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Research on the innovative teaching model of ideological and political integration into primary school English teacher courses

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Abstract:
This article takes the fundamental task of "cultivating morality and cultivating people" in the new era as the perspective, focuses on the development path of the deep integration of primary school English course teaching and ideological and political education, solves the problem of "focusing on language skills training and neglecting value leadership" in conventional teaching in the past, and provides reference for the effective development of ideological and political education in colleges and universities and the cultivation of teaching skills and abilities of teacher students.Therefore, based on the integration of production and education, and combined with the theory of POA (output model teaching method) and PAD (flipped classroom), the author designed a hybrid teaching model composed of "online-offline-practice" and constructed a "three-line" teaching goal integrating "language ability + teaching skills + ideological and political theoretical literacy".Then, based on students' learning situation and difficulty diagnosis, different teaching strategies such as "theme-driven" design, cultural comparison, interdisciplinary comprehensive projects are realized in the teaching course, and combined with the elements of ideological and political courses, they are integrated into the teaching of language knowledge and the practical application of teaching design in the course. In addition, the use of the CIPP model as an evaluation method for hybrid teaching is conducive to the implementation of "time-divided" evaluation of classroom teaching process, etc., so as to give full play to the comprehensive evaluation in the classroom teaching process.Practical results show that this teaching model can effectively help students improve their teaching plan design ability, improve their language awareness and cultural awareness, and through feedback from cooperative primary schools, it is found that the interns' ideological and political integration ability in classroom teaching has been improved.The research results confirm that the "PAD+POA" hybrid model can synchronize language ability, teaching skills with educational goals, achieve the goal of coordinated development, and have a method demonstration effect.

Keywords:
ideological and political courses; hybrid teaching; PAD+POA model; primary school English teaching; teacher education

At present, under the guidance of the "Education Golden Course" and "New Education" construction concepts, the promotion and popularization of information technology and the Internet have provided new ways

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and opportunities for teaching. Through the organic integration of online teaching content and offline teaching links, it is a new way to make full use of the advantages of the Internet and informatization, breaking through the disadvantages of the past simple lecture-based teaching, and it is a new way to promote the reform of the professional talent training model of education subjects.Through the virtual three-dimensional network space built on the Internet, teachers and students can participate deeply in the process of co-constructing knowledge, providing an opportunity for innovation to break through the boundaries of disciplines.Against the background of the big task of "cultivating morality and cultivating people", the construction of ideological and political courses has become a key task in talent training in the new era.[1]Integrating ideological and political content into every specific teaching practice of mixed teaching in primary school English teacher curriculum is one of the important measures to improve the comprehensive ability of teacher students.The specific expression is reflected in the integration of teaching links such as teaching material selection, teaching situation selection, and teaching activity participation .[2]

1. Construction of curriculum concepts and goal system

1.1 Course Positioning: The dual attributes of subjectivity and education

Primary school English courses and teaching are core compulsory courses for the major offered in the English direction of primary school education. They shoulder the mission of solid students' professional foundation and cultivating excellent and qualified primary school English teachers.This course builds the "three-meet integration model" from three aspects: teaching theory, teaching skills, and teaching methods.Vertical construction of vertical knowledge explanation ability with teaching content as the task, specific cases as the task of "design teaching theory-practical teaching ability" task chain, and specific teaching cases as the task of "design teaching ability-design teaching theory" task chain, and cultivate the vertical ability structure of students' teaching ability development path.The horizontal structure in the "Three Meetings Integration Model" uses cultural communication practice, educational policy interpretation practice activities, and smart classroom tools to build the horizontal ability structure of the "Three Meetings Integration Model" to cultivate students' ability to combine teaching talents."Clinical" is a training model for cultivating students' "three-meeting integration ability". It mainly uses a micro-teaching laboratory and combined with primary education practice base schools to carry out clinical practice teaching training for students that integrates "learning-observation-learning". The classroom teaching method of "three-meeting integration ability" can support primary school students' cultivation of language knowledge (speakers, listeners) and core literacy abilities (value development). In addition, educational beliefs can be cultivated through the "Teacher Ethics Immersion" module to support them in solving the problems of teacher development that adapt to new situations.

1.2 Course 3D Target Design Framework

The course "Primary School English Curriculum and Teaching" focuses on cultivating students' solid primary school English education and teaching ability, stimulating students' interest in learning primary school English teaching, and the course content takes into account students' cognitive characteristics, pays attention

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to the balanced development of teaching skills, and takes into account the cultivation of cross-cultural communication skills; combining theory and practice to cultivate students' practical ability, improve students' practical language application ability and educational and teaching ability; the course content is integrated with the college's opening purpose, focusing on cultivating students' comprehensive literacy ability to adapt to the needs of a diversified society in the future.Specifically, we will achieve the following goals in three levels: knowledge, ability and values.

Knowledge and Skills Objective: Students can master the basic knowledge of English language and the core content of primary school English teaching, as well as the necessary cross-cultural communication skills.

Process and Method Objectives: Students improve their practical teaching ability and research skills by participating in teaching design, implementation, reflection and evaluation activities.

Emotional attitudes and values objectives: Students develop enthusiasm for English teaching, form positive learning attitudes and values of cultural respect, and the awareness of lifelong learning.

2 Course content deconstruction: Learning situation analysis and breakthroughs in teaching difficulties

2.1 Study situation analysis

Primary school English courses and teaching are a comprehensive theoretical and practical course in primary education major. They are mainly offered for primary school education students in primary school education classes in Chinese and English majors in junior high school. Since entering the school, students have learned some basic knowledge of education and psychology and accumulated the professional knowledge of primary school English. However, students generally feel that after entering the teacher, they lack the ability to apply the theoretical knowledge they have learned and the language knowledge they have mastered to the classroom. Many students don’t know where to start when designing a primary school teaching class. Most students just recite knowledge points simply by drawing a picture, and when they come to the stage to introduce the teaching design of a class to their peers, they will inevitably forget the content of the lesson plan; through classroom teaching practice, only 10% of students can independently organize a complete teaching link, and about 20% of students can explain the core teaching knowledge corresponding to the textbook unit of the "New Standard Primary School English".During the analysis of the class and learning log, it was learned that students urgently need to learn some knowledge that can be implemented in the classroom or practical teaching skills that are highly operational, such as how to implement "differentiated teaching strategies" for students in the classroom, how teachers deal with "teaching activity accidents", how teachers use "song creation" and "picture book teaching" and other series of teaching activities centered on "student-oriented"; the "blind spot" of classroom practice that students urgently need to solve lies in how to output "input knowledge" in their classroom; and the specific operational content is: create classroom games based on the cognitive attention characteristics of children in the seventh grade (primary school students age: 7 to 10 years old).

2.2 Teaching "difficulty" problems

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Modernization of teaching methods and evaluation

Primary school English courses and teaching are compulsory courses for primary school English majors and are important courses that affect the quality of talent training in the basic education stage of primary school English teachers.The current problem of "separation of knowledge and action" is one of the main problems in primary school English curriculum and teaching: the "Teaching Ability Development Report" released in 2023 pointed out that 67.2% of colleges and universities adopt the "knowledge-based" teaching model, and 60.8% of primary school English majors have basic compliance with the classroom scenario transfer ability rate is less than 41% (according to the "Professional Standards for Primary School English Teachers", the three second-level indicators under the three first-level indicators correspond to three third-level indicators. The third-level indicators are a series of teachers' daily behaviors, and professional compliance is evaluated as daily teaching tables in teachers' teaching process.Now), This shows that the traditional "knowledge-based" teaching model mainly adopts traditional teaching methods and demonstration teaching methods, which is difficult to reflect the training requirements of modern primary school English professional curriculum and teaching based on "clinical practice". It is specifically reflected in the separation of the "clinical practice-oriented" teaching type that is contrary to the current talent training requirements and the traditional knowledge-based teaching concepts and methods, the division of the "skill training" teaching methods that are contrary to the characteristics of education and teaching, and the division of the single evaluation dimension that is contrary to the characteristics of teachers' professional development and the division of teachers' core literacy.How to reconstruct the teaching methods and evaluation plans of primary school English curriculum to adapt to the modernization of education is the top priority of the development of normal education in my country.

Adaptation issues for individual differences in students

In the process of teaching the course "Elementary School English Course and Teaching", through observation and questionnaire survey of students, the author found that students' differential adaptation problems are reflected in many aspects such as students' different interests, cognitive level and information processing ability and tendencies, language foundation and cultural foundation.Some students love English, have a strong interest and have good language endowment, while some students have poor foundation or are not interested at all, resulting in insufficient motivation to learn.Some students' ability to understand course content and master language foundation is different from other students; learners have differences in cognitive level, information processing methods and abilities. Different cognitive development levels and information processing methods will lead to differences in the level of understanding of learning tasks and teaching content; differences in learning styles will also put higher requirements on the teaching process.At the same time, different students in the same class have different ethnic groups, and the differences in cultural foundations of different students will have an impact on language teaching and English culture learning. Therefore, this course should design a combination of different learning activities and learning methods, and adopt diversified teaching strategies to adapt to and meet the needs of different categories of students and achieve the goal of comprehensive growth of each student.

Issues of the cultivation of cross-cultural communication skills and the enrichment of teaching resources

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In the context of cross-cultural communication skills of English, primary school English teaching is particularly important. In the course of "Primary School English Curriculum and Teaching", the problems of cross-cultural ability cultivation and rich teaching resources arise mainly due to the traditional teaching model exam-oriented education. The traditional teaching methods and content are simple and single, the channels for obtaining resources and the limitations of training teachers, and the teachers' lack of cross-cultural teaching awareness and strategies, which are not conducive to directly infiltrating multicultural resources into primary school English classroom teaching activities, affecting the understanding of students' English culture and opening up the international perspective.[3] The pioneering and innovativeness of teaching methods and resources needs to be improved.

2.3 Teaching "innovation" upgrade

By building a new era teacher education model with mutual construction of "digital ability-teaching skills", we advocate the spiral mutual construction of theoretical learning and practical ability, and promote the systematic development of ability practice and scientific and technological capabilities through the construction of three key systems: the practical ability development system, the individual adaptation support system and the cultural adaptation system: with the support of the construction of a virtual simulation laboratory, a three-level ability system of "scene simulation-micro-teaching-real teaching" is built to promote students' experiential role-playing, construct mutual evaluation behavior between peers and teachers, strengthen the reflection of teachers' teaching behavior, and realize the practice of educational and teaching skills; use learning analysis technology to support students' cognitive portraits, and then realize the automatic generation of learning ability portraits and push learning ability portraits, and learnThe Xi analysis system establishes a learning chain based on "demand diagnosis - targeted precise learning - continuous learning feedback and modification"; embeds the "cultural sensitivity - cross-cultural conflict resolution - global competency" development chain in curriculum teaching, and cultivates students' cultural reciprocity leadership and international vision in digital twin virtual teaching scenarios (such as building online and offline collaborative lesson preparation scenarios designed for teaching in multiple countries on the Internet). In the evaluation, break through a single quantitative evaluation indicator, form a "developmental" "process record + learning ability map" evaluation system, set up indicators such as intelligent decision-making ability (30%), cultural adaptability (25%) and technical adaptability (20%), and a student learning ability map with dynamic development as the direction.

3 Integration of ideological and political courses: Two-way construction of moral education and international perspectives

3.1 Ideological and political concept: "English teaching concept oriented towards moral education"

In 2014, the Ministry of Education's "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Cultivating Morality and Cultivating People" put forward the requirements of deepening curriculum reform to achieve the fundamental task of Cultivating Morality and Cultivating People.[4]In 2016, the phased research results of "Research on the Core Literacy of Student Development

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in the 21st Century" released by Professor Lin Chongde at Beijing Normal University point out that the core literacy of Chinese students' development is composed of "three aspects and six core literacies".In 2018, Xi Jinping held the National Education Conference and pointed out that "who should be cultivated, how should we cultivate, and for whom we should cultivate" are the fundamental issues of education.The "Compulsory Education English Curriculum Standards (2022 Edition)" has been formulated and launched in the past decade based on the international and domestic situation.The integration of ideological and political concepts in the "Elementary School English Curriculum and Teaching" course is a basic requirement for achieving the goal of moral education.Teachers can explore ideological and political factors in English courses and guide students to establish a correct outlook on life, world and values in the process of learning English language. This teaching philosophy requires teachers not only to pay attention to students' language skills training, but also to the shaping of their ideological and moral character.

3.2 Ideological and political goals: Cultivate socialist builders with a "global perspective"

The goal of ideological and political politics is to be politically conscious, to build faith, to cultivate qualified builders and reliable successors of socialism in the new era with a global vision, and to be able to participate in international exchanges and cooperation on behalf of China.This ideological and political goal of "being political and building faith" requires primary school English teaching to convey foreign language knowledge while also conveying knowledge of Chinese culture, history and social development, cultivate students' national identity and cultural confidence in the motherland and nation, and at the same time, to enable students to understand and appreciate cultural differences.[5]Therefore, the national development strategy, foreign exchange and international cooperation capabilities of primary school English teaching, is the direct direction of arming students' thoughts with the "two establishments".

3.3 Ideological and political teaching design: "diversified teaching strategies that integrate ideological and political elements

To further realize the moral education function of subject courses, it is necessary to design an "immersive" learning path, that is, from the perspective of the mining of ideological and political elements of content optimization, the hybrid teaching model of method optimization, and the multi-dimensional integration of evaluation reform, etc., three organic combinations are done. In the dimension of content optimization, we can deeply explore the ideological and political elements of subject courses from the perspective of the integration of textbooks and ideological and political elements, such as analyzing the appeal of Chinese excellent culture and the value concept of modernization from the film and television clips of "Awakening Era", and discussing the value choices in cooperation between different civilizations from many events in the "Belt and Road"; in the "Internet +" O2O teaching model of method optimization, we can do a three-stage progressive learning link design of "knowledge construction-value identification-transfer application" from the perspective of mind map and task chain, such as introducing the British BBC documentary "Chinese Teachers Go to the UK" on the MOOC platform before class to inspire students' thinking and introduction in classSimulate the United Nations' practical drills for resolving cross-cultural contradictions and conflicts, introduce diversified virtual simulation social practice opportunities after class, cultivate students' "reasoning" in Chinese

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cultural stance, "weighting" in value selection, and "practice" in social contributions; in the evaluation optimization dimension, we can integrate the dimensions of "participation in debate + social assessment + social practice archives" from the dimensions of learning ability test, cultural sensitivity test questions, and social practice assessment, etc.,For example, by setting up academic debates between groups, introducing verbal texts to criticize the Western commentary "The Economist" from a Chinese standpoint for argumentative discourse interpretation, the BBC documentary "The Chinese Teachers' Go to the UK" with the focus on Chinese students, the movie "Green Book" mainly expresses cross-cultural literacy and other learning materials and activity carriers to achieve multi-interaction and multi-level integration of students.[6]

4 Innovation in teaching model: hybrid design based on "PAD+POA"

4.1 Teaching implementation based on "one center, two basic points and three main lines"

The output-oriented method is a new teaching method for English teaching.Among the major sections of "Elementary School English Curriculum and Teaching", the integration of the "English Teaching Output" part and the "Output Direction Method" meet students' needs and the hard regulations of classroom teaching.In the course and teaching skills links, teachers should play the driving role of the classroom, organically combine situations and tasks, give students sufficient teaching resources, and increase students' interest in primary school English courses and teaching.According to the nature and learning situation analysis of this course, the focus of this course is attributed to "one center (student), two basic points (scenario teaching and gradual progress) and three main lines (before, during and after class)". Comprehensive and multi-dimensional evaluation and feedback run through the entire process to ensure the quality of teaching activities and students' deep learning.[7]

4.2 Teaching model based on "PAD+POA"

PAD teaching is a teaching method aimed at stimulating students' interests. It can be divided into three parts in classroom time: lecture, internalization and absorption and discussion.Its five links include lectures, independent learning, independent homework, group discussions and class exchanges.POA teaching focuses on feedback on the output in the evaluation process, and proposes an evaluation system for teacher-student cooperation, which balances the advantages and disadvantages of teacher evaluation, student self-evaluation, student mutual evaluation and machine evaluation.Based on the output-driven concept of "PAD+POA" hybrid teaching, "Primary School English Course and Teaching" focuses on the curriculum and teaching of primary school English, and is divided into three stages: offline classroom, online classroom and after-class tasks. These stages complement each other, thus changing the disadvantages brought about by a single "cramming" teaching in traditional classrooms[8].

5 Evaluation system: Multiple feedback mechanism under the CIPP model

5.1 Based on the CIPP evaluation theory, construct multiple course evaluations to

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stimulate students' learning potential

The CIPP model covers four key links: "background assessment, input assessment, process assessment and outcome assessment", aims to provide educational personnel with comprehensive and systematic effective information, guide continuous and dynamic teaching improvements, better serve education, and achieve "reform is better than re-certification".Nowadays, the school's teaching evaluation pattern only focuses on final assessment, but ignores the importance of process assessment.[9]This situation has led some students to only focus on the final assessment, their interest in learning knowledge and skills is low, and they only conduct surprise reviews at the end of the period.The construction of the course evaluation system should be diversified.

"Elementary School English Courses and Teaching" is designed based on the talent training goals of "one mind, two tools, three habits, and four qualities" proposed by our school. The course builds an evaluation system that combines "online and offline".The course mainly relies on the cloud teaching platform, adopts the smart classroom teaching method of "intelligent teaching platform + classroom teaching + task practice", and makes full use of the advantages of combining online and offline to create an integrated teaching model of "online and offline linkage, theory and practice", and implements a layered, diverse and multi-dimensional evaluation method.

6.Innovation characteristics and implementation results

6.1 Adopt a hybrid teaching model to meet diverse learning needs

This course adopts a hybrid teaching method that combines online self-study and offline interactive teaching. It combines the advantages of online course teaching platform resources such as electronic textbooks, cloud classrooms, online question and answer sections with the advantages of offline classroom face-to-face lectures, role-playing, group discussions, simulation teaching, etc., and aims to provide students with diverse and flexible learning paths. On the one hand, they can use the teaching resources on the online teaching platform to preview and review teaching content. At the same time, they can give full play to the face-to-face interaction of offline classes, combine specific teaching cases of the course with clinical teaching to enhance students' learning experience, and also allow course learners to master the learning progress and learning speed according to learning rules, achieve independent learning, and realize students' personal needs.

6.2 Use interactive and inquiry teaching methods to improve students' participation and thinking ability

Adopt interactive teaching methods and inquiry teaching methods, that is, in classroom teaching, students are set up teaching activities with students as the main body, such as group project cooperation, classroom case discussion, and problem-based learning, to stimulate students to participate in thinking activities; teachers act as guides and auxiliary, inspire students to discover problems, propose solutions to problems, and cultivate students' critical and creative thinking;[10] carry out students' evaluation and self-evaluation of students, that is, let students learn to reflect on learning, learn independently, and improve students' enthusiasm for independent learning.

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6.3 Integrate cross-cultural and practical teaching content to enhance students' professional qualities and international perspectives

Integrate similar course content and integrate cross-cultural communication training and teaching methods and skills cultivation in university English teaching.First, the classroom teaching cases and foreign teaching materials of foreign teachers are used, so that students can experience and understand other national cultures and the processes and methods of students' cognition and learning in teaching situations, etc.Second, effective content such as classroom teaching simulation and educational internship practice content have increased students' practical teaching skills and knowledge, and focused on cultivating and stimulating students' love for the profession of primary school English teachers, laying a good foundation for the global competition for the future career of primary school English teachers.

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