

Research on the Integration and Application of Curriculum Ideological and Political Education in Senior High School English Teaching in the New Period

Chen Zeng

School of Foreign Languages, Yancheng Teachers University, Yancheng, China

Abstract

In the context of the new era, as the key path to implement the fundamental task of fostering virtue through education, the integration and application of curriculum ideology and politics in senior high school English teaching needs to be deepened urgently. This study takes a county-level high school in Yancheng as an example, conducting a systematic investigation of the current status of students' values and the implementation of ideological and political education in English courses through questionnaire surveys and teacher interviews. The study finds that most students have formed a basically correct world view and socialist core values, but there exists a phenomenon of unbalanced development, with some students lacking qualities of honesty, friendliness, and confidence in the future. The ideological and political elements in English teaching are insufficient, and teachers mostly focus on the teaching of language knowledge, and rarely combine traditional culture, current political hotspots and value guidance. Additionally, there is a vague understanding of the concept of course ideological and political education. To explore the reasons, the main restrictive factors are the traditional utilitarian education concept, the limitation of educational resources, and teachers' weak awareness of educating people. To this end, the study proposes to improve the educational evaluation system and strengthen the assessment of ideological and political education in the process; enhance teacher training to improve their ability in designing and implementing curriculum-based ideological and political education; Integrate county-level resources to build a "English + ideological and political" collaborative education mechanism. This study provides an empirical reference for the practice of curriculum-based ideological and political education in county-level senior high schools, with positive significance for promoting students' all-round development and innovation in ideological and political education.

Key Words: curriculum ideology and politics; high school English teaching; educational evaluation reform

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I. Introduction

Since the successful convening of the 18th National Congress of the Communist Party of China, China has made historic achievements in the process of reform and opening-up and socialist modernization. China's development stands at a new historical starting point, and socialism with Chinese characteristics has entered a new stage. As General Secretary Xi Jinping pointed out, "After our long-term efforts, socialism with Chinese characteristics has entered a new era, which is a new historical orientation for China's development."

Education is a crucial cornerstone for the rejuvenation of a nation and the advancement of society. Ideological and political education is particularly significant for enhancing the overall quality of the nation's citizens, promoting the all-round development of individuals, enhancing the creativity of the Chinese nation, and achieving the great rejuvenation of the Chinese nation. In the new era, China places great emphasis on the development of ideological and political courses. In 2016, the National Conference on Ideological and Political Work in Higher Education was held in Beijing. General Secretary Xi Jinping pointed out at the meeting, "We must adhere to fostering virtue through education as the central task, integrate ideological and political work throughout the entire process of education and teaching, and achieve whole-process education and all-round education, so as to break new ground in the development of higher education in China." General Secretary attaches great importance on ideological and political work in higher education, linking it closely with the real goals and future direction of China's development, and providing profound answers to a series of major issues concerning the development of higher education and ideological and political work. On August 31, 2020, at the symposium for teachers of ideological and political theory courses in schools, General Secretary pointed out again, "Ideological and political courses are the key courses for implementing the fundamental task of fostering virtue through education." Guided by this educational philosophy, China's ideological and political courses and curriculum ideological and political education have made remarkable achievements over the years, with

teaching methods continuously innovated, teachers more dedicated to teaching and educating people, and the scale and quality of the teaching staff steadily improved.

In the new era, the material living standards of the Chinese people have significantly improved, and their yearning for a better and happier life has grown even stronger. The 21st century is the century of humanity's pursuit of happiness. The pursuit of a happy life is the crystallization of wisdom in the economic and social development and the improvement of living standards. To enhance people's sense of happiness and cultivate their ability to experience happiness, it is necessary to accelerate the construction of spiritual civilization while promoting economic development, thereby improving people's ideological and political awareness.

When we turn our gaze to the world, we find that the world is currently undergoing a major transformation unseen in a century. Having gone through the global COVID-19 pandemic, the international economic, technological, cultural, security, and political structures are undergoing profound adjustments, and the world is entering a period of turbulent transformation. Instability and uncertainty are prominent issues, and what lies ahead of us is both an opportunity and a challenge. In this era of social transformation, we need to foster scientific and innovative thinking. We should integrate ideological and political education into the entire process of education and teaching, and cultivate socialist construction talents who develop in an all-round way morally, intellectually, physically and aesthetically.

In addition, adolescents are the future of a country and the hope of a nation. Adolescent years are also a critical stage in life, during this period, the mind of teenagers is gradually sound, and the development of thinking enters the most active state, which needs careful guidance and cultivation the most. Therefore, the ideological and political quality education of high school students is particularly important and is closely related to the future of the country and the destiny of the individual. In the new era, it is of great significance to incorporate curriculum ideology and politics into the practice of high school teaching. This study will help to improve the awareness of English teachers and students in county-level high schools to integrate curriculum ideology and politics into English teaching, which will greatly promote the development of curriculum ideology and politics, and ultimately have a far-reaching impact on the overall development of individual students and the prosperity of the country.

II. Literature Review

2.1 Current Status of Domestic Research

By searching for target information on CNKI, the author found that since 2017, some scholars in China have conducted research on curriculum ideology and politics. With the increasing attention to students' ideological and political education in China, more and more scholars have conducted in-depth research on the curriculum ideological and political education in recent years, and most of these research topics focus on higher education, followed by vocational education.

General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Universities that "we should run ideological and political work through the whole process of education and teaching, and strive to create a new situation for the development of higher education in China". We have carried out a long - term exploration from ideological and political courses to curriculum ideological and political education. Shanghai took the lead in carrying out the curriculum reform of higher education. Gao Deyi, Zong Aidong(2017) and others have conducted research in this area, and they believed that in terms of reform concept, education and teaching should not only pay attention to the knowledge guidance in the value dissemination, but also pay attention to the value guidance in the knowledge dissemination, highlight the combination of explicit and implicit education, and realize the creative transformation from ideological and political courses to curriculum ideology and politics. In terms of reform ideas, it is necessary to clarify the educational function of college courses, gradually revise the training program for professional talents, and deeply tap the ideological and political education resources of various courses. Correspondingly, Wen Yuanling (2021) believes that there are three paths for the coordinated development of ideological and political courses and curriculum ideology and politics: 1. Actively construct an educational content system of ideological and political forms; 2. Actively build a team of high-quality teachers; 3. Promote the innovation of teaching methods in various courses.

In addition, more scholars have explored the integration of curriculum ideology and politics with other disciplines, hoping to inject ideological and political elements into the teaching of various disciplines, so as to reflect the fundamental purpose of education in teaching and educating people. Taking College English teaching as an example, due to its characteristics of long class hours and systematic curriculum content, it is easy to integrate with ideological and political education. Many scholars have also explored the integration methods. Through questionnaires and other means, Lin Qingying found that the implementation of ideological and political education in college English classes is not ideal, and pointed out that schools, families and society need to enhance their awareness of ideological and political education, form a joint force, and promote students' ideological and political education. In terms of school teaching, Wang Yixuan (2021) pointed out that ideological

and political concepts should be infiltrated into teaching content, teaching evaluation and teaching goal design. Teachers should change the previous teaching concepts and teaching models, fully explore the relevant content in the textbooks, and carry out targeted teaching for students. In addition, when discussing the integration of ideological and political education into college English classroom teaching, Hu Yun (2021) pointed out that for the integration of ideological and political education into English courses, attention should be paid to the fact that the ideological and political content in English courses should not only be based on textbook content for teaching design and practice, but also be reflected in teachers' own quality and cultivation, as well as their usual teaching attitude, moral integrity and management of academic atmosphere. Yang Lili (2021) also believes that the penetration of ideological and political education in college English classroom teaching courses mainly lies in teachers, and teachers can be guided to maintain advanced ideological and political awareness through pre-job training and on-the-job training.

2.2 Current Status of Foreign Research

The concept of "curriculum ideology and politics" was first proposed in China, so there is little research on this issue abroad. The concept most relevant to China's "curriculum ideology and politics" in foreign countries is general education. It refers to a curriculum form that adopts various organically integrated modes to establish organic connections between the differentiated elements and components within the school teaching system. To put it simply, it refers to a discipline that breaks away from the traditional subject division of the knowledge area and combines two or more subject knowledge areas. Its dominant value lies in promoting the overall development of students' cognition and fostering a comprehensive perspective and methods to grasp and solve problems through the integration of relevant disciplines.

Since 1956, American universities and other scientific institutions have begun to reform the science curriculum at the senior high school level. At the peak of the 60s of the 20th century, a large number of new science courses were compiled one after another, which gave the school a new look of science teaching, and many science courses were merged. This movement came to be known as the "Curriculum Reform Movement". Influenced by child-centered theories and Piaget's theory of behavioral internalization, documents from the British Department for Education on science explicitly state that the curriculum should adapt to the needs of society and students' development. At the learning stage of natural sciences between the ages of 11 and 13, it is emphasized that the main purpose of teaching is to cultivate children's interest in natural sciences and develop their knowledge and

skills in laboratory experiments. In addition, in terms of junior high school natural science courses, most countries such as the United States, Japan, West Germany, France, the United Kingdom, and Italy adopt the form of general education courses. In recent years, some countries in Eastern Europe have tended to revise the proportion of courses in their curricula, most notably by increasing the proportion of liberal arts courses. This is because ordinary humanities education can create a wide range of conditions for the all-round development of people, as well as for self-study and employment. These countries strive to strengthen humanities education, which is reflected in the urgent need to increase the types and teaching hours of liberal arts courses. For example, Bulgaria has incorporated ethics and law courses into middle school teaching plans, while countries such as the German Democratic Republic and Romania have added introductory philosophy courses. In addition, some countries have included knowledge of the history of science and culture, as well as issues related to world religions in their liberal arts courses.

Through the above analysis, we can find that it is obvious that the previous research on curriculum ideology and politics has mainly focused on the theoretical aspect. Only a small percentage of academics have explored the concept in practice, let alone conducted research on certain schools. Among them, most of the research on English teaching is focused on the field of higher education, and a small part of it is about secondary school English. This study will first understand the implementation status of curriculum ideology and politics in English teaching in county high schools in the new period through a questionnaire survey, and then explore the effective measures for integrating curriculum ideology and politics into English teaching.

III. Research Methodology

3.1 Research Questions

Based on the importance of curriculum ideology and politics in collaborative education, this study discusses the implementation of ideological and political education in county high school English courses. Through the field questionnaire survey of high school students in a county and interviews with front-line teachers, we understand the formation of high school students' ideological values and the current

situation of the implementation of ideological and political education in English courses. Based on the data collected by the author, it analyzes the existing problems and their causes, and summarizes several effective measures to promote the integration of ideological and political education into high school English teaching.

Focus on the following four questions: 1. What is the formation of high school students' ideological values? 2. What is the implementation of ideological and political education in English teaching in the school? 3. What is the reason for this state of affairs? 4. How to effectively promote the integration of curriculum ideology and politics into English teaching in county-level high schools?

3.2 Research Objects

This study focused on students and English teachers in a public county-level middle school in Yancheng. In this study, dozens of students of different grades were randomly selected for questionnaire survey. Through the analysis of the questionnaire results, we can clearly understand the current situation of students' values in the school and the implementation of Ideological and political education in English courses. At the same time, several front-line English teachers were interviewed to understand their perceptions and specific implementation of the integration of curriculum ideology and politics into English classrooms.

3.3 Research Means

3.3.1 Literature Research

Literature research mainly refers to a method of collecting, identifying, and sorting out literature, thereby forming a scientific understanding of facts through the study of literature. Literature research is an ancient and scientific research method with strong vitality. In the field of research, literature research plays a crucial role. On the basis of the research of their predecessors, contemporary scholars should sort out and verify, eliminate the false and retain the true, discover new problems in the new era, and weed through the old to bring forth the new. In this study, through the literature research on topics such as ideological and political education in high school English courses or township English courses, and with the help of libraries, the Internet and other reference materials and literature, we can understand the development of ideological and political education in English courses at home and abroad, as well as the definition of related concepts such as curriculum ideology and politics.

3.3.2 Questionnaires

Questionnaires are a type of research method. Survey and research method refers to a set of practical activities that use observation, questionnaires, interviews, case studies and other methods to collect information on educational problems under the guidance of educational theories, so as to scientifically analyze the current situation of education and put forward specific work suggestions. In this study, we can easily understand the implementation status of curriculum ideology and politics in English teaching in county-level middle schools through a questionnaire survey of dozens of students in the whole school.

3.3.3 Interviews

An interview is a kind of research dialogue, usually a purposeful dialogue between two people, and the researcher guides the subject to collect verbal information to understand the situation of the research subject, including their understanding and thinking about their own inner world and the external real world, and finally achieve the purpose of the research. Through interviews with several front-line English teachers in this study, we can get a very direct understanding of their understanding of curriculum ideology and politics, and how they integrate it into their English classrooms.

IV. Research Process

According to the research questions, research objects, and research means, the author divides the research process into two main steps: questionnaire survey and interview.

The questionnaire of this study adopted was designed by Zhang Xianjiao(2021) for the research on ideological and political education in township junior high school English courses (see Appendix). The questionnaire has a total of 15 questions. The first eight questions form the first part, which asks students from the perspectives of worldview, outlook on life and values, aiming to understand students' status regarding socialist core values. The remaining seven questions constitute the second part, intended to find out the implementation of ideological and political education in school English classes. Since high school students on campus do not have mobile phones, this questionnaire is in the form of a paper questionnaire. A total of 105

student questionnaires were distributed and 100 valid questionnaires were returned. After the survey, for each question, the selection ratio of each option was calculated respectively. Furthermore, the proportion of the participating students holding certain attitudes towards specific types of questions was derived, so as to understand their overall cognitive orientation.

In order to make the research content more authentic and reliable, the author conducted face-to-face interviews with three English teachers from the school during recess time with the consent of the relevant teachers. The interviews mainly involved three aspects: 1. Teachers' understanding of curriculum ideology and politics (whether they heard , whether they understood it), 2. Teachers' views on the importance of implementing curriculum ideology and politics in county high school English classrooms (whether it is necessary), 3. The current implementation of curriculum ideology and politics in schools (the current situation of ideological and political education for students in English courses).

5. Discussion of Research Results

Based on the analysis and discussion of the questionnaire and interview results, this chapter summarizes the existing problems of ideological and political education in county high school English courses, and then analyzes the reasons for them according to the problems, and puts forward corresponding measures to promote the integration of curriculum ideology and politics into the English classroom teaching of county high schools.

Based on the 100 questionnaires collected, the author summarized the results in the following table (5.1).

Table 5.1

Question Number	A		B		C		D		E	
	Quantity	Proportion	Quantity	Proportion	Quantity	Proportion	Quantity	Proportion	Quantity	Proportion
1	48	48%	10	10%	12	12%	24	24%	6	6%
2	45	45%	36	36%	5	5%	6	6%	8	8%
3	38	38%	30	30%	14	14%	12	12%	6	6%
4	20	20%	32	32%	12	12%	22	22%	14	14%
5	36	36%	28	28%	20	20%	8	8%	8	8%
6	18	18%	40	40%	24	24%	10	10%	8	8%
7	12	12%	34	34%	12	12%	30	30%	12	12%
8	25	25%	52	52%	13	13%	9	9%	1	1%
9	3	3%	7	7%	8	8%	47	47%	35	35%
10	9	9%	1	1%	8	8%	58	58%	24	24%
11	14	14%	25	25%	35	35%	13	13%	13	13%
12	4	4%	5	5%	15	15%	56	56%	20	20%
13	13	13%	37	37%	15	15%	37	37%	5	5%
14	2	2%	8	8%	16	16%	28	28%	46	46%
15	3	3%	17	17%	18	18%	26	26%	36	36%

Note: A stands for "completely consistent", B for "relatively consistent", C for "basically consistent", D for "relatively inconsistent", and E for "completely inconsistent".

5.1 The Formation of High School Students' Ideological Values

Among them, questions 1-8 mainly start from students' world view, outlook on life, and values, aiming to understand the formation of students' values, and can also indirectly reflect the ideological and political education of high school students. Xia Qiaoling pointed out in "The Lighthouse in the Heart—A Group Activity Course on Senior High School Students' Values Exploration " that values reflect a person's "important and worthwhile" views on something, and will have a guiding effect on his behavior, and people's behaviors are governed and restricted by values, so values play a vital role in a person's decision-making and current behavior. High school students have a high degree of self-awareness, and their cognitive ability and thinking ability are rapidly improved, which is an important stage for the formation of values. Therefore, it is of great significance to understand the formation of high school students' values for our ideological and political research. We can see that most of the high school students in the school have formed good values, but there is a large gap between students and the development of students' values is unbalanced. There are still a considerable number of students who have certain problems in the formation of values, such as lack of confidence in the future, dishonesty and friendliness towards others, etc., which need our attention. In the first and second questions, "The world is a whole that shares weal and woe" and "The purpose of learning a foreign language is to communicate with cultures", 48% and 45% of the students respectively chose to completely consistent, that is, more than half of the students have formed a correct understanding of the world and believe that the world is universally connected. However, we can also see that for question 1, 24% of the students chose to be somewhat inconsistent,

and some students thought completely inconsistent, which shows that there are differences between students and there is a large gap in the formation of world views. According to the survey of students' outlook on life in questions 3 and 4, it is worth noting that 36% of students lack confidence in their future life and learning, and this phenomenon needs to be paid great attention by educators. For questions 5-8, the purpose is to understand the formation of students' core socialist values. According to the data, most of the students can meet the requirements of the core values of socialism. It is worth noting that 42% of students did not develop the character of honesty and friendliness, indicating that there is a great imbalance in the formation of students' values.

Overall, from the data analyzed above, we can see that although most students in this school chose the options of "completely consistent", "relatively consistent" and "basically consistent", considering that many students still have a poor grasp of some elements in the three outlooks, the overall formation of students' worldview, outlook on life and socialist values is not optimistic.

5.2 Implementation of Ideological and Political Education in English Teaching

Questions 9 to 15 of the questionnaire are related to the ideological and political elements in the curriculum that students can encounter in their daily English classes, from which we can indirectly understand the implementation of ideological and political education in the school's English curriculum. Through the analysis of the data of 7 questions, it can be seen that the penetration of curriculum ideology and politics in the high school English classroom teaching of the school is less, and it fails to meet the requirements of subject education. Questions 9, 10 and 11 are asked from the perspectives of students, the country and society, and we can see from the data in the table that 35% of the students think that the teacher does not involve the explanation of traditional Chinese culture in the English class, 58% of the students think that the teacher rarely talks about the vocabulary related to the current political topics in the classroom, but 74% of the students say that the teacher will use the limited Internet equipment to let them know the culture of other English-speaking countries in the world. It can be seen that the teachers of the school mainly use multimedia to broaden students' knowledge in the English classroom, but they rarely involve social current affairs and traditional culture in the classroom. We can see that 56% of students think that they will not watch inspirational English short videos in English class, 20% of students think that it is impossible to watch inspirational short videos in English class, 46% of students say that English teachers will never organize them to watch bilingual red movies after class, and 36% of students think that English teachers will never organize English speech competitions on topics such as telling the stories of their ancestors. However, the majority of students think that the teacher will organize some group cooperation and exchange activities in English class. It can be seen that in addition to teaching book knowledge and organizing group discussions in class, the English teachers of the school rarely take the initiative to carry out some additional activities that are conducive to the formation of students' ideological values, which does not meet the requirements of ideological and political teaching advocated by the state.

In interviews with three English teachers from the school, the author learned that all of them have heard of "curriculum ideology and politics" but have a vague understanding of its specific definition. After the author explained the concept, the teachers agreed that it is necessary to integrate ideological and political education into English classes, as it helps subtly guide students to form correct worldviews, outlooks on life, and values. However, they also noted that it is difficult to truly advance curriculum ideological and political education in small counties due to limited educational resources. Additionally, the school focuses primarily on students' academic performance and pays little attention to their all-round development. In daily English teaching, these teachers mainly focus on completing teaching tasks and explaining knowledge points in textbooks. Apart from some unit introductions that involve the introduction of Western cultures, they rarely intentionally incorporate ideological and political education into their lesson plans. Some teachers also mentioned that ideological education for students is mainly the responsibility of head teachers, while teachers of other subjects generally pay little attention to this aspect of students' development.

5.3 Cause Analysis

Based on the problems in the implementation of ideological and political education in English courses at this school, as revealed by the above questionnaire and interview results, the author has conducted a comprehensive analysis and summarized the following causes: Firstly, on a broader scale, this phenomenon is mainly caused by China's traditional utilitarian educational concepts of "only focusing on scores" and "only emphasizing admission to higher education". For a long time, in order to pursue the admission rate, county schools have only emphasized that teachers should pay attention to students' academic performance and take all feasible measures to urge students to learn textbook knowledge well. In such an environment where only academic performance is valued, students can rarely receive guidance on correct worldviews, outlooks on life

and values in the classroom teaching of other subjects except for certain ideological and political education in ideological and political courses. As a result, students' formation of the three outlooks is prone to deviations, leading to phenomena such as unbalanced development and obvious gaps among students. Secondly, due to the excessive emphasis on students' academic performance in the overall educational competition environment of the school and the county, school teachers have focused all their energy on teaching textbook knowledge. They themselves rarely pay attention to the latest educational concepts and only focus on improving students' exam scores. In addition, due to the relatively insufficient educational resources in the county, many teachers are unwilling to spend time and energy on actively learning and observing high-quality classroom teaching from each other. As a result, teachers' neglect of educational concepts such as subject education, curriculum ideology and politics, and the relative lack of educational resources in the county will also greatly affect the implementation effect of ideological and political education in English courses in county senior high schools.

V. Corresponding Measures to Promote the Integration of Curriculum Ideology and Politics into English Classroom Teaching in County-Level Senior High Schools

Based on the above analysis of causes, some targeted improvement measures can be proposed to facilitate the effective implementation of ideological and political education in English courses in county-level senior high schools.

First of all, regarding the issue that county schools are deeply influenced by traditional utilitarian educational concepts, relevant national authorities need to increase their attention to regions with relatively underdeveloped education such as counties and rural areas. They should strengthen the emphasis of school leaders and teachers on the cultivation of students' ideological and political or ideological and moral qualities by improving the evaluation mechanism, so that the concept of cultivating people through disciplines can be deeply rooted in people's minds and the practice of cultivating people through disciplines can be based on evidence. In the context of great ideology and politics, evaluation of a school by the state or local governments should not only be based on students' test scores or admission rates, but on students' overall comprehensive quality. Students' ideology and abilities represent the educational level of the school. In addition, the evaluation of teachers should not be solely based on students' test scores, but should be combined with their performance in ideological and political education for students. Teachers' teaching can be evaluated from both quantitative and qualitative perspectives. A quantitative evaluation of teachers' teaching can be conducted based on aspects such as the ideological elements involved in their teaching designs or the number of activities they participate in, such as observing demonstration classes on ideological and political education. At the same time, the student evaluation mechanism for teachers should be improved. A qualitative evaluation of teachers' teaching achievements can be carried out through students' evaluation of teachers' achievement in educational goals, or by testing the improvement of students' worldviews, outlooks on life and values over a period of time.

Secondly, in response to the phenomenon that county teachers lack awareness of cutting-edge educational concepts, schools can popularize the latest educational concepts among teachers during grade-level faculty meetings, ensuring that every teacher deeply understands the definition of curriculum ideological and political education and the significance of its implementation. In addition, county schools can regularly organize teachers to study and discuss excellent ideological and political demonstration courses on the network, so that the demonstration courses can play a leading and exemplary role, and gradually form their own characteristics of the implementation of ideological and political education in county schools. At the same time, schools also need to carry out some lecture competitions and other activities, form a kind of upsurge in the implementation of ideological and political education in schools, and encourage teachers to infiltrate ideological and political education in subject classrooms.

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