

The Value and Effective Strategies of Applying the Concept of Moral Education and Talent Cultivation in Junior High School English Classroom

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Abstract: The concept of "moral education and talent cultivation" is the fundamental task of education. Junior high school English teachers should integrate this concept into their English classes and combine moral education with English teaching. In the new era, junior high school English teachers should not only focus on students' grasp of language knowledge but also pay attention to the cultivation of students' moral character. Based on this, this paper analyzes how to apply the concept of "moral education and talent cultivation" in junior high school English classes and puts forward corresponding effective measures. These measures help students establish correct worldviews, outlooks on life, and values, and lay the foundation for cultivating talents with good moral character in the new era.

Keywords: Moral Education; Talent Cultivation; Junior High School English.

1. Introduction

The concept of "moral education and talent cultivation" is the fundamental task of China's education. It not only provides a clear direction for China's educational endeavors but also offers a guarantee for the cultivation of talents. School education is the main venue for moral education. The state later proposed that classroom teaching is the primary channel for moral education. It is essential to fully leverage the significant role of curriculum education and integrate moral education into the teaching of various subjects. Therefore, subject-based moral education has become a current research hotspot [1]. In the practice of junior high school English teaching, there is often a greater emphasis on the transmission of language knowledge and the improvement of students' grades, while neglecting the integration and cultivation of moral education. However, the talents that society needs should not only possess excellent professional knowledge but also good moral character. In the new era, teachers have the responsibility to organically combine the concept of moral education and talent cultivation with English teaching. They should deeply explore the moral education elements in the teaching materials and help students establish correct worldviews, outlooks on life, and values. By doing so, teachers can help students develop a sound personality and shape their character, ultimately cultivating them into talents that society needs and promoting the healthy and harmonious development of society.

2. The Importance of "Moral Education and Talent Cultivation" in Junior High School English Teaching

The term "Moral Education" refers to the establishment of moral integrity, while "Talent Cultivation" means the cultivation of talent. "Moral Education and Talent Cultivation" signifies the cultivation of individuals with moral character. It aims to nurture talents who possess firm principles, good ethics, and a spirit of innovation, thereby

promoting the harmonious development of society. The concept of "Moral Education and Talent Cultivation" emphasizes the centrality of moral education in cultivating students' moral qualities, humanistic literacy, and sense of social responsibility [2].

(1) Contribute to Enhancing Comprehensive Quality

As a humanities subject, English contains a wealth of humanistic spirit, including sports and entertainment, environmental protection, cultural background, living habits, polite language, dietary customs, and so on. The development of society requires us to cultivate well-rounded individuals and enhance students' comprehensive quality. In junior high school English teaching, each unit unfolds from different themes. Therefore, teachers need to base themselves on the unit themes, fully interpret the discourses in the units, deeply explore the moral education elements in each unit, and start from different aspects of "moral education and personal development" to improve students' comprehensive quality. Thus, in order to better implement the concept of "moral education and personal development", teachers need to deeply explore the moral education elements in the teaching materials, interpret the texts as a whole, understand the "moral education and personal development" concepts that need to be permeated in each unit and each topic, and pay attention to the ideological and moral connotations contained in the texts. When designing English classroom teaching, teachers should base their work on the analysis and understanding of the unit's learning theme. From the perspective of highlighting the theme, they should collect useful materials through various channels and introduce them into classroom teaching with appropriate teaching methods. In this way, they can provide students with high-quality learning resources and achieve a common improvement in knowledge, ability, and moral quality [3]. They should guide students to have a deep understanding of the moral education elements in the texts and improve their own moral cultivation, thereby achieving the goal of enhancing students' comprehensive quality.

(2) Assisting in Enhancing Students' National Identity

As a language subject, English encompasses a wealth of cultural content from English-speaking countries and also

includes a significant amount of excellent traditional Chinese culture. The substantial differences between the cultures of English-speaking countries and Chinese culture can actually help to strengthen students' national identity. While students master language knowledge, they can analyze and identify the value orientations reflected in cultural phenomena, consciously and firmly establish cultural confidence, draw on excellent cultures, and possess correct values, healthy aesthetic tastes, and moral emotions [4]. Teachers, while teaching the English language, integrate the concept of "moral education and personal development" to help students understand the cultural differences behind language learning, such as different greetings and table manners between China and foreign countries. This not only broadens students' international horizons and enhances their cross-cultural communication skills but also enables them to better recognize and appreciate their own country's excellent culture, thereby strengthening their cultural confidence and achieving the goal of reinforcing their national identity.

(3) Contribute to Cultivating Students' Noble Moral Quality

Education is an activity aimed at nurturing individuals, and junior high school is a crucial stage for shaping students' noble moral quality. During this pivotal period, junior high school English teachers should not only focus on language knowledge instruction and exam scores but also fulfill their responsibility of educating the whole person. By integrating the concept of "moral education and personal development" into English teaching, teachers can guide students in establishing correct worldviews, outlooks on life, and values. This approach helps to develop students' personalities and cultivates them into well-rounded individuals with extensive knowledge, healthy thinking, and sound character, thereby achieving the goal of fostering noble moral quality in students.

(4) Facilitate the Achievement of the Fundamental Educational Task

Under the new curriculum reform, the instrumental and humanistic aspects of junior high school English teaching are equally important. "Moral education and personal development" is the fundamental task of education. The report of the 20th National Congress of the Communist Party of China pointed out that "fully implement the Party's educational policy, implement the fundamental task of moral education and personal development, and cultivate all-round socialist builders and successors who are morally, intellectually, physically, aesthetically, and laboriously developed." As the fundamental task of education, "moral education and personal development" requires teachers to cultivate students' sound personalities and shape their fine moral character while imparting language knowledge. However, in actual junior high school English teaching practice, there is still a problem of focusing more on knowledge transmission and neglecting moral character cultivation. Teachers should fully explore the moral education elements and content in junior high school English textbooks, considering students' age characteristics and actual situations, and integrate these moral education elements and content into English classes. This allows students to be naturally influenced by moral education while learning English language and cultural knowledge, and to form fine moral character and sound personalities imperceptibly.

3. Effective Strategies for Implementing the "Moral Education and Talent Cultivation" Concept in Junior High School English Classes

(1) Penetrate "Moral Education and Talent Cultivation" through Reading and Discussion

Teachers are responsible for both teaching and nurturing students. Integrating ideological and political education into junior high school English classes enriches the content of the classroom and helps enhance students' moral and ideological standards, promoting their all-round development [5]. The junior high school English textbooks published by People's Education Press contain a wealth of moral education elements, which allow students to acquire moral knowledge while learning English language knowledge, thereby improving their ideological quality. The moral education elements are most abundant in the reading materials. Teachers can use questioning to stimulate students' thinking and encourage discussion. For example, in the reading material "The Winning Team" in Section 2b of Unit 11 "Sad movies make me cry" from the Grade 9 textbook published by People's Education Press, the story is about a young boy named Peter who misses a goal in a football match due to a mistake, leading to his team's defeat and his subsequent emotional changes. The story begins with Peter's sadness and anger, followed by his staying alone in his room after returning home, where his father talks to him. This conversation with his father becomes a turning point for Peter's emotional change. He carefully considers his father's advice and thinks about how to solve the problem—communicating with his teammates and admitting his shortcomings. After discussing the next steps with his teammates, Peter's mood improves. Teachers can ask questions such as "Why is Peter so lost? How did Peter's mood get better? If you were Peter, what would you understand from talking to your father and teammates?" to guide students in discussing and freely expressing their thoughts. With appropriate guidance from the teacher, students' interest and enthusiasm can be fully mobilized, helping them understand the importance of teamwork and the concept of "friendship first, game second." Additionally, this approach can cultivate students' habits of comforting others and offering necessary advice when facing problems, helping them develop an optimistic attitude towards life and a sense of unity and team cohesion.

For example, in the People's Education Press Grade 9 Volume 1, Unit 13 "We are trying to save the earth", the theme is environmental protection. The reading material "save the sharks" in part 3a tells how people hunt sharks in large numbers to satisfy their own desires, resulting in a sharp decline in the number of sharks. Teachers can ask questions like "How do people get the shark fin? How many sharks are caught and traded every year? If there are fewer and fewer sharks, what will happen to the environment?" to lead students to discuss and express their initial opinions on sharks as well as their opinions after learning this article. With the appropriate guidance from teachers, students can be guided to think about the relationship between human beings and nature. Through a series of reading and discussion activities, students can have a more concrete and clear understanding of the cruelty of human beings and the number of sharks hunted. They can deeply realize the importance of "no buying and selling, no killing" and establish an awareness of animal protection in this process. In this way, the concept of "moral

education and talent cultivation” can be effectively integrated into junior high school English classes.

(2) Implementing “Moral Education and Talent Cultivation” through Theme-Based Writing

In writing instruction, teachers need to select themes that embody the significance of moral education. The themes for writing should not only contain moral implications but also be closely integrated with students' real-life experiences [6]. A close connection with students' actual life events can help them better understand and express moral themes, while also arousing their curiosity and desire to write. During the writing instruction process, teachers can appropriately guide students to reflect on issues related to the theme, which can lead to the enhancement of students' ideological and moral qualities through writing. Taking the People's Education Press Grade 8 Unit 4 “Why don't you talk to your parents?” as an example, the theme of this unit is difficulties and advice. The reading material in part 3a is a letter written by a 13-year-old boy to Robert Hunt, in which he pours out his problems in getting along with his parents. Robert Hunt also offers some suggestions to the boy in his reply. Teachers can use this as an example and ask students to write a letter to their parents about the problems they encounter in communicating with them. Before writing, teachers can ask: “Have you had any difficulties lately?” and guide students to share the difficulties they have recently faced as the material for writing. Using real-life experiences as the material for writing can provide students with more content to write about and also stimulate their interest in writing. During the writing process, teachers can appropriately guide students to express their true thoughts through writing, to reveal the problems they have encountered to their parents, and to communicate openly. In this process, students can learn to seek help from their parents when facing problems and to adopt their parents' advice. They can also recognize how to communicate with their parents in a rational and effective manner. After writing, teachers can evaluate students' thematic writing from multiple dimensions, and provide reasonable evaluation and correct guidance on the issues and content in the writing from the perspective of moral education and talent cultivation. Teachers can also evaluate by saying: “I think all of you have done a very good job in your writing. I also understand the troubles you have recently faced. This is very normal. If you encounter difficulties and setbacks, you should actively communicate with your parents, teachers, or friends, listen to their opinions, and solve the problems in time.” In the junior high school stage, teachers' words are authoritative to students. Therefore, teachers' post-writing evaluation is also very important and conducive to students developing the habit of active communication.

(3) Integrating Moral Education and Talent Cultivation through Multimedia Teaching

The teaching context and environment are important factors that affect students' learning outcomes. In order to better permeate the concept of “moral education and talent cultivation”, teachers need to create a positive moral education environment and use multimedia to let students be subtly influenced in a real context. Teachers can use multimedia teaching to create a moral education environment and atmosphere for students by playing videos and presenting pictures in class. This can not only help students establish correct values, cultivate good character, and improve their comprehensive quality, but also stimulate students' interest in learning, better present teaching content, and enhance the quality of teaching and learning outcomes.

Taking the People's Education Press Grade 9 Volume 1 Unit 13 “We are trying to save the earth” as an example teachers, can edit some beautiful scenes of the earth, delicious food, as well as animation clips or theme song MVs about environmental protection before class. For instance, when teaching this unit, teachers can play the public welfare song “Earth” sung by celebrities from all over the world. The MV of this song not only vividly shows the beauty of the earth in the animation part, but also creates a good moral education atmosphere for students in the lyrics part, allowing students to establish environmental protection awareness while listening to the song. Teachers can also edit some scenes from documentaries, such as “Planet Earth” and “The Blue Planet,” which record every corner of the earth we rely on for survival. After playing the, video teachers can ask students: “Class, our earth is so beautiful. Faced with the current environmental situation, how should we protect our earth?” and give students appropriate time to think and discuss. Finally, invite students to share their opinions. The results of the discussion are not the most important. What matters is that students have already established the awareness of protecting the earth and the environment after watching the video and thinking. The gains students make in the moral education environment are the most meaningful in this process.

When teaching the topic of Unit 10 “Customs” in Grade 9 Volume 1, teachers can also use multimedia for teaching. They can use multimedia technology to display different dining scenes and dining etiquette in various countries. Teachers can use animation videos or excerpts of dining scenes from popular TV dramas and movies, which are not only related to students' lives but also allow students to more intuitively understand the dining etiquette culture and cultural connotations of different countries. Secondly, teachers can use role-playing and situational simulation to let students experience the cultural connotations of different countries in a real context. For example, in this unit, teachers can organize students to carry out role-playing or situational simulation activities. Teachers can use multimedia to present pictures of different national scenes to simulate real cultural situations, and let students choose the roles of the countries they want to play and experience the charm of different cultures. For example, after playing the edited video, teachers can ask students: Which country's dining habits and etiquette do you like best? Please choose the one you like most from the picture scenes presented by multimedia and perform it. With the assistance of multimedia in teaching, students can be influenced at the moral level around the teaching content. It can not only mobilize students' auditory and visual enthusiasm, but also subtly be influenced by the concept of “moral education and talent cultivation”. It is also helpful for teachers to keep up with the hot topics and pace of the times to supplement teaching content, thereby improving teachers' teaching ability.

(4) Promoting “Moral Education and Talent Cultivation” through Competitive Activities

Teaching competition activities are an important way to achieve “moral education and talent cultivation”. Teachers can design some teaching competition activities that combine ideological and moral connotations with fun, based on students' cognitive level and real-life experiences. These activities allow students to receive moral education while participating in the competitions, cultivate their team spirit, social responsibility, innovation ability, and communication skills, and promote the improvement of students'

comprehensive quality.

Firstly, teachers can organize competition activities that contain the concept of moral education to subtly influence students' moral development. Subject-based education is realized in the classroom through students' authentic communication and discussion in real contexts, as well as the correct guidance of teachers, in a relaxed and pleasant atmosphere. In activities such as pre-class speeches and English drama performances, students can experience moral education in specific situations in the form of cooperative inquiry, achieving the effect of imperceptible influence [7]. For example, theme-based speeches, group cooperation in short play performances, or debates. These activities can not only develop students' communication, team collaboration, and creativity but also enable them to experience the value of moral education in practice. For instance, when teaching Grade 9 Volume 1 Unit 2 "I think that moon cakes are delicious!", teachers can organize a speech contest with the theme of "Traditional Festivals in China and Other Countries" and set a competition date. Students can collect information and materials about traditional festivals from textbooks and the Internet before the contest and write their own speeches. Finally, they can present the information they have gathered to their classmates through individual participation in the competition. In this process, students will not only become more familiar with the theme and knowledge of this unit but also deepen their understanding of traditional festivals in China and other countries through information collection and research. This method of integrating "moral education and talent cultivation" through competitions is more acceptable to students and is both interesting and feasible.

Taking Grade 9 Volume 1 Unit 10 "You are supposed to shake hands" as an example, teachers can divide students into groups to perform situational dialogues. Each group of two students can role-play people from different countries and imitate and perform the greeting customs of those countries. After the performance, teachers can guide students to think and ask questions like: "Which one do you like best? And why?" The focus of this teaching competition activity is not on the final result of the competition but on the process. Through creating and performing the dialogues, students can deeply understand the importance of respecting diverse cultures, being tolerant of different countries' etiquette, and enhancing their confidence in cross-cultural communication.

4. Conclusion

The application of the "moral education and talent cultivation" concept in junior high school English classrooms is an inevitable trend, and it holds extraordinary teaching value in these classrooms. It can cultivate students' national consciousness, moral character, enhance their comprehensive quality, and fulfill the fundamental task of education. Based on this, teachers should organically integrate the "moral education and talent cultivation" concept with the knowledge teaching in junior high school English. They should subtly influence students with moral education and permeate the concept of moral education in their teaching. By employing a

variety of rich and diverse methods, teachers can create favorable conditions for the permeation of the moral education concept. This will help students establish correct values, form a sound personality and excellent character, and become talents of the new era with good moral qualities.

Moreover, the integration of moral education into English teaching is not just an additional task but a fundamental shift in educational philosophy. It requires teachers to be innovative and thoughtful in their approach. For instance, teachers can use literature that reflects moral values to teach language skills, or they can incorporate discussions on ethical issues within the context of English lessons. This dual focus not only enriches the students' language abilities but also shapes their character and worldview.

In practice, this means that teachers must be well-versed in both the subject matter and the principles of moral education. They need to be able to seamlessly blend these elements in a way that is engaging and effective for students. This might involve using multimedia resources, organizing group activities, or encouraging students to reflect on their own behavior and attitudes in the context of the lessons they are learning.

Ultimately, the goal is to produce students who are not only proficient in English but also equipped with the moral compass and social skills necessary to thrive in a globalized world. By embedding moral education within the English curriculum, teachers can play a crucial role in preparing students for the challenges and responsibilities of the future.

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