

Research on the Integration of Ideological and Political Education into Secondary School English Curriculum based on Ubiquitous Learning Platform

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Abstract: The emergence and advancement of modern information technology have provided significant support for the transition from traditional classroom interactive learning to virtual learning, mobile learning, and further to ubiquitous learning, reflecting the concept of people-oriented and lifelong learning. This paper introduces the ubiquitous learning platform, illustrates the importance of ideological and political education, and emphasizes the significance of integrating ideological elements into the secondary school English curriculum using the ubiquitous learning platform. Furthermore, it focuses on the challenges and difficulties faced in implementing ideological and political education in the secondary school English curriculum through the ubiquitous learning platform, and proposes some possible approaches.

Keywords: Ubiquitous Learning Platform; Secondary School English; Ideological and Political Education; Challenges; Approaches.

1. Introduction

1.1. Background

In February 2019, the Central Committee of the Communist Party of China and the State Council of China issued the "China Education Modernization 2035", which specifically explains China's strategic tasks for realizing education modernization (Ye, 2013), including learning Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, developing high-quality education with Chinese characteristics that is at the world's advanced level, promoting high-quality education at all levels, equalizing basic public education services, building a lifelong learning system that serves the whole people, and improving the cultivation and innovation ability of first-class talents. We should build a team of high-quality, professional and innovative teachers, accelerate the reform of education in the information age, create a new pattern of opening up education, and promote the modernization of the education governance system and governance capacity.

1.2. Research Significance

In terms of theoretical significance, this study is committed to the study of ideological and political education in middle school English courses based on the ubiquitous learning platform, and the research results can provide more practical and reliable basis for the implementation of curriculum ideology and politics in the process of secondary school English education, and provide some help for secondary school English teaching and even the teaching of other subjects. Promoting the modernization of education has become the strategic goal both of the Communist Party of China and of the country to promote China's modernization, and the ubiquitous learning platform, as an emerging Internet tool in recent years, will empower the modernization of national education and help China's education to develop in depth.

As regards to practical significance, this paper focuses on the challenges and difficulties faced by the ideological and

political education in the implementation of secondary school English courses through the ubiquitous learning platform, and analyzes the possible paths, which provide some practical measures for the problems encountered in the process of ideological and political education in secondary school English courses at present and in the future, and provide some practical experience for the real transformation of secondary school English teaching activities into educational activities.

2. Literature Review

2.1. Related Concepts

2.1.1. Ubiquitous Learning

Ubiquitous learning is a way for anyone to get any information they need, anywhere, at any time. It is to use information technology to provide students with a 4A (Anyone, Anytime, Anywhere, Any device) learning activity that can be carried out anywhere, at any time, and using the technological tools available at hand. Ubiquitous learning is an extension of digital learning, which overcomes the defects or limitations of digital learning, and is the mainstream learning method in the future in the ubiquitous computing environment. In a ubiquitous learning environment, learning can be integrated into the learner's daily life, and the problems encountered or the knowledge required by the learner can be presented in a natural and effective way. In addition to the traditional teaching requirements, teachers in the ubiquitous technology environment should also strengthen their teaching design, dynamic resource creation and timely evaluation capabilities.

2.1.2. Curriculum Ideology and Politics

It refers to a comprehensive educational concept that takes all kinds of courses and ideological and political theory courses in the same direction in the form of building a full-staff, whole-course, and full-course education pattern, forming a synergistic effect, and taking "cultivating people with virtue" as the fundamental task of education. The main form of ideological and political education is to integrate the elements of ideological and political education, including the

theoretical knowledge, values and spiritual pursuits of ideological and political education, into various courses, and imperceptibly have an impact on students' ideological consciousness and behavior. It has been adhering to the principle of establishing oneself with morality, learning with morality, and teaching with morality (Yu, 2023). Moreover, it has been focusing on strengthening students' world outlook, as well as outlook on life and values. It also inherits and innovates the excellent traditional Chinese culture, and guides contemporary students to establish a correct outlook on the country, nationality, history and culture, so as to cultivate more talents with all-round development of morality, intelligence, physical fitness, aesthetics and labor for the society, and qualified builders and reliable successors for the cause of socialism with Chinese characteristics.

2.2. Research on Ideological and Political Education in Secondary Education based on Ubiquitous Learning Platform in China

The concept of ideological and political education in curriculum was first put forward in 2014, which refers to the integration of ideological and political education into all aspects of education and teaching reform, which aims to achieve the effect of moisturizing things silently and implement the fundamental task of cultivating morality. However, the concept of ideological and political education can be traced back to the "Six Arts" in the aristocratic education system of the Zhou Dynasty in ancient China (Wen, 2019).

In addition, the social programs of all dynasties contain the connotation of educating people. Ideological and political education in the curriculum is the integrity and innovation of the educational concept of traditional Chinese culture, so when it is put forward as a formal concept, it quickly receives widespread attention, receives social response, and achieves good results. Since the beginning of the 21st century, with the continuous development of Internet technology, the application of multimedia in education and teaching has continued to sink from the city to the countryside, and the education and teaching based on the ubiquitous learning platform have continued to develop in depth (Li, 2024).

According to the 2020 China Digital Rural Development Report, the construction of rural network information infrastructure has been comprehensively upgraded, of which 4.138 million ordinary classrooms equipped with multimedia teaching equipment have been completed, and 93.5% of schools have multimedia classrooms. It can be seen that it has become possible for ubiquitous learning platforms to provide learning convenience for middle school students.

At present, the research on curriculum ideology and politics in China mainly focuses on the definition of its concept, its importance and necessity, and the understanding and discussion of the construction path. The research focus on the construction path is as follows. Firstly, strengthening the ideological and political elements in the teaching process, such as advocating teachers to deeply explore the educational elements in the curriculum like moral ethics, socialist core values, and Chinese excellent traditional culture; and thus integrate them into the teaching content. Secondly, innovative teaching methods are encouraged to stimulate students' interest through the use of case teaching, scenario simulation, group discussions, classroom presentations, etc.. And the use of modern educational technologies, such as multimedia teaching and online teaching. Thirdly, expanding practical

teaching, that is, advocating teachers to organize various practical activities in the star era, such as social practice, volunteer service, etc., to educate and entertain, and integrate ideological and political education into practical activities; Fourthly, strengthening teacher training, improving teachers' ideological and political quality and teaching ability, in and attempt to promote teachers to better integrate ideological and political education with professional knowledge.

Through the in-depth understanding of the connotation and value of curriculum ideology and politics and the further expansion of practice, the discussion on the construction and practice path of curriculum ideology and politics in the academic community has also achieved certain results, which can be promoted from the overall promotion of curriculum ideology and politics. As the concept of "curriculum ideology and politics" was first proposed to point to the construction of ideological and political education in China's colleges and universities, most of the preliminary research on curriculum ideology and politics in the academic community is also concentrated in the field of college education, such as the overall curriculum ideological and political promotion of colleges and universities and the construction of professional disciplines and so on.

With the gradual deepening of research and practice, the scope of research has gradually expanded to the basic education stage. Since the emergence of the concept of "curriculum ideology and politics", the domestic academic circles have achieved certain results in research in this field. The research scope of ideology and politics in foreign language courses is becoming more and more extensive. However, there is a lack of research on the ideological and political construction of middle school English education courses based on ubiquitous learning platforms, based on the fact that most of the current ideological and political construction paths of curriculum focus on emphasizing the main responsibilities of society, schools and teachers, and emphasizing students' initiative and mobilizing their enthusiasm.

Therefore, the existing research results and their enlightenment can enrich the discussion on the ideological and political construction of high school English curriculum from the perspectives of the implementation status of the ideological and political concept of the curriculum, the implementation suggestions, and the overall construction. To sum up, most of the current ideological and political construction paths of the curriculum focus on emphasizing the main responsibilities of society, schools and teachers, and there are few discussions on the paths that emphasize students' initiative and mobilize their enthusiasm.

2.3. Research on Ideological and Political Education in Secondary Education Based on Ubiquitous Learning Platform Abroad

Foreign scholars generally do not directly put forward the concept of curriculum ideology and politics. The concept of curriculum ideology and politics is a major educational thought with Chinese characteristics. Nevertheless, Western countries have long integrated the concept of curriculum ideology and politics into secondary education. Contrasting China and the United States, China advocates collectivism and communist education, which exists in secondary education in the form of an explicit curriculum, while the United States takes liberalism and individualism as the core of education, and implicit characteristics run through school

education (Zhang, 2019). In the 17th century, the Czech educationalist Comenius first proposed the pedagogical concept of "teaching students according to their aptitude", which not only emphasized the natural equality and accessibility of human beings, but also attached importance to individual differences of human beings. It advocates that educators must get to know children, understand children, grasp the characteristics of different children, and be able to adopt different educational methods and measures to carry out targeted education according to the different characteristics of children. In addition, Comenius emphasized the ideals of building a nation, transforming society, and promoting the development of human education, leading the construction of a society based on ideology and politics, with good political concepts and moral norms as the criterion. Since then, represented by famous Western educationalists such as Dewey, Hurlbut, Maslow, and Piaget, it has provided rich elements for modern Western ideological and political education and laid the foundation for educating people in the middle education curriculum.

In a word, the field of ideological and political research in foreign curriculum has not yet been fully developed, and advanced science and technology have promoted the continuous improvement and maturity of the ubiquitous learning platform.

3. Current Status of Ideological and Political Education in Ubiquitous Learning Platform

At present, the problems of ideological and political education in ubiquitous learning platforms mainly focus on two aspects.

Firstly, the quality of online education teaching resources varies. At present, some teachers mainly use original courseware, supplemented by online courseware. Some online resources have potential value orientation errors that are difficult to detect, or information is maliciously packaged by others and then transmitted, resulting in adverse consequences. Although low-quality knowledge continues to decrease with the development of knowledge payment and copyright, it still cannot completely avoid the negative online knowledge carried by ubiquitous learning.

Secondly, the exploration of ideological and political elements is not in place, making it difficult to achieve essential unity between ideological and political courses and curriculum ideological and political education. Taking the ideological and political elements in English classrooms as an example, due to differences in national backgrounds, social systems, and other aspects, English teachers often find it difficult to directly extract ideological and political elements from textbooks when conducting teaching activities. Instead, they transfer knowledge by searching for educational commonalities between Chinese and foreign countries.

Therefore, we can only explore new elements based on existing foreign education elements. In this process, there are often problems such as omissions in ideological and political elements, insufficient exploration efforts, and insufficient depth of exploration. In addition, without a reasonable application of ubiquitous learning platforms, it is difficult to achieve the transformation between ideological and political courses and course ideological and political education. Taking MOOC in Chinese universities as an instance, as a carrier of knowledge dissemination, it injects vitality into the traditional

classroom teaching mode. Its diverse teaching methods, rich teaching resources, and active classroom atmosphere not only greatly improve students' learning enthusiasm, but also make the teaching effect more obvious. Enriched the learning methods of students and innovated the teaching methods of teachers. But in the integration with the classroom, MOOC mainly presents teaching content in the form of modules, dividing the knowledge system into several unit modules according to key and difficult points, and matching them with corresponding questions, assignments, etc. However, the application of the ubiquitous learning "4A" concept still needs further improvement.

The report of the 20th National Congress of the CPC proposed to "promote the digitization of education". The digital transformation of education has become an important strategic theme for China's education reform and development. Building a scenario of intelligent ideological and political education, lead students out of the classroom. Traditional multimedia teaching methods enrich classroom content to a certain extent, and different presentation methods such as videos, images, and text allow students to perceive teaching content more intuitively. However, these methods cannot break through the limitations of time and space and cannot "leave the classroom".

On the other hand, new methods relying on intelligence make ideological and political education more flexible. Through the intelligent transformation of various elements of ideological and political education, immersive teaching is achieved. The innovative development and widespread application of virtual technologies such as VR and AR have blurred the boundary between reality and the internet, and have also built a bridge for the online and offline interconnection of ideological and political education. Build a new scenario of intelligent integration of ideological and political education, leverage the advantages of red teaching resources in various regions, and integrate red education throughout the entire process of ideological and political education. Introduce social hot topics into the classroom and carry out experiential and exploratory teaching activities, such as simulating smart agriculture and simulating courts, to promote the modernization and upgrading of ideological and political education.

Starting to reconstruct historical scenes through intelligent means and lead students into history. The innovation and use of virtual immersive experience technology provide technical support for the efficient integration of ancient and modern information, and also make the long-term experience, synchronous interaction, and all-round connection of ideological and political education a reality. Historical events contain rich ideological and political education resources, and ideological and political education should be integrated into the study of the "Four Histories" to cultivate students' patriotism. "Intelligence plus ideological and political education" breaks the traditional flat narrative of teaching, constructs an immersive three-dimensional teaching scene, leads students to personally experience historical events from the perspective of "first person", constructs a knowledge spectrum for students, reaches consensus on a rational level, allows students to understand and internalize in the process of personal experience, and enhances empathy in ideological and political education.

4. Necessity and Feasibility of Ideological and Political Education in Online Platforms

4.1. Necessity of Implementing Ideological and Political Education

4.1.1. Policy Background of Ideological and Political Education

Since 2004, the central government has successively issued documents on further strengthening and improving the ideological and moral construction of minors and the ideological and political education of college students. Shanghai has thus embarked on an exploration path of reforming the ideological and political education (moral education) curriculum in schools. The curriculum reform in Shanghai has gone through three stages.

The focus of the reform has shifted from the construction of moral education courses in primary and secondary schools to the integration of major moral education courses in primary and secondary schools. In this process, the concept of building a comprehensive education pattern for all staff and courses has become increasingly clear. It has gone through three stages. Firstly, since 2005, the implementation of the "Two Outline Education" has been initiated, promoting curriculum reform with "subject moral education" as the core concept. In order to implement the spirit of central documents, Shanghai successively issued the "Guidelines for Ethnic Spirit Education for Students in Shanghai" and the "Guidelines for Life Education for Primary and Secondary School Students in Shanghai" in 2005.

Secondly, since 2010, we have been undertaking the national education system reform pilot project "Overall Planning of Moral Education Curriculum in Primary, Secondary and Primary Schools", focusing on the integrated construction of moral education curriculum in primary, secondary and tertiary schools. Then, starting from 2014, moral education was included in an important project of comprehensive education reform, gradually exploring the transformation from ideological and political courses to curriculum ideological and political education. In 2014, the Shanghai Municipal Party Committee and Government issued the Shanghai Comprehensive Education Reform Plan (2014-2020). Since 2004, the course of ideological and political education has once again gained a relatively mature significance.

4.1.2. Social Needs for Implementing Ideological and Political Education

As a top priority for schools to achieve their educational goals, ideological education has both disciplinary, moral, and social significance. Therefore, implementing ideological and political education courses can meet the needs of society and individuals.

The ideological and political course itself is a course that governs all teaching subjects in schools, occupying a commanding position. By leveraging the role of ideological and political education in the curriculum, it can effectively promote interdisciplinary integration and further enhance students' critical thinking abilities.

The ideological and political education curriculum is rooted in the excellent traditional Chinese culture and contains rich Chinese national spirit. Combining traditional virtues with modern life helps students establish a correct outlook on life, values, and the world, shape noble moral

character, better understand laws and regulations, civic morality, common sense, and improve their social value as citizens.

4.1.3. Feasibility Analysis of Integrating Ubiquitous Learning Platform with Secondary School English Education and Ideological and Political Education

U-Learning, as the name suggests, refers to communication at all times and ubiquitous learning. It is a way for anyone to obtain any information they need, anywhere and at any time. It is the use of information technology to provide students with a 4A (Anytime, Anytime, Anywhere, Any device) learning activity that can be accessed anywhere, anytime, and with readily available technological tools. It has situational characteristics of continuity, accessibility, directness, interactivity, proactivity, and teaching behavior.

Compared to ideological and political courses, ideological and political education in the curriculum presents a characteristic of implicit education, which runs through middle school English education in a subtle way. The similarities with the features of ubiquitous learning provide the possibility of combining the two.

The coverage rate of national network base stations is constantly increasing. Taking Yunnan as an example, as of now, Yunnan Province has 22.4 5G base stations per 10000 people, and the number of 5G users is showing a rapid growth trend, accounting for 54.44% of mobile users. The 5G network access rate in key places is 99.19%, the 5G network coverage in administrative villages is 96.92%, the 5G network coverage rate in schools is 98.87%, and the 5G network coverage rate in A-level tourist scenic areas is 98.09%. There are 129 county-level administrative regions and townships, 374 modern border happy villages, industrial parks, and national level in the province. The provincial demonstration base for new industrialization industry and hospital 5G network coverage have both reached 100%. The 1645 kilometer area along the Kunming-Chuxiong-Dali Railway, Lijiang-Shangrila Railway and other railways has achieved 5G signal coverage. The two can be combined in terms of technical support (Meng, 2010).

In terms of intelligent terminal systems, ubiquitous network intelligent terminals are gradually tending towards integration, which is an extension of multiple abilities for humans. For example, an ubiquitous learning platform can simultaneously set up multiple terminals such as the teacher terminal, student terminal, and parent terminal. Multi-functional sensing technology, audio recognition, and other functions provide support for student learning in terms of vision, listening, reading, writing, translation, etc. And it can provide a wide range of teaching resources and reasonable supervision for teacher teaching, and a platform for parents to pay attention to student growth.

5. Approaches for Ideological and Political Education in Ubiquitous Learning Platform

5.1. To Strengthen the Construction of Teachers' Ideological and Political Education Capabilities

The latest curriculum standards in China have put forward new requirements for teachers to keep up with the times in the digital age. The main manifestation is that teachers need to shift from simply imparting knowledge to cultivating student

abilities, and constantly seek the development of their own abilities. From this, it can be seen that strengthening the ideological and political education ability of teachers is not only a requirement for implementing curriculum ideology, but also a macro requirement of the country for the teacher group. Efforts can be made from the following aspects. Firstly, teachers should proactively establish the concept of lifelong learning. Secondly, schools should fulfill their main responsibilities and provide teachers with a platform and resources for ideological education. Change the previous one-way method of ideological education for teachers, innovate the path of ideological education, not only rely on input, but also rely on input methods to ensure the progressiveness of teachers.

5.2. To Construct an Evaluation System for Ideological and Political Education

As an organic component of teaching activities, teaching evaluation can timely reflect the learning effectiveness of students, test the accuracy of teacher teaching methods, promote teachers to continuously adjust teaching methods, and achieve maximum educational and teaching effectiveness. We can start from the implementer as students, teachers, and schools. Firstly, students evaluate teachers. Using survey questionnaires and anonymous evaluation methods, students are asked to evaluate the teacher's ideological and political teaching in the classroom after class; Secondly, teacher peer evaluation. Adopting a mode where one teacher attends the class and other teachers listen in, teachers evaluate each other after class, then give suggestions, and the teacher changes his teaching method. Finally, the school will incorporate the effectiveness of ideological and political education into teacher assessment, and supervise the development and reform of ideological and political courses from top to bottom.

5.3. To Develop a Database of Learning Resources for Ideological and Political Education

Currently, the utilization of ideological and political resources in courses and the construction of resource libraries are continuously advancing in depth. Mainly led by the central education department and with the joint efforts of local agencies, a curriculum ideological and political resource database has been established that is suitable for all subjects. Based on website address <http://www.sizhengziyuanku.com/> For example, the website called Ideological and Political Resource database is divided into four categories of users: undergraduate, vocational, secondary, and technical workers. The columns are mainly divided into ideological and political materials, ideological and political courseware, ideological and political cases, ideological and political teaching design, etc. Most of the topics use a specific course as a carrier to explore course ideological and political resources. In addition, as the end of March 2024, the search results of CNKI on the digitization of ideological and political education in courses are still in a small state, indicating that many scholars have conducted little research on using ubiquitous learning platforms for ideological and political education in courses. The current curriculum of ideological and political education is of great help to the curriculum of ideological and political education in schools, but it still has limitations. The following will explore reasonable paths and provide living example to support the paths in the construction of the current curriculum ideological and political resource database.

Incorporate richer course resources into the curriculum ideological and political resource database to meet the needs of ideological and political education in secondary school courses (Zhang, 2023). Due to the limited coverage of most current course ideological and political resource libraries, it is necessary to broaden the scope of knowledge involved in course ideological and political resource libraries. The exploration of ideological and political elements in middle school English education curriculum can be carried out from the following aspects. Firstly, fully tap into the connotation of textbooks, integrate and review online education resources, and form a joint force of "paper textbooks plus online textbooks"; Secondly, teaching should be linked to reality and local resources should be deeply explored (Luo, 2013). Taking the "Xin Classroom" ideological and political database in Jinshan District, Shanghai as an example, it is mainly divided into two categories of resources: curriculum and base. The curriculum covers 148 courses in six categories about the local characteristic. For example, the district education bureau's "Pursuing Alumni Footprints and Inheriting Red Genes", the district cultural and tourism bureau's "Crossing Jinshan for Six Thousand Years", the district general trade union's "Inheriting Silk Carpet Skills", the district procuratorate's "Saying No to" Bullying Students ", and the Caojing Town's "Salt Culture Experience Course "; There are 167 bases in 5 categories, including patriotism, popular science education, historical and cultural, ecological experience, and comprehensive practice, such as the Shanghai Nanshe Memorial Hall, East China Drone Base, Ding Cong Art Museum, Shiquan Vineyard, and Shanghai Yiheyuan Elderly Service Center.

6. Conclusion

The emergence of ubiquitous learning platforms has provided important support for the transformation of traditional classrooms, reflecting the concept of people-oriented and lifelong learning. Due to its broad and profound nature, ideological and political education in secondary education curriculum needs to be constructed from multiple aspects. In addition to the construction of the teacher team, teaching evaluation system, and curriculum ideological and political resource database mentioned in this article, it also needs to form a comprehensive force in society to promote the continuous improvement of China's curriculum ideological and political education system in attempt to better educate socialist successors, and achieve the fundamental task of moral education.

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