

The Organic Integration Strategy of Primary School English Teaching and Moral Education

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Abstract: The learning of English courses is not only a process for students to master language knowledge and skills, but also a process for improving students' comprehensive humanistic quality. The integration of moral education in English teaching can not only cultivate students' good study habits, improve the efficiency of English learning, but also help to cultivate students' excellent moral quality. Through the research on the organic integration strategy of primary school English teaching and moral education, this paper aims to provide an effective method for the effective integration of primary school English teaching and moral education, so as to promote the improvement of the level of primary school moral education and achieve the goal of building morality and cultivating people.

Keywords: English Teaching; Moral Education Work; Integration Strategy; Moral Education Level

1. The importance of moral education in primary schools

Primary school stage is the beginning of the formation of young people's ideological and moral character, because of the young age, little knowledge, shallow experience and lack of social life experience, pupils are often fuzzy concept of right and wrong, lack of ability to distinguish between people and things, with a strong desire for knowledge and great imitation, but also a great plasticity, easy to be affected by the outside world. As the first of the five education, moral education is the primary work of the school. It is committed to the cultivation of students' moral character and personality quality, reflects the basic purpose of school education, runs through all aspects of moral, intellectual, physical, American and labor education practice, and dominates the whole school education. Moral education plays an important role in cultivating good ideological and moral quality of young people, and plays a guiding, driving and guaranteeing role in healthy growth of young students and school work. Therefore, strengthening moral education in primary school plays a vital role in cultivating pupils' ability to distinguish right from wrong and cultivate good moral character.

2. Current situation of moral education in primary schools

2.1 Single teaching method and lack of teachers.

Our moral education started late, there are still insufficient teaching research, primary school students do not have a complete and clear concept of moral education study, teaching effect is not satisfactory. At the present stage, there are three main problems: first, the teaching method of moral education of teachers is single, they do not update their personal teaching methods with The Times, and their cognition of moral education teaching has certain deficiencies, leading to the teaching results are not significant. Secondly, the shortage of teachers, the lack of professional moral education teachers, most of the moral education courses are Chinese teachers or other subject teachers. Finally, teachers' teaching methods are too stereotyped and outdated. They tend to teach knowledge only through boring personal explanation, ignoring students' psychological state and unilaterally teaching general principles, which cannot stimulate students' enthusiasm for learning.

2.2 Teaching is limited to classroom and divorced from real life

Any human development is inseparable from real life, through personal experience can better feel the power of knowledge and knowledge brings fun. The same is true in the development of moral education. Through their own learning and practice, many souls with excellent qualities are gathered to form the current moral education culture of the Chinese nation. Once divorced from real life, this aspect of education will seem very empty, pale. In fact, only a small number of schools create and provide opportunities for primary school students to go deep into the society. Most schools worry that they cannot take responsibility for students' personal safety, so they only limit moral education to the classroom. However, pure theoretical learning and students' limited understanding ability cannot play the due role of moral education. In order to improve the level and effect of moral education, we should start to build a suitable educational environment.

3. Significance of the integration of English teaching and moral education

School moral education is not done in isolation, but to do moral, intellectual, physical, beauty, labor and five education simultaneously. Ideological and moral courses are the main channel of school moral education, but moral education can not only rely on ideological and moral courses, but should be infiltrated into the teaching of other disciplines, using the characteristics of different disciplines to penetrate students from different perspectives, giving full play to the advantages of teaching materials of different disciplines, so that students can acquire scientific and cultural knowledge at the same time, Also get ideological and moral education, let them develop in an all-round way, healthy growth, and constantly improve their overall quality. The integration of primary school English teaching and moral education can not only penetrate moral education into English teaching, but also promote the development and improvement of English teaching, so as to achieve the goal of discipline education.

3.1 Moral education can enrich English classroom content

The penetration of moral education in English teaching can enrich and improve the connotation of English teaching, make up for the missing contents in traditional English education, and make English teaching forms more diversified, teaching contents more novel and teaching structure more complete. Teachers explain and analyze English courses from the perspective of moral education, which can better strengthen students' understanding of English knowledge, improve students' English application ability, and achieve the purpose of shaping students' good moral quality.

3.2 Moral education can improve the efficiency of English classroom

In the classroom, the teacher is the guide and the student is the real subject. A good English classroom not only requires teachers to play a good role as guides, but also requires students to give full play to their learning initiative and enthusiasm. The infiltration of moral education can promote the formation of students' good behavior habits and learning habits imperceptibly, greatly improve students' participation in classroom activities, and create a good and efficient English classroom.

4. Strategies for integration of English teaching and moral education

4.1 In-depth exploration of moral education elements in English textbooks

Teachers carry out teaching activities on the basis of textbooks. English textbooks not only have the language knowledge to cultivate students' listening, speaking, reading and writing ability, but also contain rich moral education materials. Teachers should be good at expanding and analyzing the deep content of the textbook, and carry out moral education activities in English on this basis, so that the textbook can be used more scientifically and effectively, and students can avoid staying on the surface of the textbook knowledge learning. Teachers should rely on the content of textbooks, fully excavate the content of moral education, infiltrate the content of moral education in English teaching, guide students to understand the truth contained in the process of learning language knowledge, so as to obtain the edification of the soul and emotion, and promote the cultivation of students' good moral quality.

For example, In Unit 2 In the library, Volume 2 of Grade 3, moral education materials of this unit are introduced by showing some bad behaviors of the characters in the text, such as running, Shouting and eating in the library. Order and rules of public places should be observed. Combining with this part of moral education materials, teachers can penetrate moral education in text learning. Don't talk in the library. Don't eat or drink. Don't run. Guide students to obey the order and rules of the library. In the extension part,

we can continue to present the common scenes in life, such as cinemas, hospitals and parks, and encourage students to use "Don't... This sentence pattern gives polite advice to the characters in the picture, so as to achieve the purpose of practicing the sentence pattern. On the basis of language use, it leads to the moral education thought permeated by this lesson: We should follow the rules in public places.

For another example, in Unit 4 I can play basketball, Volume 1, Grade 4, moral education materials of this unit are introduced by presenting the scene of characters playing basketball in the text. If you encounter difficulties, you should have the courage to try. When learning the text, teachers can guide students to combine the pictures and dialogues, compare the results of Liu Tao's two shots before and after, and ask students to discuss in groups: Can Liu Tao play basketball? What do you want to say to him? Some students want to say to Liu Tao: Try again. Some want to say to Liu Tao: Just do it! Under the guidance of the questions, students should understand the text deeply and realize that they should have the courage to try and believe in themselves when encountering difficulties. At the same time, students should learn from Mike in the text, encourage others bravely when others are in trouble, and be united and friendly. Finally, the moral education of this lesson is introduced: No matter what difficulty you meet, just do it! (No matter what difficulties you encounter, try bravely!)

4.2 Create life situation to promote moral education penetration

Educationist Mr. Tao Xingzhi advocates the theory of life education, holding that education and life are the same process, education is contained in life, education must be combined with life in order to function, he advocates education and life completely melt in the same furnace. Education and teaching are closely related to our daily life. No matter what kind of language you learn, the ultimate goal is to use language for daily communication in life. Therefore, when integrating moral education into English teaching, teachers should be guided by the concept of life education, combine moral education materials in daily life with English classroom content, return language learning to the truth of life, strengthen students' perception of life, regulate students' daily behaviors and habits, and cultivate students' fine morality by creating life-oriented scenes. Let the integration of English and moral education go deeper.

For example, in the lesson of Unit 4 Road safety, Volume 2 of Grade 6, starting from the text, through the life situation of road safety, while learning English language knowledge, students can understand the traffic rules on the road and make clear the importance of obeying traffic rules. Based on this theme, teachers can collect pictures, animation videos and other resources related to this theme in life, present different scenes through multimedia animation display, and let students talk about how to do different scenes on the road. In addition to language output, teachers can teach students to obey traffic rules and cultivate their road safety awareness. At the same time, by presenting negative examples, students can, can't, should, shouldn't and other sentence patterns to persuade relevant bad behaviors, let students realize the harm of violating traffic rules, promote the integration and penetration of English teaching and moral education in the context of life.

For another example, in the lesson of Unit 7 Protect the earth, Volume 1, Grade 6, the topic of this lesson is introduced through four parts: Save water, Save energy, Save wood, and Don't use too much plastic. Protect the natural environment. In teaching, students can make full use of the resources related to these four topics in life to show the importance of saving water, saving energy, saving wood and reducing the use of plastic products. How can we save water/energy/wood? How can we save water/energy/wood? How can we save water/energy/wood? Some students say: We can take the bus and the metro to school to save energy. Some students say: We can use water to wash our face, then we can reuse the water to water flowers and trees. Some students say: We can use two sides of the paper to save wood. In this process of thinking, students will closely link English classroom teaching with the reality of life. In the process of language output, they will fully cultivate their awareness of protecting the natural environment, cultivate their good moral quality in the teaching of life, and guide them to put these fine qualities into practice.

4.3 Expand after-school activities to deepen moral education integration

Classroom teaching time is limited, but the integration of English teaching and moral education is not limited to the classroom. After the end of classroom teaching, teachers can innovate the forms of after-school homework in various ways, enrich and expand students' after-school activities, and deepen the integration of English and moral education in the expansion and interaction. For those valuable moral education topics in class, on the basis of classroom teaching, students can be guided to continue to communicate and

discuss after class, and express their ideas through various forms such as textbook plays, handwritten newspapers and posters, so as to extend classroom knowledge. While flexibly using book knowledge and improving students' ability to apply what they have learned, Cultivate students' correct world outlook, outlook on life and values, and extend the depth and breadth of the integration of English teaching and moral education.

For example, the theme of Unit 7 Chinese festivals in Volume 2 of Grade 5 is traditional Chinese festivals. Through studying the texts in the textbooks, students learn about the time, activities and food of the four traditional Chinese festivals, namely the Spring Festival, the Dragon Boat Festival, the Mid-Autumn Festival and the Double Ninth Festival. In recent years, under the impact of Western culture, students are keen on Christmas, Halloween, Thanksgiving and other "foreign festivals", and know little about Chinese traditional festivals and traditional culture. Therefore, teachers can assign some after-class homework on the basis of classroom learning, so that students can collect knowledge about Chinese traditional festivals after class, and choose their favorite festivals to make a handwritten English newspaper of festivals, so as to have an in-depth understanding of the origin, customs and cultural connotation of traditional festivals. After completion, teachers can display the students' hand copies in the class, so that students can learn more about traditional festivals while watching them, and praise the students for their good drawing. In the process of drawing and viewing, students not only expand a wealth of extracurricular knowledge, but also greatly increase the understanding of Chinese traditional festivals, so as to stimulate the love of Chinese traditional culture, enhance the sense of national identity, so that the integration of English teaching and moral education can be extended outside the classroom.

Another example is Unit 8 Dreams, Volume 2, Grade 6. The theme of Unit 8 Dreams is dream. By learning the text, students can understand what the dream of different characters in the text is, why they have this dream, and how they will make efforts to realize their dream. Thus guiding students to establish a correct outlook on life. After class, teachers can assign extended assignments, such as asking students to write a short essay on the topic of "My dream", which focuses on What's your dream? Why? What will you do to make your dream come true? Students are encouraged to draw pictures to enrich the composition. In class, students can share their compositions, introduce their dreams and learn about their partners' dreams in the group or in the class. In the process of thinking and writing, they understand that each occupation has its significance and value, and help students to establish a correct career outlook and outlook on life, so as to achieve the deep integration of English teaching and moral education after class.

5. Summary

Educator Mr. Tao Xingzhi once said: "thousands of education, teaching people to seek truth; Learn to be a real person." The English curriculum standards also point out: "Cultivate students' good psychological quality and patriotism, form a healthy outlook on life, and lay a good foundation for their lifelong learning and development." It can be seen that the importance of moral education, all disciplines should be fully permeated in teaching moral education. Moral education is the primary goal of quality education. In English teaching, by exploring moral education elements in textbooks, relying on life situations, expanding after-class activities, etc., students are guided to constantly think about the content of moral education in learning, and the organic integration of English teaching and moral education content can not only teach students language knowledge and develop students' language skills, but also cultivate students' good moral qualities. Thus shaping students' correct world outlook, outlook on life and values.

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