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Exploring the Practice of Holistic Education in Foreign Language Teaching and Research Press Senior High School English Reading Instruction

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Abstract: The "Holistic Education" classroom teaching is a new task of education in the new era. Senior high school English reading class is an important lesson type for cultivating students' English subject core literacy. This paper explores how to carry out "Holistic Education" in the Senior High School English Reading Course of the Foreign Language Teaching and Research Press, starting from the value and implementation paths of "Holistic Education" in senior high school English reading teaching, so as to realize the same direction and progress of subject teaching and subject education.

Keywords: Holistic Education; Senior High School English Reading; Subject Education.

1. Introduction

In 1912, Mr. Cai Yuanpei proposed military education, realistic education, civic moral education, world view education and aesthetic education in "Opinions on New Education". He systematically expounded the connotation, function and mutual relationship of each of the "Holistic Educations", which became the theoretical basis for formulating the educational policy of the Republic of China. At the National Education Conference held in September 2018, General Secretary Xi Jinping clearly pointed out: "We should strive to build an educational system that cultivates morality, intelligence, physical education, aesthetics and labor education in an all-around way, and form a higher level of talent cultivation system." This is a fundamental requirement for education put forward by the Party and the state from a new historical position, and is also a requirement of the times for the realization of high-quality education development. In February 2019, the CPC Central Committee and the State Council issued "China Education Modernization 2035", which more clearly proposes that the advancement of educational modernization must follow eight concepts, emphasizing "morality first, all-round development, and integration"[1]. Under this background, "Holistic Education Integration" has become a new idea and model of educational reform and development in the new era, and has become a key research topic in the current education field. Senior high school English reading teaching is an important link in cultivating students' language ability and cross-cultural awareness, while "Holistic Education Integration" is an educational concept that comprehensively improves students' comprehensive quality by combining moral education, intellectual education, physical education, aesthetic education and labor education, not only teaching language knowledge, but also cultivating students' cross-cultural awareness and other abilities. This provides a new perspective for the teaching of Senior High School English Reading of the Foreign Language Teaching and Research Press. The Senior High School English Textbooks of the Foreign Language Teaching and Research Press are themed around "Man and Self", "Man and Society", and "Man and Nature", and contain a large number of reading materials with depth. These materials not only help to cultivate students' language skills, but also provide rich materials for moral education, physical education, aesthetic education and labor education. Senior high school English teachers should make full use of these resources, based on the text, and through effective teaching methods, integrate the concept of "Holistic Education" into subject teaching.

2. Theoretical Basis of Senior High School English Reading Teaching from the Perspective of "Holistic Education"

(1) Connotation and Significance of "Holistic Education"

"Holistic Education" is a practical process that takes the development of quality education and the realization of students' complete life as the goal, integrates moral education, intellectual education, physical education, aesthetic education and labor education, and organically integrates the contents, knowledge, thoughts and experiences of different disciplines, fields and stages of learning in the "Holistic Educations" in a way suitable for students' development. Building a "Holistic Education" education system is a key focus of Chinese-style educational modernization. Through the joint action and organic integration of moral education, intellectual education, physical education, aesthetic education and labor education, students' literacy is comprehensively, comprehensively, multi-angle and multi-formally improved, and students' character, character and taste are shaped. It is the due course of building a high-quality education system and realizing Chinese-style educational modernization. It is the "national prescription" for the fundamental problem of "how to cultivate people" in our country in the new era. How to build a complete educational system around the basic concept of "Holistic Education", is an important measure to implement the fundamental task of "strengthening morality and cultivating people"[2].

(2) Importance of Senior High School English Reading Teaching

The *General Senior High School English Curriculum Standards* (hereinafter referred to as the *Curriculum Standards*) points out that the general senior high school

English curriculum has an important educational function, aiming to develop students' language ability, cultural awareness, thinking quality and learning ability and other English subject core literacy, and implement the fundamental task of "strengthening morality and cultivating people". Reading teaching, as an important component of English education and teaching, is an important means for students to obtain information and knowledge, cultivate abilities and qualities, and is also an essential language skill for senior high school students. At present, the English reading of primary and secondary school students in our country is mainly carried out in English reading teaching. The goal of reading teaching has changed from "implementing the two basics" to "achieving the three-dimensional goals" and then to "paying attention to the formation of English core literacy". This is a process from focusing on "knowledge points" to focusing on "a complete person in development", from knowledge-based to ability-based and then to the value pursuit of comprehensive quality [3]. It plays an important role in cultivating students' English subject core literacy, implementing the fundamental task of "strengthening morality and cultivating people" and obtaining information and knowledge. Therefore, senior high school English teachers should attach importance to senior high school English reading teaching, be aware of the importance and significance of reading teaching, flexibly apply teaching strategies and means, help students master reading methods and skills, and improve students' reading comprehension ability and English comprehensive ability.

3. Value Implication of "Holistic Education" in Senior High School English Reading Teaching

"Holistic Education" is an advanced educational concept, which aims to organically combine the educational elements of the Holistic aspects of morality, intelligence, physical education, aesthetics and labor, in order to cultivate talents who are well-rounded in the new era. English reading teaching is an important part of senior high school education, and applying the concept of "Holistic Education" to senior high school English reading teaching has great significance and value.

(1) Moral Cultivation: Fostering Correct Outlooks on Life and Values

Moral education is the soul of talent cultivation. English reading teaching materials contain rich moral education elements, such as etiquette, moral norms, values, etc. In senior high school English reading teaching, teachers should pay attention to the educational value of English reading classroom, integrate English reading teaching strategies into moral education, and promote the all-round development of students' comprehensive quality. Through reading, students can understand the moral concepts and behavioral norms under different cultural backgrounds, so as to help students better cultivate Chinese feelings, strengthen cultural confidence, expand international vision, and form correct world outlook, life outlook and values. For example, Unit 2 *The Power of Good* in the third volume of the required course tells the story of *British Schindler* Nicholas Winton, who rescued 669 children from the Nazis during World War II, but he kept silent about it until 50 years later. In reading teaching, teachers should pay attention to the penetration of moral education. First, deeply interpret Winton's story to let students understand the motivation behind his selfless behavior. Through emotional experience, guide students to empathize with Winton's predicament and choices, and cultivate empathy. Secondly, organize value discussions to promote the formation of students' moral judgment, cultivate their independent thinking ability. At the same time, compare and reflect on other historical events or characters, cultivate students' critical thinking and moral decision-making ability. In addition, combining writing activities, practical application, interactive sharing and regular review and reflection and other links, so that students in the process of reading Winton's story, really feel the great energy of good deeds, cultivate good moral qualities and social responsibility, and lay a solid foundation for future growth. Through the above implementation strategies, so that students in the process of reading Winton's story, really feel the great energy of good deeds, cultivate good moral qualities and social responsibility, and lay a solid foundation for future growth.

(2) Intellectual Enlightenment: Enhancing Linguistic and Cognitive Abilities

Intellectual education refers to the educational activities in which educators purposefully, plannedly and organizedly impart systematic cultural and scientific knowledge and skills to students, guide students to explore and think through creating certain situations, and enable students to learn independently, cooperate and learn and explore, so as to improve their intellectual level. It is the core of talent cultivation. English reading is an important way to improve students' language ability and thinking ability. In the teaching of English reading, teachers should consciously cultivate students' critical and innovative thinking. In reading teaching, deep-level tasks are set up in the pre-reading, reading and post-reading stages, so that students can integrate independent thinking into the analysis and evaluation of the content learned, analyze the text from multiple perspectives, strengthen their thinking quality, improve their overall pragmatic ability, cultivate innovative and creative ability, and promote the sustainable development of students in the future [4]. For example: setting prediction tasks before reading can stimulate students' interest in learning, guide students to integrate clues and logic from pictures, titles and other linguistic materials through curiosity and thirst for knowledge, and speculate on the general idea of the article; setting inference tasks in the middle of reading, through in-depth reading, integrating clues and logic from linguistic materials, and inferring according to the context; setting post-reading tasks after reading, letting students give full play to their imagination, derive rich and diverse ideas, or guide students to evaluate a certain view, involving students' cognitive position, emotional attitude, concept of right and wrong, is an organic polymerization of multiple mental, mechanism and ability, and the concentrated embodiment of comprehensive quality. So that students' thinking ability and innovative and creative ability can be improved to a certain extent, so that students can not only internalize what they have learned, but also learn to think and explore, promote the development of comprehensive quality.

(3) Physical Strengthening: Promoting Holistic Health and Well-being

Physical education is the cornerstone of the "Holistic Educations", including cultivating students' mental health and physical health. Physical exercise is the foundation for cultivating students to improve their learning ability, thinking ability and learning efficiency, and can effectively promote

the development of students' observation, memory, imagination and other intellectual factors. In English reading teaching, teachers can combine reading materials to guide students to pay attention to healthy lifestyles and sports, and carry out various forms of classroom activities, such as group discussions and role-playing. These activities can not only improve students' oral expression ability, but also enhance students' team spirit and physical fitness. For example, Unit 3 On the move of the second volume of Senior High School English of the Foreign Language Teaching and Research Press focuses on sports activities, large-scale sports events, sports and health, and sports spirit. In the reading text Understanding Ideas: A Game for the World in this unit, the text mainly analyzes the reasons why football is popular all over the world. Through reading teaching, students can form a basic understanding of football and think about the meaning of sports itself and sports. In the teaching links, teachers can carry out around the "introduction - pre-reading - reading - post-reading" four links. In the introduction part, introduce "life lies in movement" through pictures, understand common sports through watching videos and pictures, and think about the benefits that sports bring to people. Teachers can also lead students to do simple sports movements. In the pre-reading activities, introduce terms related to football games to help students familiarize themselves with the topic of the text in advance and pave the way for text learning. In the middle of reading, through scanning, find topic sentences and key words of paragraphs, analyze the structure of the article, and understand the author's intention of writing. Through intensive reading, complete the mind map and answer questions, find detailed information about the three reasons why football is popular all over the world, and understand the methods by which the author demonstrates his views. In the post-reading activities, through the analysis of the last sentence and conclusion of the article, understand the spirit and connotation of football. After class, teachers can organize students to carry out football competition simulation activities, so that they can experience teamwork and competitive spirit, and realize the organic integration of English education and physical education.

(4) Aesthetic Cultivation: Nurturing Aesthetic Appreciation and Artistic Accomplishment

Aesthetic education is aesthetic education, and its core is art education. Aesthetic education enables students to please their body and mind, obtain healthy psychological quality and noble aesthetic interest. English reading teaching materials contain many beautiful articles and poems, which can cultivate students' aesthetic awareness and aesthetic ability. Through reading, students can feel the rhythm, artistic conception and emotional beauty of the English language. For example, Unit 4 Amazing Art of Senior High School English of the Foreign Language Teaching and Research Press Volume 3, the theme context of this unit is "Man and Society", involving themes such as various art forms and stories of related artists. Starting from the introduction of several common art forms (sculpture, painting, drama, dance drama, etc.), guide students to understand various art forms such as painting, sculpture, paper cutting and related artists, as well as the importance of art to human spiritual life, so that students can ultimately realize that art is not high and mighty, but is around us, originates from life and also returns to life; As long as you give full play to your creativity and inject personal ideas and inspiration, everyone can create unique art works. The reading block Live from the Louvre is a special new media text: live broadcast; The text introduces the statue the Winged Victory of Samothrace (Winged Victory of Samothrace) and the works of Leonardo da Vinci and Rembrandt (Rembrandt, a Dutch painter in the 17th century) displayed in the Louvre in Paris through the host, while introducing these works of art, the host also expresses his own unique views. The pre-reading introduction activity is very novel and interesting, which is a common sense test about the Louvre, which helps to stimulate students' interest in learning and understand relevant background cultural knowledge; The middle and post-reading of the text focuses on cultivating students' overall grasp and understanding of the text, and some open-ended questions can also inspire students to express their views on the works of art introduced in the text, so that students can understand the forms of expression of different art forms, cultivate their aesthetic sentiments and artistic appreciation ability, and encourage students to contact themselves and share their experiences and feelings of visiting museums. In addition, since this text has the characteristics of new media text, it is novel, interesting, colloquial, thought-provoking and enlightening; When guiding students to interpret the text, teachers should pay special attention to the language characteristics of the article, such as a humorous rhetorical question with a humorous tone in the text: Or was it simply cheaper to paint himself than to pay for a model? Teachers should pay attention to whether students can understand the slightly satirical humorous tone of this sentence, feel the humorous characteristics of English communication, and encourage students to search for similar English humorous language phenomena, try to express humor in English, so that language output is more authentic. Through the teaching of this reading text, let students feel the beauty of language and art.

(5) Labor Promotion: Developing Self-directed Learning and Social Responsibility

Labor education is one of the ways to realize talent cultivation. The core value of labor education lies in promoting the all-round development of students and cultivating their innovative spirit and practical ability. In senior high school reading teaching, it is crucial to plan a series of rich and colorful classroom activities according to the theme and text of reading. These activities can transcend the limitations of the classroom, integrate the classroom and extracurricular, school and family, learning and life in an organic way. In this way, we can create a vibrant and diverse practice platform, so that students can learn and use English in real-life situations. For example, Unit 1 Food for thought of Senior High School English of the Foreign Language Teaching and Research Press Volume 2 involves themes such as diverse dietary culture and healthy dietary habits. Starting from the introduction of representative foods from different countries, it shows a colorful world of food and table manners from all over the world, not only enriches students' cognition of dietary culture, but also guides students to deeply think about the relationship between healthy diet and lifestyle; thus, from small to large, cultivating understanding and tolerance of the culture behind diverse diets, reflecting and improving their own eating habits, the theme is very close to students' actual life. And the writing part has a short reading text, taking the traditional Chinese dish Kung Pao Chicken as an example, introduces its historical origin and production method, so as to help students initially master the stylistic characteristics and writing methods of recipes, and use what they have learned to write a recipe recommendation to others, spread the

Chinese culinary culture. When teaching this text in class, under the premise of conditions, teachers can let students form groups according to the content of the text to make "Kung Pao Chicken". This not only allows students to cooperate and learn to make a delicious dish, but also provides an excellent opportunity for students to practice labor. After class, teachers can also assign labor practice homework to let students move the classroom to their own kitchen and independently complete a meal preparation according to the textbook chapter, and present it to their family for tasting, while cultivating students' practical life skills, it also carries out gratitude education.

4. Implementation Path of "Holistic Education" in Senior High School English Reading Teaching

To promote the "Holistic Educations" from concept to practice, "Holistic Education" provides an effective implementation method. Guided by the educational thought of "Holistic Education" and modern educational concepts, through integrated curriculum teaching, students are comprehensively cultivated in all aspects of morality, intelligence, physical education, aesthetics and labor in the establishment of teaching goals, the mining of teaching content, and the choice of teaching methods, so that students can get full development in essential character and key ability, and become people with noble character, distinct personality and physical and mental health.

(1) Teaching Goals: Promoting Students' "Holistic Education Development" in Integrated Teaching Goals

Teaching objectives serve as the direction for implementing teaching activities and the anticipated outcomes, representing the starting point and endpoint of all teaching activities. The profound transformation of the "Holistic Education" teaching system originates from the integration of teaching objectives. Integrated teaching objectives adhere to the educational requirements of high-quality basic education, closely aligning with the developmental needs of students' integrated growth in morality, intelligence, physical education, aesthetics, and labor. They are the comprehensive synthesis of various teaching objectives formed through the effective integration of the educational goals of the "Holistic Educations" from bottom-up and inside-out perspectives [5]. It requires teachers to not only pay attention to the penetration of the "Holistic Educations" as a whole into various disciplines but also to strengthen the centralized integration of various disciplines into the "Holistic Educations" to achieve better teaching outcomes [6].

First, the construction of subject teaching objectives that coexist and thrive in morality, intelligence, physical education, aesthetics, and labor should focus on students' basic qualities and developmental needs. The cultivation function of the "Holistic Educations" as a whole on morality, intelligence, physical education, aesthetics, and labor should be implemented in various subject teachings, breaking the constraints of limited classroom information capacity and presenting the educational content contained in the text to students more comprehensively. In this way, students can be naturally influenced by the value connotations of the Holistic aspects of morality, intelligence, physical education, aesthetics, and labor in the classroom reading teaching. Second, the establishment of scientific and comprehensive teaching objectives is the key to the success of integrated teaching objectives. During the process of text interpretation, teachers should broaden their horizons and find educational elements at more levels. Teachers should guide students to be good at discovering the advantages of others and appreciating the beauty around them, which can enhance students' ability to perceive beauty, promote the balanced development of the "Holistic Educations," and implement the "Holistic Education." This can also strengthen teachers' awareness of integrating the "Holistic Educations" into teaching.

(2) Teaching Content: Deeply Mining "Holistic Education Elements" in Integrated Teaching Content

Teaching content is the core of teaching and the foundation for teachers to carry out teaching activities. The comprehensiveness of integrated teaching objectives determines the high aggregation of teaching content. To achieve the integration of the "Holistic Educations" in English reading teaching content, teachers need to deeply explore the elements and connotations of the "Holistic Educations" contained in reading materials from a professional perspective and an enterprising spirit, combine students' actual conditions and educational objectives, integrate different disciplines, skills, and qualities, and carefully design teaching content to promote students' comprehensive development [7].

First, teachers can start by selecting diversified reading materials, breaking through the limitations of traditional textbooks and widely covering various themes and fields. For example, articles on social responsibility, ethics, and character development can be selected to guide students to think deeply about moral issues and cultivate their moral concepts and values. At the same time, teachers can also select reading materials related to disciplines such as history, geography, and science, so that students can broaden their knowledge and enhance their interdisciplinary learning ability while learning English. Second, teachers need to pay attention to the integration of physical education and health elements. Reading materials related to sports events or healthy lifestyles can be selected as reading materials to guide students to pay attention to the importance of sports and healthy lifestyles. For example, articles on international events such as the Olympic Games and the World Cup can be introduced to let students understand the spirit of sports and the spirit of competition; or articles on healthy diets and exercise methods can be selected to help students establish a healthy lifestyle. This can not only cultivate students' sports spirit and health awareness but also help improve their cross-cultural communication ability. In addition, teachers should pay attention to the influence of aesthetic education in English reading teaching. Beautiful English poems, novel fragments, and other texts can be selected to let students feel the rhythm and literary beauty of English. By reading English works with artistic and aesthetic value, students' aesthetic level and cultural literacy can be improved. At the same time, activities such as English recitation and drama performances can be organized to let students experience the rhythm and sense of rhythm of English personally, and cultivate their language expression ability and performance ability. Finally, teachers also need to pay attention to the introduction of labor education elements. Reading materials related to labor models and the spirit of craftsmanship can be selected as reading materials, or the characteristics and values of different occupations can be introduced to guide students to establish correct labor concepts and career ideals. By learning about the

deeds and spirit of labor models and outstanding craftsmen in different industries, students' labor awareness and professional literacy can be cultivated. At the same time, students can also learn the knowledge and skills required for different occupations, which can provide reference and guidance for their future career planning.

(3) Teaching Methods: Implementing "Holistic Education" in Integrated Teaching Methods

Teaching methods are an important channel for promoting the integrated development of morality, intelligence, physical education, aesthetics, and labor among students. From the perspective of "Holistic Education Integration," the process of senior high school English reading teaching should be a diversified, interactive, and integrated process. Teachers need to carefully design teaching links to achieve the organic integration of moral education, intellectual education, physical education, aesthetic education, and labor education.

First, innovate teaching methods. Fully utilize integrated teaching content according to the set teaching objectives and adopt diversified teaching methods such as group cooperation, inquiry learning, and situational teaching to stimulate students' interest in learning, promote students' active learning and cooperative communication. At the same time, the educational methods of moral education (cultivating people with morality), intellectual education (enlightening people with wisdom), physical education (strengthening people with physical education), aesthetic education (cultivating people with beauty), and labor education (promoting people with labor) should be appropriately integrated into teaching methods to promote the creative transformation of various teaching methods. At the same time, emphasize personalized learning and evaluation methods to ensure that every student can fully develop and grow in the learning process. In addition, provide diversified resource support, including books, physical objects, multimedia materials, etc., to provide students with comprehensive support and help in the learning process. Teachers can also integrate various disciplinary knowledge and skills across disciplines to enable students to develop comprehensively in the learning process, cultivate their comprehensive literacy and innovation ability. Ultimately, teachers should focus on cultivating students' comprehensive abilities, including thinking ability, innovation ability, communication ability, and cooperation ability, so that they can develop comprehensively in the learning process and become well-rounded talents.

5. Conclusion

The mission of education is not only to enable students to keep pace with the times, adapt to the ever-changing era, and realize their own life values, but also to fulfill the responsibilities of a citizen to society. Especially the youth should be pioneers and take on heavy responsibilities, showing their unique style in the historical journey. "Holistic Education Integration" serves as a breakthrough for cultivating the core literacy of new talents in the era, is a practical approach to improving the quality of talent cultivation, and is also an effective way to promote social harmonious governance. Under the perspective of "Holistic Education Integration," senior high school English reading teaching should focus on the penetration of moral education, guiding students to form correct values and moral concepts; at the same time, through the enlightenment of intellectual education, cultivating students' language ability and thinking ability; using physical education as an auxiliary means to enhance students' awareness of physical exercise and promote physical and mental health development; through the influence of aesthetic education, improving students' reading aesthetic and emotional experience; and finally, through the practice of labor education, enhancing students' self-directed learning ability and social responsibility. By integrating the "Holistic Educations" into senior high school English reading classes, students can learn to be human, learn to seek knowledge, learn to be healthy, learn to appreciate beauty, and learn to work, thereby achieving the same direction and progress of subject teaching and subject education.

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