

Study on the Moral Education Infiltration in Junior High School English Textbooks from the Perspective of Cultivating Moral Talents

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Abstract: Compulsory education English Curriculum Standards (2022 edition) clearly points out guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, the English curriculum fully implements the Party's educational policies, fulfills the fundamental task of fostering virtue through education, and takes cultivating new-era talents with ideals, abilities, and responsibilities as its starting point and goal.

Keywords: Moral Cultivation; Moral Education Infiltration; Junior High School English; English Teaching.

1. Introduction

In today's society, education is not only the imparting of knowledge, but also the shaping of character and the cultivation of values. With the deepening of education reform, "cultivating morality" as the fundamental task of education has been paid more and more attention. Junior high school English, as an important part of basic education, not only carries the function of language learning, but also shoulders the important task of cultivating students' good moral character and correct values. Therefore, integrating moral education into junior middle school English textbooks to realize the organic combination of moral education and intellectual education has become an important topic in current education research.

2. Theoretical Basis and conceptual Definition

2.1. Cultivate People by Virtue

"Moral cultivation" is a concept with profound cultural heritage and the pursuit of educational value, it refers to the process of education, the primary task is to establish students' noble character and moral sentiment ("moral"), and on this basis to cultivate all-round development of talents ("Shu Ren"). This concept emphasizes the core position of moral education in education, requires educators to pay attention to students' moral qualities, values and personality development, and guide students to become moral, knowledgeable, capable and responsible socialist builders and successors through education. At the same time, "moral cultivation" also reflects the people-oriented education thought, focusing on students' personality differences and all-round development, aiming to promote students' all-round growth and social progress through education.

2.2. Moral Education Penetration

Moral education is a systematic activity process in which the educator develops the ideological, political, legal and moral qualities of the educators through internalization and externalization in accordance with the needs of certain society and educators, following the laws of moral character formation and adopting effective means such as speech and

example.

The infiltration of moral education means that according to certain educational purposes, with certain carriers, through gradual and imperceptible educational methods, means or ways, the educators unconsciously accept the edification of good ideology and moral character. This kind of education emphasizes the close integration of moral education content with students' daily learning, so that students can master the subject knowledge, but also in the thought, emotion, attitude and other aspects of comprehensive development.

3. The Current Situation and Problems of Moral Education Penetration in Junior Middle School English Textbooks

3.1. Analysis of Textbook Content

At present, in the process of compiling English textbooks for junior middle schools, attention has been paid to integrating moral education into language learning. This is reflected in the fact that the textbooks not only contain the training of language knowledge and skills, but also guide students to pay attention to social, cultural and moral issues through texts, dialogues, activities and other forms. English teaching materials not only introduce the culture of English-speaking countries, but also pay attention to the comparison with Chinese culture, aiming at cultivating students' cross-cultural awareness and international vision. By comparing the values and norms of conduct in different cultural contexts, students can better understand and respect diverse cultures, and at the same time enhance their sense of identity and pride in their own culture.

(1) Lack of clarity in the goal of moral education

Although the textbooks contain some moral education content, sometimes the moral education goal of these contents is not clear. It may be difficult for teachers to grasp the penetration point and degree of moral education in practical teaching, which leads to unsatisfactory effect of moral education.

(2) The content of moral education is out of line with life examples

The content of moral education in some textbooks is out of touch with students' real life, lacking pertinence and

practicability. This makes it difficult for students to use their knowledge to solve practical problems in daily life and reduces the effectiveness of moral education.

3.2. Analysis of Teaching Practice

Some practical activities are often designed in the textbooks, such as group discussion, role play, investigation report, etc. These activities not only help improve students' language ability, but also enable students to experience and understand the content of moral education in practice. By participating in these activities, students can learn social skills such as cooperation, communication and problem solving, as well as develop a positive attitude towards life and moral character.

(1) Single teaching method

In actual teaching, some teachers may still use the traditional irrigation teaching method to teach moral education content, which lacks innovation and interaction. This teaching method is difficult to stimulate students' learning interest and enthusiasm, and is not conducive to the deep penetration of moral education content.

(2) The content of moral education in teaching materials is not deeply explored

Teachers may not fully excavate and organize moral education resources in teaching materials when preparing lessons, which leads to the inability to effectively carry out moral education penetration in class. This requires teachers to strengthen the research and analysis ability of teaching materials in order to make better use of moral education resources in teaching materials to promote the all-round development of students.

4. The Importance of Moral Education in Junior High School English Teaching

4.1. Comprehensively Improve Students' Ideological and Moral Quality

Under the background of quality education, it is the core goal of education to cultivate talents with all-round development of "morality, intelligence, physical, beauty and labor", among which "morality" education is the first. Therefore, the penetration of moral education in junior middle school English teaching is an inevitable requirement for improving students' ideological and moral quality. Junior high school students are in the critical period of the formation and development of social moral concepts, so English, as a compulsory course for junior high school students, should provide a good environment for their moral development.

At the same time, with the rapid development of society, the demand for talents is increasing day by day. In addition to solid professional knowledge, good moral character, social responsibility and humanistic literacy are equally important. As an important part of junior high school education, English takes on the important task of cultivating students' comprehensive quality.

4.2. Promote Students' All-round Development

The penetration of moral education not only pays attention to the ideological and moral quality of students, but also pays attention to the cultivation of students' comprehensive quality. Through the infiltration of moral education in English teaching, students can learn self-management and self-restraint, develop good learning habits and positive attitude

towards life. Activities such as role playing and group discussion in English teaching can help students improve their interpersonal skills and learn to respect, understand and cooperate with others. These abilities are of great significance to students' future social life and career development.

4.3. Reform and Innovate Junior High School English Classroom Teaching

Junior high school English teaching from the perspective of moral cultivation requires teachers to renew their teaching philosophy from traditional knowledge transfer to focus on students' all-round development. This change is helpful to stimulate students' learning interest and enthusiasm, and improve the teaching effect.

In order to achieve the goal of moral education penetration, teachers need to constantly innovate teaching methods and means. For example, we can use situation teaching, case teaching and other methods to let students experience and understand the content of moral education in specific situations. We can also use modern information technology means, such as multimedia teaching, network teaching, etc., to enrich teaching resources and expand teaching space.

4.4. Improve the Quality of Teachers

Teachers need to have certain professional quality and moral quality to carry out moral education penetration. Therefore, teachers need to constantly study and study educational theories, teaching methods and moral knowledge to improve their professional and moral qualities.

The teacher is the model and guide of the students. The teacher's words and deeds, moral quality and so on will have a profound impact on students. Therefore, teachers need to set an example by example, teach by example and set an example for students with their own practical actions.

5. The Content Analysis of Junior High School English Textbooks and the Implementation Strategy of Moral Education Penetration

The infiltration of moral education in junior middle school English teaching is a multi-dimensional and multi-level process, aiming at improving students' language ability, cultivating their good moral quality, cultural accomplishment and social responsibility through English teaching activities, which is also an important way to improve their comprehensive quality and promote their all-round development. The new curriculum standard points out that English teaching mainly focuses on the three themes of "man and self", "man and society" and "man and nature". Therefore, this paper takes some units of the whole volume of the ninth grade of junior high school English textbook of the human Education Edition as an example, tries to establish the connection between moral education and subject teaching through the analysis of lesson examples, and probes into junior high school English teaching under the concept of moral education and cultivating people.

5.1. Explore Moral Education Resources in Teaching Materials

Teachers should dig deeply into moral education elements in textbooks, such as celebrity biography, scientific and technological innovation, life stories, etc. These materials contain rich moral education values. As an international

language, English carries rich cultural information. In teaching, teachers can guide students to understand the culture, customs and habits of different countries, and cultivate the ability of cross-cultural communication. At the same time, by comparing the similarities and differences between Chinese and Western cultures, students' national pride and cultural confidence can be enhanced.

For example, Unit 7 Teenagers should be allowed to choose their own clothes focuses on the theme of "human and self", in which content 2b makes students understand what is allowed and not allowed to do at home through reading. What rules should be followed in order to increase their awareness of compliance; Improve your words and deeds by understanding and reflecting on whether your words and deeds are in line with the daily code of conduct for middle school students. Form a good habit of consciously abiding by the rules and good moral character. Unit 10 You're supposed to shake hands highlights the theme of "People and society". In this unit, students are mainly to understand some customs and customs of Western countries, learn some meeting etiquette, life customs and views on time, so as to cultivate students' awareness of cross-cultural communication. And recognize the cultural customs of their own country. Unit 12 Life is full of the unexpected. Unit 12 life is full of the unexpected. It not only tells us about the unexpected things in life, but also tells us how to face these unexpected events. This is helpful to cultivate students' ability to resist pressure and application ability, and also lays a certain foundation for them to go to society in the future. At Unit 13 We're trying to save the earth! The middle school is a good reflection of the theme of "human and nature", so that students have an intuitive understanding of the situation of environmental pollution, thus stimulating students' strong sense of social responsibility and thinking about future development, and further discussing how to protect the environment.

5.2. Organize Diverse Teaching Activities

There are many storylines suitable for acting in the textbook. Teachers can arrange students to perform short plays or simulate situations. Through acting, students can gain a deeper understanding of the text content while experiencing the emotions and mindsets of different characters, developing their empathy and moral judgment. In the process of cooperation, students need to complement each other and work together, which helps to develop their team spirit, communication skills and a sense of collective honor.

For example, in Unit 7 Teenagers should be allowed to choose their own clothes, content 2b is a topic that is increasingly relevant to students. At this stage, junior high school students do not want to be bound by parents and schools, and want to be in a free and relaxed environment, so they can experience the emotions and mentality of the role through some activities such as group discussion, so as to cultivate their moral judgment ability. Unit 10 You're supposed to shake hands with students to understand the differences between Chinese and Western etiquette culture and customs by means of brainstorming and discussion. This will not only cultivate their intercultural communication awareness, but also help them learn to respect other cultures. Also always maintain the confidence of their own local culture. In Unit 12 Life is full of the unexpected, we can understand that life is unpredictable through observing pictures, discussions and group cooperation, and we must have the courage to face the unknown, so as to cultivate

students' brave and tenacious personality. At Unit 13 We're trying to save the earth! Through group cooperation and peer discussion, students realize that protecting the environment requires individual efforts, so as to cultivate their awareness of caring for the environment and everyone's responsibility.

5.3. Use Teachers as Role Models

It is very important for teachers to play a role model in moral education in their daily teaching. This can not only directly affect students' moral character and behavior habits, but also lay a solid foundation for their all-round development.

(1) Lead by example and establish a good image

Teachers should strictly abide by social ethics, professional ethics and family virtues, and be consistent with words and deeds. Through their own behavior demonstration, let students understand what is the right moral standards.

(2) Positive attitude towards life

Teachers should maintain a positive attitude and be able to respond optimistically and take on responsibilities when facing difficulties and challenges. This kind of attitude will infect students and motivate them to actively face various problems in study and life.

(3) Pay attention to words and deeds and strengthen moral education penetration

Integrating moral education into teaching: teachers should pay attention to the infiltration of moral education while imparting subject knowledge. Through the exploration of moral education elements in textbooks, students are guided to establish a correct world outlook, outlook on life and values. A teacher's words and deeds have a direct influence on his students. Therefore, teachers should pay attention to their own words and deeds, be polite, honest and trustworthy, respect others. At the same time, through interaction with students, students are guided to imitate and learn good moral behavior.

(4) Pay attention to individual differences and implement personalized moral education

Teachers should pay attention to each student's personality characteristics and psychological needs, and understand their growing environment and family background. This will help teachers grasp students' moral education needs more accurately and implement targeted moral education measures. According to the different situations of students, teachers should provide personalized guidance and help. For example, for students who have moral confusion, teachers can have one-to-one heart-to-heart communication; For students who perform well, teachers can give more encouragement and support.

5.4. Carry Out Moral Education Infiltration According to the Actual Life

As junior high school students are in a period of rapid development of their world outlook, outlook on life and values, but they have relatively little knowledge to understand and master, and cannot fully understand the requirements of the content of the textbook. Therefore, teachers carry out moral education infiltration in daily teaching in connection with the actual life, which is an effective way to improve students' moral literacy and comprehensive quality.

For example, in view of the Unit 7 Teenagers should be allowed to choose their own clothes, teachers should take students as the main body and talk about their views as the protagonists, so as to have a deeper understanding of the text content and attitude. According to the content of Unit 12 Life is full of the unexpected, teachers can talk about how students

feel when they meet the unexpected events and how they deal with them, and finally think about what they can learn from them. This not only deepens the emotional attitude of students, but also allows students to learn how to deal with emergencies and cultivate their brave and strong personality. For Unit 13 We're trying to save the earth! The content of the unit can be combined with the current relevant environmental issues familiar to the general public, and ask students how they view it and what impact it will have on human beings, animals and plants as well as the whole earth, so as to awaken students' awareness of environmental protection, and then combine the text to find that individual independence is closely related to environmental protection, so as to let students know that environmental protection starts from me. Start from small things.

5.5. Deepen Moral Education Thinking in Practical Work

Practice is very important to arouse students' thinking about moral education. Through practice, students can experience the practical application of moral norms and deepen their understanding of moral knowledge. Compared with pure theoretical learning, practice can make students feel the consequences and effects of moral behavior more intuitively, thus enhancing their moral experience. This kind of experience can prompt students to think more deeply about moral issues and form a more stable moral concept.

For example, in Unit 7, Teenagers should be allowed to choose their own clothes, interview assignments can be designed and opinions can be listed for or against, so as to arouse students' thinking. At Unit 13 We're trying to save the earth! In the unit, students can feel the relevant content by organizing social practice activities and study Tours, etc. Teachers can organize students to participate in various social practice activities, such as volunteer service and community service. Through practical activities, students can experience society, understand society, and pay attention to hot social issues, such as environmental protection, poverty alleviation and so on. By discussing and analyzing these issues, they can cultivate their sense of social responsibility and citizenship.

6. Conclusion

As an important part of the talent training system, English has a direct impact on the cultivation of students' comprehensive quality and personal ability. The strategy of moral education penetration in junior middle school English teaching is that diversified teachers should fully tap moral education resources in textbooks, organize diversified teaching activities, give full play to their role models, and

integrate moral education elements into English teaching effectively by integrating moral education elements into real life and assigning moral education assignments to promote students' moral thinking. Only in this way can we effectively improve students' comprehensive quality and moral level, and lay a good foundation for students' lifelong development.

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