carried out according to students' reward and punishment materials. At the same time, schools should also strengthen the evaluation of teachers' work, supervise and feed back teachers' moral education, so as to improve teachers' awareness of moral education. By establishing a diversified and open evaluation mechanism, schools and parents can receive feedback information in time. Schools can make timely adjustments according to the situation of moral education. Parents can also play an auxiliary role in school moral education, constantly encourage and guide students to develop good moral quality, and jointly promote the penetration of moral education in English subjects.

3.2 Strengthening teachers' awareness of moral education

The infiltration of moral education in primary school English teaching requires teachers to deeply excavate the moral education knowledge contained in the teaching materials, then carefully design the teaching plan, and innovate the moral education teaching methods, so as to enrich the English moral education classroom in a flexible way. These tasks require

teachers to have a high sense of moral education, change the teaching concept of "the useless theory of moral education", and deeply understand the importance of moral education infiltration in English classroom teaching. From the perspective of the school, the relevant leaders of the school should implement the English moral education in primary school, strengthen the moral education training of teachers, and create a space dimension for the communication and discussion between teachers, let teachers realize the importance of the integration of moral education and disciplines, in order to establish a scientific and correct concept of moral education teaching in English moral education, and implement moral education from theory to English classroom practice.

3.3 Exploring diversified teaching methods of English moral education

English subject has distinct subject characteristics, and diversified teaching methods need to be adopted in the infiltration of moral education. In the past teaching, teachers mostly carried out moral education in the form of preaching and in various ways. This teaching method will not attract students' attention. In contrast, diversified teaching methods can better strengthen students' moral cognition, so as to play a positive role in cultivating students' moral emotion. In the primary school English classroom, the classroom can make use of the humanistic and cross-cultural characteristics of English courses to brew more distinctive teaching methods and skillfully bring moral education knowledge into the English classroom. Primary school students are more sensitive to emotional information. They can use the situational creation method in the classroom, create specific situations according to the contents of textbooks, and encourage students to integrate into roles, so as to teach students to be civilized, generous and cheerful in the simulated environment. At the same time, different role plays can make people respect different professions and people.

3.4 Exploring the moral education value contained in English subject

English teaching activities are mainly based on English textbooks, which carry English theoretical knowledge. As the carrier of knowledge, they play an important role in teaching activities. In the work of moral education in English, if we want to really infiltrate moral education into English subjects, we should focus on English teaching materials, infiltrate and excavate the moral education elements contained, add moral education elements into English teaching as an important module, and put moral education theory and into teaching practice, in order to give full play to the instrumental and humanistic nature of English curriculum. For example, when learning the word "dog", teachers can give students intuitive visual impact in the form of pictures. Secondly, teachers can guide students to learn that "animals are good friends of mankind" and "the excellent quality of dogs" have reached the goal of emotional cognition. In oral teaching, teachers should carefully screen the topics of oral communication in class, prevent ineffective communication, and pay attention to politeness in communication, so as to create a harmonious and polite atmosphere of oral communication.

4. Conclusion

In order to complete the important task of "cultivating people with morality", school education should pay more attention to moral education. In primary school English moral education, schools should strengthen moral education, improve teachers' awareness of moral education through various ways, and establish a correct outlook on education, in order to encourage teachers to deeply tap the knowledge of moral education in English textbooks, scientifically design the "emotional attitude goal" of English classroom, and adopt diversified teaching means to infiltrate moral education in English classroom, which give full play to the humanistic and ideological nature of English subject. At the same time, schools in various regions should also establish a scientific and diversified evaluation system based on the current situation of English teaching in their own schools, so as to feed back information and provide constructive suggestions for the infiltration of moral education in English subjects.

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