

Moral Education and IELTS Oral English Teaching

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Abstract: Moral Education is a major strategic development of the Party Central Committee to promote the development of education in the new era. It is an important strategic measure to improve the quality of Ideological and political work in Colleges and universities. It plays a very important role in the cultivation of qualified builders and reliable successors of the socialist cause. This paper takes "A traditional product" as an example to discuss how to integrate ideological and political elements into IELTS oral English teaching. This can not only help students achieve ideal results, but also realize the ideological and political function of the course.

Keywords: IELTS oral English teaching, Integrating moral education into English Teaching, Teaching practice

1. Background of the study

Since the 21st century, China's society has developed rapidly, and college students have shown new characteristics in many aspects. In the college students in the new era, we can not only see their pursuit of individuality and positive side, but also see their emotional, utilitarian and exaggerated disharmonious side when dealing with problems. This requires that ideological and political work must follow the party's ideological line, keep pace with the times, and carry out innovatively. On December 29, 2014, at the 23rd National Conference on Party Building in Colleges and Universities, General Secretary Xi Jinping emphasized: "To run a socialist university with Chinese characteristics well, we must adhere to moral education and cultivate people, and integrate the cultivation and practice of socialist core values into the whole process of teaching and educating people; Strengthen ideological guidance and firmly grasp the leadership of ideological work in colleges and universities." Through years of practice, "subject moral education" has achieved good results and played an important role in moral education. However, in the process of practice, colleges and universities are increasingly aware of the importance of "further excavating the educational function of various courses and mobilizing the enthusiasm of lecturers". Therefore, in 2016, Shanghai took the lead in putting forward the educational concept of ideological and political education in curriculum. Focusing on the curriculum goal of combining "knowledge imparting" with value guidance, the curriculum content system combining "explicit education" with "implicit education" was constructed, and the resources and values of ideological and political education in specialized courses were excavated. On December 7-8, 2016, the National Conference on Ideological and Political Work in Colleges and Universities was held in Beijing, and it was clearly stated that all courses should be required to plant responsible fields, keep a section of canals, and walk in the same direction as ideological and political theory courses. In March 2018, Minister of Education Chen Baosheng pointed out: "It is necessary to gnaw at the next batch of 'hard bones', including teachers' ideological and political education, courses' ideological and political education, and online ideological and political education, and solve some difficult problems in the development of ideological and political education courses and ideological and political work." Among them, the ideological and political education in curriculum is regarded as a "hard bone", which shows that ideological and political education in curriculum is a big issue to be solved urgently. In June, 2020, China's Ministry of Education issued the Guiding Outline of Ideological and Political Construction in Colleges and Universities. It is put forward that the ideological and political construction of curriculum should focus on the core point of comprehensively improving the ability of personnel training, and be comprehensively promoted in all colleges and universities across the country, so that the concept of ideological and political construction of curriculum can form a broad consensus, teachers' awareness and ability to carry out ideological and political construction of curriculum can be comprehensively improved, the system and mechanism to cooperatively promote ideological and political construction of curriculum are basically sound, and the effectiveness of moral education in colleges and universities can be further improved. [1]

English curriculum contains a large number of excellent traditional culture, patriotic feelings and

other invisible ideological and political education contents. As a required course for college students, English course plays an inestimable role in guiding students to enhance their interest in learning, strengthen their English language sense, impart cultural knowledge and improve their humanistic quality. British and American literature itself has many factors of ideological and political education that can be tapped. At the same time, integrating Chinese culture into English teaching can help students have a better understanding of cultural differences and diversity in the study of the two cultures, and make students feel the profoundness of Chinese culture when learning western culture. As a native Chinese learner, the learning process should always combine linguistics with comparative culturology. Only by understanding and studying the relevant aspects of British and American cultures can we learn from the best and discard the dross in cross-cultural and comparative cultures, and learn from them to understand cultural differences and connotations. In view of this, in classroom teaching, if teachers can seriously tap the resources and elements of ideological and political education in textbooks, carefully design teaching projects, adopt natural infiltration methods, and purposefully carry out ideological and political education for students, it will help guide students to establish a correct outlook on life, world outlook and values, integrate the excellent traditional culture of the Chinese nation with the world culture, and carry forward and spread our excellent traditional culture in the process of continuous learning [2].

I am responsible for IELTS oral English teaching. Moral education is an important project among the colleges and universities. Integrating ideological and political elements into IELTS oral English teaching, realizing the classroom education and nurturing people of ability is the main task of IELTS oral English teaching.

2. The Concept of Curriculum Ideological and Political Education

Curriculum ideological and political education is a new concept of education and teaching in colleges and universities in the new stage. It refers to the cultivation of all-round comprehensive talents by skillfully integrating ideological and political theories into the teaching work of various subjects, taking into account the improvement of ideological and political education curriculum construction. There is a big difference between ideological and political education in curriculum and traditional teaching, mainly because traditional teaching pays attention to theoretical knowledge teaching, and students' state of mind is often ignored. With the continuous improvement of education, students' ideological and moral construction has been gradually strengthened. Ideological and political education in curriculum is the most important and basic step to cultivate students' ideological and moral character [3].

3. The Necessity of Integrating Curriculum Ideological and Political Education into Foreign Language Teaching

3.1. Fundamental premise of moral education in colleges and universities

The so-called moral education refers to the cultivation of students' good thinking and moral quality in education and teaching, so that students can consciously support socialist culture, identify with the road of social righteousness, study hard and become talents needed by society. Therefore, colleges and universities must put moral education in an important position in the work of education and learning. Moreover, due to the rapid development of the Internet and the deepening trend of economic and cultural globalization, the types of knowledge that modern college students are exposed to are also diverse, and some advanced ones will of course have their own dross. As the most advanced talents in the society and the country, college students are definitely the first and most exposed to this knowledge. However, due to their lack of social experience, college students often cannot filter out bad cultural knowledge by themselves. Moral education can lay the foundation for students' thoughts, and ideological and political education in the curriculum can broaden students' knowledge, so that students can isolate their own bad knowledge.

3.2. An important means to cultivate national pride

As a global language, English teaching is not only to improve students' language ability, but also to spread culture and promote communication. So, in a foreign language Integrating ideological and political content into teaching can help students learn to distinguish advanced culture from cultural lag by understanding the differences between Chinese and western cultures and values, and help them to enhance their self-confidence in China's excellent national culture and their national pride. Incorporating ideological and political elements into

foreign language teaching can improve students' ideological and moral literacy and political knowledge in the process of learning language skills.

3.3. An important means to build cultural confidence.

English has always been the key subject of curriculum education in China, and it has been studied since primary school. For today's college students, English is not only a course to learn grammar knowledge, but also a course to broaden students' horizons. Only by fully understanding other people's cultures can we really understand how excellent our own culture is. The basic role of ideological and political education in English class is to make college students have the courage to contact new foreign things, and also to make students have confidence in our own culture. Integrating ideological and political elements into foreign language classroom teaching can enhance students' sense of identity with Chinese culture and build cultural confidence. And because of the inclusiveness of foreign language teaching itself, it can be well combined with ideological and political elements to realize the innovation of foreign language teaching forms [4].

4. Introduction of IELTS Speaking Test

IELTS, or International English Language Testing system, is an international standardized test of English language proficiency. It is jointly managed by University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Ltd and was established in 1989.

There are four modules-listening, Reading, Writing and Speaking. The speaking test of IELTS lasts 11-14 minutes. There are three parts of tests. Part 1 is introduction and interview. After introductions and identity check, the examiner asks the candidate questions about familiar topics. Part 2 is individual long talk. The candidate receives a task card with a topic. He/She then has 1 minute to prepare and make notes before speaking about the topic for 1 to 2 minutes. Part 3 is two-way discussion. The examiner discusses with the candidate more abstract aspects of topic in part 2.

IELTS speaking assessment criteria are based on: (1) Fluency and Coherence. ① A steady flow of speech. ② How well ideas are put together. ③ What structures are used to connect ideas and sentences. ④ What structure are used to connect ideas and sentences. (2) Lexical Resource Flexibility and variety of the candidate's vocabulary. (3) Grammatical range. ① Correct tense. ② Variety of sentence patterns: examine the candidate's ability to use both simple and complex sentence structures. (4) Pronunciation. ① Pronunciation. ② Rhythms. ③ Intonation.

5. Moral Education and IELTS speaking test

The IELTS speaking test examines candidates' ability to use English appropriately and flexibly in real situations. Candidates can be flexible in the process of examination, have independent judgment and analysis ability, and form their own personalized answers, which is the most popular. Therefore, in the oral English class, teachers should let students conduct English training before fully understanding the cultural background of English-speaking countries, so as to broaden students' cultural horizons. Students should not only learn about the history and culture of western countries through multiple channels, but also deepen understanding of their own national culture, and build a bridge between Chinese and western culture, so that students can understand the different ways of thinking and cognitive habits between China and the west, and encourage them to think more in English.

The author will combine lexical resources, content, scope with theory of politics. Lexical resources refer to the vocabulary the candidate uses. The interviewer will see if the candidate uses a wide range of or limited vocabulary in his/her speech and if he/she uses the word in the correct way or not. The interviewer also examines the flexibility and variety of the candidate's vocabulary, i.e. if he/she has different choices of words to use or has to repeat the same limited number of words from time to time.

6. Case Study

Topic: A traditional product in your country.

Time: 90 minutes.

Teaching object and English level: First year students (B1 level).

Teaching requirement: After learning this unit, students should be able:(1)To comprehend related words, phrases and sentences relate to traditional product.(2) To introduce the relative conceptions about the traditional products to foreign friends in English.(3)To use information of Chinese culture to talk about the topics: favorite book, favorite celebrity, hobby...(4)To build up self-confidence and proper pride of national culture.

Difficult points: To use information of Chinese tradition to talk about the topics: favorite book, favorite celebrity, hobby...

6.1. Teaching design and process

6.1.1. Lead-in

Ask student some questions about traditional products. (1) Can you name some traditional products in China?(2)What kinds of tradition are popular in your country?(3)Is it necessary to protect tradition?(4)Do you think teenagers should learn about tradition? Then show student some pictures of Chinese traditional products. (Qipao, Hanfu, Tangsuit, Rice cake, paper cut)

6.1.2. While-reading

Ask students to read two short passages. Talk about the key words, phrases and sentences. For examples: porcelainclay, pottery stone, pottery, glaze, firing temperature.

6.1.3. Post-reading

Ask students to watch a short video (Hello, China) and introduce the background information about the video, at the same time, ask them to learn how to introduce Chinese tradition. Then ask students to finish part 2 questions.

6.2. Teaching reflection

Let students organize the answers in groups, and send representatives to share their answers with students. This session mainly explains how to use the information of traditional products to answer the questions of part 1 and part 2 respectively. Apart from the different answering time, students have different emphasis on the answer directions for different real questions. The goal of this course mainly focuses on the traditional products related key words, phrases and sentences, and how to introduce traditional products to foreigners in English. The teacher first uses two English model essays introducing Chinese traditional products to make students know more about the expressions of traditional products in English visually, then helps students to clear up the obstacles of understanding by explaining them, and finally provides students with a template of spoken English through a short video. At the end, the discussion method is used to test whether the students have mastered the target content of the class. The teaching process gives students a certain number of oral expressions of single words, phrases and sentences about Chinese traditional products, and improves students' enthusiasm for discussion.

7. Conclusion

The important task of English teaching is to train learners to introduce Chinese culture to the world and carry forward national culture. While we pass on more European and American cultures to students, we make students have no interest in Chinese culture, which restricts the sound development of English teaching in colleges and universities. The research of this paper is helpful to provide a reference scheme for English courses to practice the ideological and political concept of courses.

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