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## EXPLORING IDEOLOGICAL-POLITICAL EDUCATION IN ENGLISH CLASSROOMS: A SURVEY OF COMPULSORY EDUCATION SCHOOLS IN DAZHOU, CHINA

ДОСЛІДЖЕННЯ ІДЕЙНО-ПОЛІТИЧНОЇ ОСВІТИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ:  
НА ПРИКЛАДІ ЗАГАЛЬНООСВІТНІХ ШКІЛ ДАЧЖОУ (КИТАЙ)

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### ABSTRACT

**Purpose.** This article endeavors to gain insights into the current state of curriculum ideological-political education integration within English classroom teaching in China's compulsory education system, using two schools in Dazhou as case studies. It aims to dissect prevalent issues and their underlying causes, ultimately exploring and proposing effective strategies for enhancing this integration.

**Methodology.** Utilizing a concurrent mixed-methods approach, this study incorporates both quantitative and qualitative analyses. Specifically, it employs surveys and interviews to investigate and assess the practical incorporation of ideological-political education elements into English classes in compulsory education.

**Мета.** У цій статті проаналізовано поточний стан інтеграції ідейно-політичної освіти в навчальні програми з англійської мови в системі загальноосвітніх шкіл Китаю на прикладі двох шкіл у місті Дачжоу. Метою дослідження є аналіз поширених проблем та їхніх першопричин, а також вивчення й пропозиція ефективних стратегій для посилення цієї інтеграції.

**Методологія.** Використовуючи змішаний підхід, дослідження включає як кількісний, так і якісний аналіз. Зокрема, у ньому застосовуються опитування та інтерв'ю для вивчення й оцінки практичного впровадження елементів ідейно-політичної освіти на уроках англійської мови в системі загальноосвітніх шкіл.

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**Results.** The findings indicate that English teachers in Dazhou's compulsory education sector possess a commendable comprehension of curriculum ideological-political education. However, they show insufficient attention to ideological-political elements in their actual teaching practices. Relying predominantly on traditional lecturing methods, the implementation of ideological-political education appears sermonizing, resulting in suboptimal outcomes. Teachers also exhibit knowledge deficiencies in areas such as implicit curriculum and the fundamental tasks of moral education, necessitating enhancements in these domains.

**Conclusions.** The study underscores the need for teachers to deepen their understanding of curriculum ideological-political education and improve their integration skills. Relevant schools should prioritize moral education, leveraging ideological-political education to foster students' holistic development. Strengthening teacher training and evaluation systems is also pivotal in addressing these gaps and enhancing the overall effectiveness of ideological-political education integration in English classrooms.

**Keywords:** compulsory education, core competencies, curriculum ideological-political education, English teaching, new curriculum standard.

**Результати.** Отримані дані свідчать, що вчителі англійської мови в загальноосвітніх школах Дачжоу мають розуміння навчальної програми з ідейно-політичної освіти. Проте вони приділяють недостатню увагу ідейно-політичним елементам у своїй педагогічній практиці. Покладаючись переважно на традиційні методи викладання, вони реалізують ідейно-політичну освіту у формі повчання, що призводить до неоптимальних результатів. Вчителі також демонструють нестачу знань у таких сферах, як зміст навчальної програми та фундаментальні завдання морального виховання, що потребує вдосконалення.

**Висновки.** Дослідження підкреслює необхідність поглиблення розуміння вчителями ідейно-політичної освіти та вдосконалення їхніх навичок інтеграції в навчальні програми. Школи мають надавати пріоритет моральному вихованню, використовуючи ідейно-політичну освіту для сприяння всебічному розвитку учнів. Посилення системи підготовки та оцінювання вчителів також є вирішальним для усунення цих прогалин і підвищення загальної ефективності інтеграції ідейно-політичної освіти у викладанні англійської мови в школі.

**Ключові слова:** обов'язкова освіта, ключові компетентності, навчальна програма з ідейно-політичної освіти, викладання англійської мови, новий стандарт навчальної програми.

## INTRODUCTION

The quintessential objective of education transcends mere intellectual enrichment. It is fundamentally rooted in moral education. In harmony with intellectual pursuits, moral education must permeate every educational facet and discipline, with educators at all levels embracing moral education as the cornerstone of their instructional endeavors. Moral education, in the narrow sense, refers to moral education in schools, which means the activities of educators to systematically cultivate students' character according to the requirements of society (Luo, 2024).

Holistic education, put forward by R. Miller, is an educational concept that integrates the "people-oriented" and "society-oriented" viewpoints on education, attaching importance to the values of society and humans (Miller, 2004). In a sense, it is the education for cultivating the "whole man" or "perfect man", moving beyond the traditional focus on academic achievement to embrace the full spectrum of human potential. Fostering students' comprehensive

development is the mission of contemporary Chinese education and talent cultivation.

In recent years, there has been a growing emphasis on integrating ideological-political education into various subjects in China's education system. General Secretary Xi highlighted that "it is necessary to create ideological-political courses in primary and secondary schools, which is an important commitment for cultivating generation after generation of builders and successors of socialism". The values promoted should be integrated into knowledge transmission. Explicit and implicit instructional approaches complement each other. Ideological-political resources from other courses need to be exploited to achieve a well-rounded education for students.

Curriculum ideological-political education as a term, first introduced in 2014, refers to a novel educational concept of integrating the ideological-political work system into the whole process of a discipline system, teaching system, teaching material system, and management system. Its implementation is an effective measure to foster integrity and promote the rounded development of people. It emphasizes the integration of ideological-political education into various courses, aiming to provide valuable guidance and impart knowledge simultaneously, thus achieving the goal of holistic education.

Tang et al. (2020) believe that ideological-political education is not only the presentation of teaching concepts but also a teaching method, a curriculum teaching system, and educational practice activities as well. In this system, courses are not merely tools for imparting knowledge but also important avenues for cultivating students' correct values, worldviews, and outlooks on life.

The document "Guidelines for the Construction of Ideological-political Education in Higher Education Courses" issued by the Ministry of Education of P. R. China (2020), requires the implementation of integrating ideological-political education throughout the talent cultivation system, by comprehensively advancing the construction of curriculum-based ideological-political education, leveraging the educational role of every course, so as to enhance the quality of talent cultivation.

The "Opinions on Comprehensively Deepening Curriculum Reform to Implement the Fundamental Task of Building Moral Character and Molding All-round Personalities" (Ministry of Education of the People's Republic of China, 2014) also requires it needs to deeply excavate the ideological-political education resources embedded within the courses across various disciplines.

Thus, all curricula must occupy a positive position in school education. The English curriculum for compulsory education in China is divided into three learning stages, with corresponding levels set for the goals of each stage. Specifically, Level 1 is for students in Grades 3–4 (ages 9–10), Level 2 for Grades 5–

6 (ages 11–13), and Level 3 for Grades 7–9 (ages 13–15). The compulsory education stage is a crucial period for students to develop good moral character.

The new compulsory education curriculum plan and standards (Ministry of Education of the People's Republic of China, 2022) point out that all disciplines need to fully leverage the effect of teaching and educating people in order to realize the true sense of moral education. Ideological-political education plays an important role in the teaching objectives of English Curriculum Standards for Compulsory Education (Ministry of Education of the People's Republic of China, 2022), and the integration of curriculum ideological-political education and English teaching has become a hot topic in today's educational circles of China.

Scholars in China such as Yang (2022), Xiao (2023), Ruan and Yang (2024), Sun (2024), Zhou (2025), and Xin (2025) have carried out relevant research from the dimensions of college English teaching, teaching competence, teaching scenario construction, and meaning construction as a development process. However, studies on English teaching in compulsory education seem to be few. Huang (2024) explored the challenges of moral education in primary and secondary schools, and Zhang (2024) analyzed ideological-political elements integrated in senior high school English curriculum teaching.

Moral education should not be isolated as a single course but should be combined with various courses for effective education. Peters (2016) points out that moral education originates from the field of ethics. He explains the conceptual framework and methods of moral education from the perspective of ethics and values. He believes that moral education should fully understand people in the process of education. Gardner (2011) believes that the essence of moral education in teaching lies in cultivating students' sound personality and good behavior habits. They confirm that it is necessary to carry out ideological-political education in another curriculum.

The theoretical foundations of curriculum ideological-political education encompass the theory of well-rounded human development, the concept of combined forces, the discourse on cultivating morality and fostering talents, and the creation of an environment consonant with human nature. The ideological-political education integrated into English courses literally is a combination of English language teaching and ideological-political education within the curriculum.

From a micro perspective, this article defines curriculum ideological-political education as fundamentally grounded in cultivating talent with virtue, which involves meticulously excavating the content related to ideological-political education embedded in various courses and subsequently integrating this content implicitly into academic instruction. This approach aims to educate students through the effective ways of integrating ideological-political elements

into other specified courses, thereby shaping their outlook on life, values, and the world.

Core competencies represent the pinnacle of educational value within curricula, encapsulating the essential values, character traits, and critical skills students progressively acquire through curriculum learning to align with their lifelong personal and societal development needs. In the context of English courses, the core competencies to be nurtured encompass language proficiency, cultural consciousness, thinking disposition, and learning capacity.

Language proficiency serves as the cornerstone of these core competencies, while cultural consciousness embodies their value orientation. Thinking disposition mirrors their intellectual characteristics, and learning capacity is a pivotal factor in their development. These four aspects intertwine, integrate seamlessly, and interact dynamically, evolving in a synergistic and harmonious manner (Ministry of Education of the People's Republic of China, 2022).

Based on an understanding of the current state of primary and secondary school curriculum ideological-political education implementation, this study aims to identify prominent issues, explore underlying causes, and propose enhancement strategies. By doing so, it seeks to provide theoretical and empirical insights for improving curriculum ideological-political education's effectiveness and systematicity. For students in the compulsory education stage, this period presents an optimal window for implementing curriculum ideological-political education, facilitating the development of core values, personality, and physical and mental well-being.

## **METHODOLOGY**

Based on the exploration of ideological-political education in English courses for compulsory education schools and the significant collaborative role of English class in ideological-political education, this study conducted a field and online questionnaire among English teachers in Tongchuan No.1 Primary School and Dazhou Laifeng Junior Middle School, in October and November of 2024.

These two schools are part of the compulsory education system and are located in downtown Dazhou, in the northeast Sichuan province, southwestern China. They are renowned in the local area for their high-quality educational achievements; however, the integration of ideological-political education into their English classrooms requires further development throughout the entire educational process.

In this study, the survey questionnaires were given to 30 English teachers at the schools, including 10 (9 females, 1 male) from Tongchuan No.1 Primary School and 20 (15 females, 5 males) from Dazhou Laifeng Junior Middle School. Among them, 26 English teachers held the teaching qualification of a bachelor's degree in English, while four held a master's degree in subject teaching for English. As for

their teaching experience, 4 of them have 1–5 years, 2 have 6–10 years, 3 have 11–15 years, and 21 have over 15 years. Research participants are as follows in Table 1.

**Table 1**

*Participants as teachers*

Number of Respondents	Female/Male	Grades	School Name
2	2 females	Grade 3	Tongchuan No.1 Primary School
2	2 females	Grade 4	Tongchuan No.1 Primary School
3	2 females, 1 male	Grade 5	Tongchuan No.1 Primary School
3	3 females	Grade 6	Tongchuan No.1 Primary School
7	5 females, 2 males	Grade 7	Dazhou Laifeng Junior Middle School
7	6 females, 1 male	Grade 8	Dazhou Laifeng Junior Middle School
6	4 females, 2 males	Grade 9	Dazhou Laifeng Junior Middle School

The questionnaire was designed to assess the current state and influencing factors of ideological-political education integrated into the compulsory education school English curriculum. The reliability and validity of the questionnaire were verified respectively after collecting the questionnaires. It showed that the reliability and validity of the questionnaire were both good and could be used in the research. Before filling in the questionnaire, teachers were informed of the purpose and the requirements for filling in the questionnaire.

In addition, the author, in December of 2024, conducted interviews with English teachers at these two schools, or online interviews through WeChat, to better understand the implementation and development of ideological-political education in English courses. Face-to-face interviews were conducted with 5 English teachers in the primary school, and another 5 English teachers in the junior middle school were interviewed online through WeChat. The interviews in this study mainly complemented the data obtained from the questionnaires.

Based on the collected data, the author analyzed the main problems and causes to explore effective strategies for its development in the English courses of compulsory education schools. The following three questions were mainly focused on: 1. What are the teachers' understanding and attitudes towards ideological-political education? 2. What is the current status of integrating

ideological-political education into compulsory education school English classroom teaching? 3. What are the main factors affecting its implementation in English classroom teaching in these schools?

**Table 2**

*Interview question outline*

Nº	Topic Questions
1	Do you have any understanding of ideological-political education integrated into courses? Please share your knowledge or understanding of it.
2	Do you think ideological-political education can be implemented in compulsory education school English classrooms? Is it helpful for students' growth?
3	What do you think are the challenges in integrating ideological-political education into English classroom teaching?
4	How do you think ideological-political education should be integrated into English classroom teaching?
5	How do you think integrating ideological-political education into English classroom teaching affects your teaching work?
6	What support and assistance do you hope to receive for implementing ideological-political education in English classroom teaching?
7	Do you have any suggestions for integrating ideological-political education into English classroom teaching?

The aim of this survey is to provide a deeper understanding and analysis of the problems that arise in the current implementation of ideological-political education in the questionnaire. After collating the collected interview data, the author conducted the interviews. Interviews were mainly to gain further in-depth insight on some problems identified in the questionnaire to understand the actual reasons for the problems.

All 10 teachers to be interviewed were informed and agreed that the conversation would be recorded, only for research purposes. Then, the author recorded the content of the interview using recording software with the consent of interviewees. The interviews with teachers mainly focus on grasping the current situation and problems of the ideological-political implementation of compulsory education school English courses and to better provide support to promote ideological-political education development in English teaching.

## RESULTS

The questionnaire is composed of three parts: the teachers' personal information, their attitude towards ideological-political education integrated into English

classes, and their practice of ideological-political education integrated into English classes, and their requirements for this.

Teacher cognition refers to teachers’ understanding of the connotations and theoretical knowledge of ideological-political education integrated into courses. Teachers’ cognition is “stores of beliefs, knowledge, theories, assumptions, and attitudes – that play a significant role in shaping teachers’ instructional decisions” (Borg, 1998: p. 9).

Teachers’ comprehension of ideological-political education integrated into courses influences its integration into their teaching. Here are 30 teachers’ attitudes toward ideological-political education in English classes.

**Table 3**

*Teachers’ attitude towards ideological-political education*

Questions	A	B	C	D	E
Ideological-political education is necessary in the teaching of English in primary and junior middle schools.	3.3%	6.7%	13.3%	20%	56.7%
Ideological-political education is feasible in English teaching.	0%	3.3%	26.7%	36.7%	33.3%
English is a typical language subject with a strong relevance to ideological-political education.	3.3%	16.7%	30%	26.7%	23.3%
I understand very well what ideological-political education is all about.	0%	10%	33.3%	30%	26.7%

*Note: Options A–E indicate completely disagree, somewhat disagree, basically agree, somewhat agree, and completely agree, respectively.*

According to the table above, 76.7% of the participants thought it was necessary to perform ideological-political education. 70% of the participants thought it was feasible to practice ideological-political education in English teaching.

In addition, 50% of the participants thought that English is a typical language subject that has a close relationship with ideological-political education. And 56.7% of the participants had a certain understanding of ideological-political education. From the data, we know that the prevalence of teachers’ consciousness of ideological-political education is not very high.

Regarding the question asking participants to choose the core objectives of curriculum ideological-political education, English teachers responded as follows.

**Table 4**

*Core objectives of ideological-political education integrated into curriculum*

Core objectives	Number of respondents	Percentage
Cultivate students' correct values	28	93.3%
Enhance students' moral qualities	27	90%
Strengthen students' sense of national identity	26	86.7%
Promote students' comprehensive development	25	83.3%
Others	2	6.7%

As shown in Table 4, the majority of participants believed the objective of ideological-political education includes values, moral qualities national identity, and all-round development.

By analyzing a vast number of relevant materials, the ideological-political elements for this study were identified and sourced from English textbooks for compulsory education, published by the People's Education Press of China and Foreign Language Teaching and Research Press. The Curriculum Standards for Compulsory Education (2022) categorizes English curriculum content into themes, texts, language knowledge, cultural knowledge, language skills, and learning strategies. The themes encompass three major categories: Man and Self, Man and Society, and Man and Nature. Based on the subcategories under these three major categories, the ideological-political elements contained within the 25 sub-themes listed in Table 5 are defined.

**Table 5**

*Categories and themes*

Categories	Themes	Sub-themes
Man, and Self	Life and learning	Time Management, Family and Family Life, Learning Attitude, Diet and Health
	Behavior and Conduct	Emotions and Feelings, Awareness of Conservation, Problem Solving, Love for Labor
Man, and Society	Literature, Art, and Sports	Collective Spirit, Civility and Politeness, Sports and Health, Social Service
	History, Society, Culture	Traffic Regulations, Career, and Life
	Science and Technology	Traditional Festivals, Science and Technology, Awareness of Rules

Man, and Nature	Natural Ecology	Places of Interest and Historic Sites, Natural Ecology, Environmental Protection, Disaster Prevention, Space Exploration, Seasons and Weather in Daily Life
	Environmental Protection	Animals and Their Living Environments, Names of Major Countries in the World, and Natural Landscapes

From the questionnaire, participants think ideological-political elements are involved in patriotism, traditional Chinese culture, values, moral qualities, ecological environment, cross-cultural communication, and mental health.

As regards the practice of implementation of ideological-political education integrated into English class teaching, the results are as follows:

**Table 6**

*The statistics of adding ideological-political objectives to the lesson plan*

Questions	A	B	C	D	E
I usually take into account its element in my lesson planning sessions.	0%	3.4%	23.3%	20%	53.3%
Teaching objectives for ideological-political education will usually be included in the lesson plan.	0%	6.7%	13.3%	36.7%	43.3%

*Note: Options A–E indicate completely disagree, somewhat disagree, basically agree, somewhat agree, and completely agree, respectively.*

According to the figure above, 73.3% of the participants take ideological-political education elements into consideration in lesson preparation. And 80% of the participants include ideological-political education objectives in the teaching plan design. Therefore, the level of consciousness, the necessity, and importance of ideological-political education were realized by many teachers in actual teaching practice, but still a few teachers do not add objectives related to values and emotions into the design of teaching objectives.

Thus, some of their teaching methods are still traditional for only considering knowledge instruction. Most English teachers have realized that educating students is not only to make students acquire knowledge but also to set up correct values. If a teacher simply imparts knowledge without adding ideological-political education content, education will lose its intrinsic motivation and become weak and insufficient to make a lasting impact.

Ideological-political education has very distinctive characteristics of the times, which requires that teachers pay attention to the theme of social development and constantly put forward new teaching methods and ideas according to the

new situation. Regarding teaching methods for integrating ideological-political education elements, the results of the question “How do you typically integrate ideological-political elements into English teaching?” are as follows:

**Table 7**

*Feasible devices of integrating ideological-political elements into English teaching*

Teaching devices	Number of respondents	Percentage
Utilizing relevant content from textbooks	25	83.3%
Creating situational simulations	17	56.7%
Telling stories in English	16	53.3%
Utilizing multimedia resources	22	73.3%
Incorporating current events	19	63.3%
Organizing group discussions	9	30%
Conducting English activities	8	26.7%

From the table above, we can know that, at present, the devices adopted by teachers are mainly based on the relevant English textbooks and resources accessible, indicating that the current devices of integrating ideological-political elements into English teaching are relatively focused, and other selections need to be more diverse. Furthermore, the teachers believe that discussion, topic, and practice activities are more effective. In the process of implementation, the participants' main requirements and challenges for integrating ideological-political education into English class teaching are as follows:

**Table 8**

*Challenges for integrating ideological-political education into English class*

Teaching devices	Number of respondents	Percentage
Lack of relevant teaching resources	22	73.3%
Difficulty in grasping the appropriate level of integration	16	53.3%
Limited English class teaching time	25	83.3%
Insufficient ideological-political competence of teachers	8	26.7%
Low level of student understanding and acceptance	11	36.7%
Insufficient emphasis by the school	7	23.3%
Lack of effective evaluation methods	8	26.7%

As shown in the table above, the participants are mostly concerned about the teaching time when taking the ideological-political education integration into an English class. It seems that they still pay attention to the test, not the quality of students' growth. In other words, the teaching task was the main issue affecting their implementation of ideological-political education. According to the core competencies of the subject of English, learning objectives in four dimensions need to be effectively taken into consideration. To some degree, the teaching design needs to be planned properly in advance. The majority of participants show great positive attitudes towards the future of curriculum ideological-political education.

In addition, most teachers put emphasis on the implementation of ideological-political education in English classroom teaching. They attempted to implicitly put the ideological-political elements into their lesson design from three categories and themes as shown in Table 5. In the interviews with teachers, we can know some actual reasons why English teachers are less involved in considering moral education elements for their teaching. The concrete contents are as follows:

Teacher 1: In class, maybe humanistic qualities, traditional culture, and patriotism will be more mentioned because there are no related topics to use in the textbook.

Teacher 2: As a foreign language teacher, English may not have much to do with ideological-political education. It is not easy to explore ideological-political elements. English is, after all, a discipline of the humanities.

Teacher 7: At present, it is not advocated to practice ideological-political education in English class. But in the teaching process, there will be some moral education for the students, leading them to form a positive attitude. Most of its content focuses on education on humanistic qualities. Patriotism and the spirit of the rule of law may not have much relevance to an English course.

Comprehensive analysis of the obtained data in Table 6 and interviews with teachers shows that most teachers are conscious of practicing ideological-political education when they are teaching. However, it is easy for them to ignore this specific objective in their teaching process. A small portion of teachers hold the view that there is little correlation between English and ideological-political education elements. In fact, from the perspective of textbooks, all kinds of themes are full of ideological-political education elements.

Based on the survey of participants, 89.1% of the English teachers think, under the guidance of ideological-political education in English courses, students can promote their ability to critically absorb western cultures and more clearly identify the cultural differences between different nations, and eventually become highly talented with solid language knowledge and skills and excellent moral character. With all these strategies and ways, students will not only acquire

language knowledge but also improve their capacity for intercultural communication.

In the current practice of integrating ideological-political education elements into English class teaching, teachers believe it is essential for them to develop awareness of the exploration of the ideological-political elements in textbooks and design them effectively in lesson plan preparation.

According to the investigation results, teachers' exploration of ideological-political elements mainly depends on teaching content. Most teachers can only carry out ideological-political education at the surface level of unit themes in textbooks. The following table is about what topics teachers usually select in the teaching process when referring to the following ideological and political elements.

**Table 9**

*Ideological-political education contents related to patriotism used by teachers*

Elements	Content
Patriotism	<ol style="list-style-type: none"> <li>1. News: Keep abreast of current social news</li> <li>2. Music and movies: Introduce the film about themselves or their motherland</li> <li>3. Festivals: Introduce relevant knowledge about a national day</li> <li>4. Festivals: Understand Chinese culture and cultivate patriotism</li> <li>5. Festivals: Show the innovation of contemporary China and its significance</li> <li>6. Habits: Develop good living habits</li> <li>7. Habits: Develop good tidying habits and make your life orderly</li> <li>8. Habits: Develop a good way of dealing with people</li> <li>9. Sports: Love sports and keep fit</li> <li>10. Life goals: Maximize your potential and contribute to the country and society</li> </ol>
Humanistic qualities	<ol style="list-style-type: none"> <li>1. Invitation: Guide students to accept and reject politely; How to answer and decline an invitation</li> <li>2. Activity: Participate in collective activities more; develop a collective spirit</li> <li>3. Activities: Organize study and leisure activity on weekends and learn to plan your daily life</li> <li>4. Family members: Develop good family values</li> <li>5. Values: Form correct values</li> <li>6. Life goals: Make the right life goals and fight for them; make plans for your future and just do it; establish good life goals</li> <li>7. Change: We can be better</li> <li>8. Feelings: Learn to deal with negative emotions; How to deal</li> </ol>

	with bad moods in life
	9. Interpersonal communication: Learn to communicate well with others
	10. Interpersonal communication: Communicate with parents reasonably and get along with classmates correctly
Traditional culture	1. Hometown: Introduction of scenic spots; Protect and inherit non-cultural heritage
	2. Music: Introduce traditional Chinese musical instruments
	3. Music and movies: Introduce Chinese films, traditional books, and novels
	4. Festivals: Learn about Chinese traditional festivals, costumes, food, customs
	5. Festivals: Comparison of Chinese and foreign traditional customs
	6. Cooking: Differences between Chinese and Western diets and lifestyles
	7. Cooking: How to cook traditional food
	8. Customs: Understand and respect the etiquette culture of different countries
	9. Shopping: Understand the history of <i>Hanfu</i> culture
	10. Legend and story: Learn about some traditional Chinese legends

Through sorting and analyzing the responses of participants, it can be inferred that when teachers conduct ideological-political education in the teaching process, the entry point is relatively diverse. Most of them are carried out by unit themes with typical ideological-political education characteristics. Some participants thought that, because ideological-political education content was not included in the examination, there was no focus on its teaching methods. They did not understand the learning needs and cognitive characteristics of students.

There is a lack of relevant training in teaching life, and little research and discussion on ideological-political education teaching methods so teachers lack the ability to innovate their methods. On the whole, most teachers only notice the superficial ideological-political education content in the unit theme of the textbook, without exploring subjective initiative or delving deeper into the material.

## DISCUSSION

After analyzing the data from the questionnaire, the author made a further investigation through semi-structured interviews with 10 English teachers to

make sure of the current situation of implementation. Their responses to the questions show that their understanding of ideological-political education integrated into classes can be categorized into three aspects:

– **A form of ideological-political education.**

Teacher 1 views ideological-political education integrated into classes as a small module that combines English language teaching with moral education. Teacher 6 sees it as educating students on moral character within the context of course instruction. Teacher 7 compares it to moral and ideological education. Teacher 8 believes that ideological-political education integrated into classes involves infiltrating ideological-political education within English classes.

– **A form of value formation.**

Teacher 2 thinks that ideological-political education integrated into classes highlights the value and direction of education, emphasizing the need for a close integration of knowledge imparting, skill development, and value guidance in specialized course teaching. Teacher 3 views it as a means to help students establish correct outlooks on life, values, and the world. Teacher 4 considers it as subtly guiding students in shaping their values. Teacher 6 focuses on promoting the development of students' knowledge, abilities, and values. Teacher 8 believes that integrating ideological-political education into classes helps students establish correct outlooks on life, the world, and values. Teacher 10 thinks that ideological-political education integrated into classes combines specialized knowledge with ideological and moral qualities, aiding students form a core set of values where the knowledge acquired not only benefits society but also helps them realize their personal values.

– **The fundamental task of fostering virtue and cultivating talent.**

Teacher 4 believes that ideological-political education integrated into classes has the fundamental task of fostering virtue and cultivating talent. Teacher 5 views it as a comprehensive educational philosophy that takes fostering virtue and cultivating talent as the fundamental task of education. Teacher 6 believes that the purpose of ideological-political education integrated into classes is to foster virtue and cultivate talent.

The author has discussed the teachers' attitudes towards ideological-political education in English classes from three dimensions: teacher's understanding of the necessity of ideological-political education, teacher's concern on ideological-political education goals in teaching design, and teacher's emphasis on ideological-political education in English classroom teaching implementation. There are different perspectives among scholars on teaching English in China (Jiang, 2022; Holubnycha et al., 2025; Kostikova, 2024).

The teaching effectiveness of integrating ideological-political education into English classes for compulsory education students is crucial, as this marks the

embryonic development of their world outlook. It is a key period for developing students' cognition and values. In today's highly developed Internet society, students are impacted by a wide range of values. For those in the compulsory education stage, their ideological development is still in progress. Basic education is the foundation of the whole education system.

All compulsory education schools should prioritize moral education and implement effective measures or sustainable systems of integrating ideological-political education into all subjects, including English. This approach should use ideological-political education to nurture students, strengthen their overall development in abilities and values, and enhance teacher training and evaluation.

## **CONCLUSIONS**

In conclusion, the integration of ideological-political education within English classes in compulsory education schools is a crucial endeavor that aligns with the goals of fostering well-rounded development in students. By analyzing the English Curriculum Standards (2022) and relevant textbooks, it becomes evident that constructing a content system for ideological-political education in English classes is imperative. Through questionnaires and interviews, this study has illuminated teachers' awareness, current practices, and influencing factors in this regard.

Beyond linguistic proficiency, English classes must also aim to enhance students' ideological-political understanding, contributing to their overall personal development. To facilitate the application of ideological-political education elements in English teaching, the reform of teaching evaluation is necessary to assess the success of such integration. This holistic approach emphasizes not just knowledge acquisition but also the comprehensive development of students, reinforcing cultural confidence, ideals, and beliefs.

The integration of ideological-political education into curricula, such as English, necessitates exploring innovative educational methodologies to enhance its appeal. While the English textbooks may not explicitly detail all ideological-political education elements due to space constraints, teachers must delve deeply into the materials to enrich them with relevant content, laying the groundwork for effective education. Moreover, English textbooks inherently possess ample resources that can be harnessed for ideological-political education through conscious exploration and analysis by teachers.

It is essential to underscore that the ideological-political construction of the English curriculum is not about augmenting learning hours but rather about adopting an educational philosophy that transcends mere knowledge transfer. Each discipline, including English, must convey its unique values alongside factual knowledge. This shift necessitates teachers' reconstruction and reorganization of English teaching methods, emphasizing innovative thinking

and comprehensive development over traditional classroom instruction to elevate their ideological-political consciousness.

In sum, English teachers must deepen their understanding of ideological-political education theories and integration techniques, leading by personal example. Compulsory education schools must prioritize moral education, nurturing students through ideological-political education, strengthening promotional efforts, developing integration methodologies, and enhancing teacher training and evaluation systems. By doing so, we can ensure that English classes in compulsory education not only impart linguistic skills but also contribute meaningfully to students' ideological-political development, fostering well-rounded individuals equipped for the challenges of the modern world.

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### CONFLICT OF INTERESTS

The author declares that there are no conflicts of interest regarding the publication of this paper.

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