



On Moral Education Contents of Compulsory English Textbooks of PEP for Senior High School

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Abstract

The 20th National Congress of the CPC put forward new requirements for continuing to deepen moral education. How to integrate the content of moral education into textbooks is also an issue that the CPC and country highlight. The content of teaching materials reflects the will of the Party and country. And the construction of teaching materials in the new era must always adhere to the correct value orientation and political orientation. Therefore, it is necessary for teachers to make good use of English textbooks to give full play to the value of disciplinary moral education. Based on the requirements of moral education in the *Curriculum Standards* and *the Guidelines for Moral Education in Primary and Secondary Schools*, this study establishes an analytical dimension for the content of moral education in English textbooks. The research finds the content setting of moral education in the English textbooks lack of targeted theoretical basis and moral education content in various dimensions are not balanced. Therefore, the research proposes some suggestions to help editors to optimize the proportion of moral education content and teachers to explore the moral education design.

Subject Areas

Education

Keywords

Senior High School English, Teaching Materials, Moral Education Content, Content Analysis

1. Introduction

Moral education has always been an aspect of education that the Communist

Party of China (CPC) and country attach great importance to, and many policy guidance documents have been issued for this purpose. It is widely acknowledged that teachers are direct instruction and role modeling and textbooks are morally-oriented learning tasks for students to cultivate moral values. Meanwhile, textbooks are an important carrier of the process of implementing the fundamental task of fostering virtue through education, and nurturing a new generation of capable young people.

In China, the newly revised English Curriculum Standard for Compulsory Education (2020) states out that we should fully tap the education value of English subject and carry out the fundamental task of cultivating people by virtue. The implementation of ordinary senior high school English curriculum should take moral education as the soul (Ministry of Education English, 2020) [1].

Based on the requirements of moral education in high school and the Implementation Manual for Moral Education work in Primary and Secondary Schools, this study clarifies the detailed analysis of moral education content in English textbooks to give some enlightenments on how to better adopt the moral contents of textbooks for cultivating all-round talents. The innovation of this study lies in meeting the needs of new curriculum reform and development, fully exploring and analyzing the moral education elements in English teaching materials, realizing the dual effect of English teaching morality and knowledge, deepening students' understanding of what they have learned, and better improving their core English quality, so as to bring into play the educational value of English subjects.

2. Literature Review

2.1. Moral Teaching

In the Encyclopedia of China·Education, moral education is defined as a kind of social ideology, which refers to an education in which educators exert systematic influence on educatees in an organized, planned and purposeful way based on certain social or class needs, so as to transform social ideology and morality into individual ideology and morality [2]. Professor Lu and Professor Wang defined moral education as a value-guiding activity in the New Theory of Moral Education, which refers to a systematic activity process in which educators develop the ideological, political, legal and moral qualities of the educatees through internalization and externalization in accordance with the needs of certain societies and educatees, following the laws of moral formation, adopting effective methods such as teaching by precept and example [3].

In the broad sense of moral education, most domestic scholars agree that the content of moral education is divided into ideological education, political education, legal education, psychological education and moral education [4]. The New Curriculum English Standards put forward the requirements for moral cultivation according to the nature of English subjects. There are many ways to cultivate morality, integrating moral education into English teaching is one of the

approaches. The so-called “integrating moral education into English teaching” refers to the activities of imperceptibility of ideological and moral education with moral education as the guidance, English teaching content as the basis, moral education content as the starting point, and teaching process as the foothold [5]. In this study, moral education refers to the narrow sense of moral education. In other words, moral education is a purposeful activity to promote students’ ideological and moral self-construction.

In view of school moral education, the Guidelines for Moral Education in Primary and Secondary Schools issued by the Ministry of Education clearly stipulate that primary and secondary schools should take ideal and faith education, socialist core values education, fine traditional Chinese culture education, ecological civilization education and mental health education as the main content of moral education [6]. This study focuses on the inner capacity of moral education in teaching materials, and defines it as the ability of teaching materials which can exert influence on students’ meaning, emotion, attitude and behavior of moral ethics to reflect the contents of the present images, thoughts and principles of the good moral teaching.

2.2. Moral Contents in Textbooks

As a teacher’s silent partner, a school textbook is viewed as an avenue of reinforcing or canalising moral values (Widodo, 2018) [7]. It can also be a pedagogical resource for teachers to build and develop students’ moral sensitivity and behaviour (Jie & Desheng, 2004) [8]. Widodo (2018) argued that textbooks can serve as moral value carriers as they may include stories of role models and their moral behaviours (e.g. being tolerant of others) to help build children’s moral identity apart from providing subject-specific knowledge (Tse & Zhang, 2017) [9]. This suggests that textbooks can teach content, skills, and implicit and explicit values such as social norms.

In terms of the content of moral education in English textbooks, most of the internal studies focus on the development of moral education in the process of English teaching and learning. For example, Wang Mingmei pointed out that English subject textbooks contain rich content of moral education, and discussed the relevant strategies to infiltrate moral education into the class for grade 9 [10]. Wong Fei discusses how English teachers can use the moral education materials in English textbooks to carry out moral education penetration [11]. Under the guidance of education-oriented teaching style, English teaching materials for colleges and primary and secondary schools in China contain rich moral education content. Shi Shuwei defines the infiltration point of moral education in college English teaching materials, and proposes that the infiltration content of moral education in different teaching materials should be clearly marked [12]. Taking 19 English textbooks for Hong Kong’s primary and junior high schools as examples, Feng Dezheng uses the method of social semiotics to explore the specific representation and development of values in

Hong Kong English textbooks [13]; Feng Xiaoqing, Chen Bixin and Lin Hong analyze the penetration of moral education into the illustrations of primary school English textbooks by taking the human-oriented version as an example [14]. From the above analysis, the number of correlative studies on the inner capacity of English teaching materials in senior high school is relatively few. Therefore, this study aims to answer these questions: 1) What is the composition and distribution of moral education contents of English teaching materials in Chinese senior high schools? 2) What are the problems of the settings of moral content in textbooks?

3. The Analytical Dimension Framework

3.1. The Requirements of Outline of the National Medium and Long-Term Plan for Education Reform and Development (2010-2020)

It pointed out that we should adhere to the moral education first, cultivate morality, and integrate the socialist core value system into the whole process of national education. We will strengthen education on the latest achievements, ideals and beliefs of Marxism in China, as well as moral education, and guide students to form a correct world outlook, outlook on life, and values.

3.2. The Requirements of Senior High School English Curriculum Standards

The Senior High School English Curriculum Standards points out that the thematic subject of English subject courses contains “human and self, human and society, human and nature” and involving humanities, social sciences and natural science contents which provides topic and context for discipline education. It also emphasize the comprehensive cultivation of students’ language ability, cultural awareness, thinking quality and learning capacity and the development of the core quality of English, which is characterized by the integration of instrumental and humanistic characteristics [15].

3.3. The Reference Basis for the Detailed Contents

This study will take the moral education requirements of high school and the Implementation Manual of Moral Education for Primary and Secondary Schools as the reference basis, combine the above analysis dimensions with the actual contents of the high school English textbooks for human education edition, and determine the specific items presented in the content composition of moral education for senior high school English textbooks (see **Table 1**).

3.4. Specific Teac

With the comprehensive curriculum standard and the above reference content, this study preliminarily establishes the details of moral education content as follows (See **Table 2**):

Table 1. The requirements of moral contents of middle and high school in the guide.

The moral content	The requirements in high school	
Ideal and belief education	1. Understand the national development	Know the socialist system with Chinese characteristics; Deepen the cognition of the great mission of the Party and the feelings of love for the Party, firmly believe the leadership of the Communist Party of China; Deepen the understanding of the historical mission of national development
	2. Establish a lofty ideal	Deepen the feelings of the Party, establish a good ideal, form a scientific rigorous, forge ahead with the quality of learning and self-esteem, self-confidence, self-reliance attitude; Understand the dialectical relationship between individual, collective and national interests
	3. Stay committed to socialist convictions	Understand the profound connotation of the Chinese Dream; Firmly following the path of socialism with Chinese characteristics under the leadership of the Communist Party of China; Keep true to the party's political identity, emotional identity, value identity; Build up the belief and confidence to strive for the great ideal of communism and the common ideal of socialism with Chinese characteristics
Core socialist values	1. Grasp value education	Understand the basic national conditions and national policies of our country to promote the cause of socialist construction through the study of population; Understand the basic system of socialist democracy with Chinese characteristics and appreciate the superiority of the socialist system; Understanding the development of civilization and social harmony is the value requirement for realizing the Chinese dream of the great rejuvenation of the Chinese nation. Establish a sense of social responsibility
	2. Understand value orientation	Understand that the realization of all-round development of people is the ideal value pursuit of socialism, the realization of equality is the most important ethical value goal of our society, justice is the core concept of socialism with Chinese characteristics, and the rule of law is the basic system concept of social governance in China. Understand the constitution of China's socialist legal system: Understand the role of procedural justice in realizing the rule of law: Establish a sense law, and form an identification of the path of social justice and rule of law with Chinese characteristics
	3. Adhere to the value guidance	Understand the main connotation of China's excellent traditional culture and the new culture of socialism with Chinese characteristics; Understand that cultural diversity is the fundamental concept of the world. Understand the significance of cultural exchange and international dialogue, cultivate international consciousness: Cultivate the attitude of diligently; Understand that integrity is the foundation of personal life and the way of national economic development; Understand that kindness is the fundamental of personal moral character and the basic principle of socialist core values: Experience the spirit of volunteer
Fine traditional culture	1. Spirits of family and country	Understand the important position of Chinese civilization in world history: deeply understand the deepest spiritual pursuit of the Chinese nation, more comprehensively and objectively understand the unified relationship between the future and destiny of the country and the realization of personal value; Consciously safeguard the strict study, security and interests of the country
	2. Social care	Understand the quality of traditional virtues advancing with the Times; the Chinese traditional virtues self-discipline
	3. Personality cultivation	Cultivate open-minded and optimistic attitude towards life and the ability to resist difficulties and setbacks

Continued

Ecological civilization education	1. Understand ecological civilization	Understand the geography and landform of the motherland; Know the close relationship between human activities and the environment; Pursue the harmonious development of man and nature; Comprehensively analyze and think about the problems of resources, environment and ecology
	2. Form a civilized view of nature	Understand different views on the environment; Form a consensus on environmental protection through communication and consultation; Carry out voluntary service activities for tree planting and green protection
	3. Develop a healthy and civilized way of life	Understand the ethical issues of human and nature, and develop environmentally friendly habits
Mental health education	1. Know yourself and respect life	Form the correct self-consciousness, establish the life ideal and belief, form the correct world outlook, life outlook and values; Cultivate a positive attitude towards life, establish a correct outlook on life: be able to actively solve problems in the face of things; Make their own choices in the face of things: take care of their own lives, and actively explore the value and meaning of life
	2. Interpersonal communication and emotional adjustment	Understand interpersonal relationship status and the positive emotional response of interpersonal; know the boundaries of friendship and love; Improve the ability to withstand failure and deal with setbacks, and form a good core quality; Actively cope with exam pressure and overcome exam anxiety
	3. Further study, career and future life planning	Establish our career aspirations, cultivate professional ethics awareness, and choose and prepare for further study and employment on the basis of fully understanding the life rules of Baiji's interest, ability, character, specialty and social needs

Table 2. The moral content analysis framework.

Ideal and belief education	It mainly refers to the understanding of the national development mission, the establishment of lofty ideals of struggle, the firm belief in socialism, personal beliefs and ideals
Core socialist values	It mainly refers to the content of moral education such as value education, orientation, value criterion and personal moral quality
Fine traditional culture	It mainly refers to the content of moral education in the material and spiritual aspects, such as diet, clothing, architecture, transportation, history, culture, education, science and art
Ecological civilization education	It mainly refers to the content of moral education involving ecological aspects such as natural environment in teaching materials
Mental health education	It mainly refers to the cognition of oneself and respect for life, interpersonal communication and emotional adjustment, college choice and life planning and other aspects of moral education

4. Data Analysis

4.1. Analysis of the Results of the Questionnaires

According to **Table 3**, we can see that there are 16 units in the three compulsory textbooks, 81.25% of which are related to moral education. Among them, the units of Book 1, Book 2 and Book 3 involving moral education account for 83.33%, 80.00% and 80.00%. Although the distribution is uneven, the overall number is quite large, which is worthy of recognition.

Table 3. The distribution of moral contents in three books.

	Book 1	Book 2	Book 3	Total
The number of units	6	5	5	16
The units involved	5	4	4	13
Percentage	83.33%	80.00%	80.00%	81.25%

4.2. Analysis of the Detailed Contents in Textbooks

It can be concluded from **Table 2** that the elements of moral education in three English textbooks are mainly embodied in excellent traditional culture, accounting for 46.2%. While socialist core values and ideals and beliefs account for the least, only 7.7% which are only reflected in one textbook. Next came mental health education and Ecological civilization education, taking up 23.1% and 15.3%, respectively. Moral education in the new era is not only about teaching students how to behave in the traditional sense, but also integrating the characteristics of English teaching and learning into language appreciation and cultural confidence, as well as the cultivation of thinking quality and scientific spirit. In conclusion, it can be seen that the infiltration of moral education in English studies is multi-dimensional.

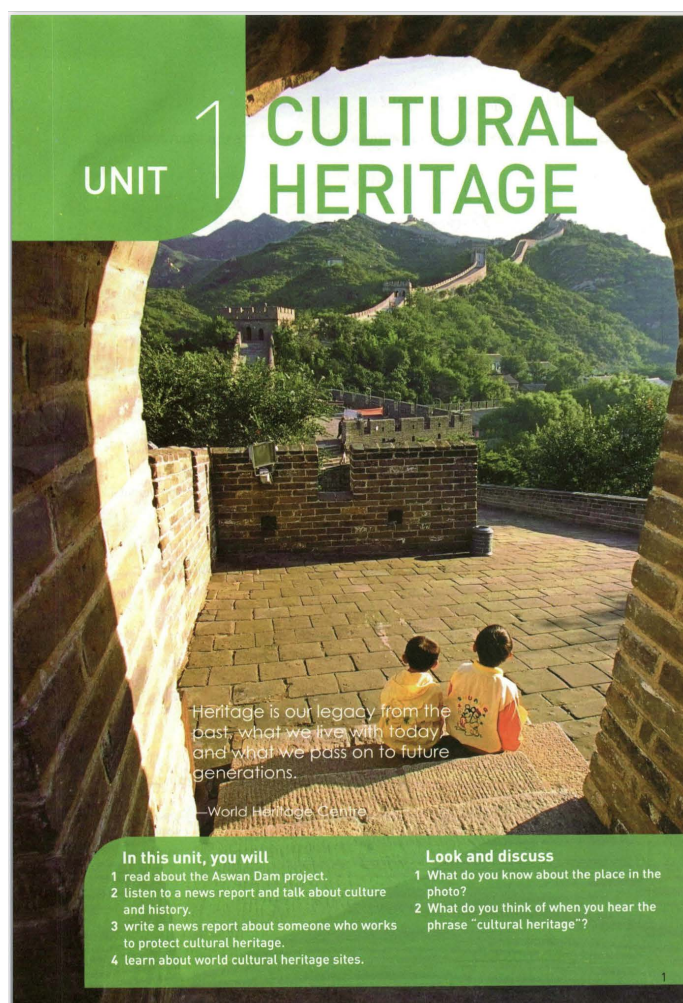
Teachers' Understanding

It is said that it can be concluded from **Table 4** that the elements of moral education in three English textbooks are mainly embodied in fine traditional culture, accounting for 46.2%. While socialist core values and ideals and beliefs account for the least, only 7.7% which are only reflected in one textbook. Next came Mental health education and Ecological civilization education, taking up 23.1% and 15.3%, respectively. The proportion of outstanding traditional culture involved is the largest, close to half, indicating that the selection of materials in the teaching materials lay emphasis on culture and other topics close to students' daily life. The proportion of mental health education is 23.1%, which also needs to be improved, because contemporary students are facing more and more psychological problems.

It can be seen that the three compulsory textbooks all have the relevant contents of teaching excellent traditional culture. Taking "Cultural heritage" in (Unit 1, Book 2) as an example (See **Figure 1**), this unit focuses on the protection of cultural heritage, describing the history and current situation of Chinese and foreign cultural heritage, the problems faced, and the corresponding solutions. On the opening page, two children sit side by side on the steps of the Great Wall, looking at the Great Wall. This picture implies that the protection of cultural heritage should start from a small age, starting from young people, both down-to-earth and future-oriented. Through learning this unit, students can feel the charm of traditional culture and further enhance their understanding of intangible culture, which can enhance students' sense of identity with excellent traditional culture.

Table 4. The distribution of moral contents in each unit.

Classification	Unit	Amount	Percentage
Fine traditional culture	Unit 2 “Travelling around the world” (Book 1)	6	46.2%
	Unit 5 “Language around the world” (Book 1)		
	Unit 1 “Cultural heritage” (Book 2)		
	Unit 4 “History and traditions” (Book 2)		
	Unit 1 “Festivals and celebrations” (Book 3)		
	Unit 3 “Diverse cultures” (Book 3)		
Core socialist values	Unit 2 “Morals and Virtues” (Book 3)	1	7.7%
Ecological civilization education	Unit 4 “Natural disasters” (Book 1)	2	15.3%
	Unit 2 “Wildlife protection” (Book 2)		
Mental health education	Unit 1 “Teenage life” (Book 1)	3	23.1%
	Unit 3 “Sports and fitness” (Book 1)		
	Unit 5 “The value of money” (Book 3)		
Ideal and belief education	Unit 5 “Music” (Book 2)	1	7.7%
Total amount		13	100%

**Figure 1.** Cultural Heritage.

The education of socialist core values is an important part of ideological and moral education. But only Book 3 has anything to do with core socialist values. It can be seen that the education of socialist core values is not paid enough attention to. Therefore, English textbooks should elaborately choose topics which keep up with society. It aims at guiding students to spread Chinese culture and helping students to establish three values especially the socialist core values.

Take reading and thinking part in (Unit 2, Book 3) as an example (See **Figure 2**, **Figure 3**), from illustrations and after-school activities, the teacher guide the students to cooperate to explore and summarize the choices that guided Lin Qiaozhi's major choices, and concluded that life rules guide a person to make choices, and their choices create themselves, helping students to shape a positive outlook on life, world view and values.

Both Book1 and Book 2 have contents related to ecological civilization education. Taking "Wildlife protection" (Unit 2, Book 2) as an example (see **Figure 4**), in the reading for writing section, the teacher first asks students to read the content of the article, and then outputs it through writing, so as to improve students'

Reading and Thinking

Learn to make choices in life

- 1 Before you read, think about this question and share your ideas with your partner: What are some important life choices?
- 2 Read the text about Lin Qiaozhi and then answer the following questions.
 - 1 What hard choices was Dr Lin faced with throughout her life? Underline the sentences about these choices.
 - 2 What were the results of her choices?
 - 3 What does the author want to **illustrate** by mentioning Dr Lin's life choices?

MOTHER OF TEN THOUSAND BABIES



Lin Qiaozhi (1901–1983)

"Life is **precious**. ... To a person nothing is more precious than their life, and if they entrust me with that life, how could I refuse that trust, saying I'm cold, hungry, or tired?" These words of Dr Lin Qiaozhi give us a look into the heart of this amazing woman, and what carried her through a life of hard choices.

As a five-year-old girl, Lin Qiaozhi was deeply affected by her mother's death. At age 18, instead of following the traditional path of **marriage** like the **majority** of girls, she chose to study medicine. "Why should girls learn so much? Finding a good husband should be their final goal!" her brother **complained**, thinking of the high tuition fees. She **responded**, "I'd rather stay single to study all my life!"

Eight years later, Lin graduated from Peking Union Medical College (PUMC) with the Wenhai **Scholarship**, the highest prize given to graduates. She immediately became the first woman ever to be hired as a resident **physician** in the OB-GYN department of the PUMC Hospital. Within six months, she was named a chief resident physician, a position that usually took four years to achieve. After working for a few years, she was sent to study in Europe and then, in 1939, in the US. She greatly impressed her American colleagues, who invited her to stay. Dr Lin, however, **rejected** the offer. She wanted to serve the women and children at home.


In 1941, Dr Lin became the first Chinese woman ever to be appointed director of the OB-GYN department of the PUMC Hospital, but just a few months later, the department was closed because of the war. Thinking of all the people still in need of help, Dr Lin opened a private clinic. She charged very low fees to treat patients and often reduced costs for poor patients. At times she was even seen riding a donkey to faraway villages to provide medical care.

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UNIT 2 MORALS AND VIRTUES

Figure 2. Mother of Ten Thousand Babies.

The new People's Republic of China saw Dr Lin Qiaozhi playing a key role. In 1954, she was elected to the first National People's Congress and, over the next several decades, she held many important positions. Her heart, however, was elsewhere. She was more interested in tending patients, publishing medical research on care for women and children, and training the next generation of doctors. "The OB-GYN department cares for two lives," she told new staff in her department. "As doctors, we should be responsible for the patients and treat them as our sisters."

Though Lin Qiaozhi never married, she was known as the "mother of ten thousand babies", having delivered over 50,000 babies in her lifetime. Dr Lin did not retire until the day she died, 22 April 1983. Since she had no children of her own, she left her savings to a kindergarten and a fund for new doctors. And even as she lay dying, her final thoughts were for others. "I'm ready to go," she said. "Don't try to rescue me any more. Don't waste the medicine any more."



3 Read the text again and answer the questions. Use the facts and details from the text to support your conclusions.

- 1 What was the main **principle** guiding Dr Lin through the choices in her life?
- 2 What kind of person do you think Dr Lin was?

4 Complete the following sentences using suitable verbs from the text. Be sure to use the correct forms.

- 1 Many studies have shown that shy, **passive** children tend to be socially _____ by their classmates.
- 2 She was so scared during the interview that she completely forgot how she should _____ to the questions.
- 3 Many Americans _____ about the **sharp** increase in the cost of health care and health **insurance** recently.
- 4 One of the advantages of _____ **energetic** and positive young people is that they _____ to show interest in their work and they are eager to learn.
- 5 The student union will hold a special meeting in January to _____ someone to **replace** the secretary.

Draw conclusions
As you read, pay attention to facts and details mentioned by the author, and put them together to draw conclusions about the topic.

UNIT 2 MORALS AND VIRTUES 17

Figure 3. Mother of Ten Thousand Babies.

awareness of protecting animals and caring for nature, deepen their understanding of animal protection and the environment. Through this, students can do what they can for the protection of nature and better know how to live in harmony with nature.

Everyone is subject to stress and pressure at one time or another. While students at all grade levels may face pressure in their studies, this pressure is often greater for senior high school students, who face the additional tasks of academic pressure and complex relationships. The number of students with mental illnesses has increased in recent years, which calls for the strengthening of the psychological health education of students.

Take the "Teenage life" (Unit 1, Book 1) as an example (see **Figure 5**), this unit focuses on the life of teenagers. Under the theme of "Man and self", it discusses the situation and problems faced by Chinese and foreign teenagers in learning, extracurricular activities, hobbies and interpersonal communication. The theme picture shows teenagers flying kites, which means that teenagers should cherish their youth, become positive, fly their hopes and dreams, and

Reading for Writing


Make an effective poster

1 Look at the posters below. Which emotions do the photos communicate?

● funny ● surprising ● frightening ● sad ● ...


	poster on the left	poster on the right
I think it's ...		

2 Read the posters and write a one-sentence summary for each.



Give Ugly a Chance!

When it comes to wildlife protection, all species—the good, the bad, and the ugly—should be treated equally. Pandas, dolphins, and other cute wildlife are important, but we must pay attention to less cute animals, too. The world needs all kinds—without variety, our planet cannot survive. So if you want the future to be beautiful, you have to give ugly a chance.



Don't Make Paper with My Home!

Billions of trees are being cut down every year to make paper for humans. Every tree that is cut down is a part of the habitat of animals such as these koalas. In this way a lot of animal homes are being destroyed! Is it right to make animals homeless so that humans can have more paper?

3 Look at the posters again. Discuss the questions in groups.

- 1 What does each poster use to stir up emotions?
- 2 Who do you think is the intended audience for each poster? Why do you think so?
- 3 What does each poster want people to do? How do you know?
- 4 In your opinion, which poster is more effective? Why?

20 UNIT 2 WILDLIFE PROTECTION

Figure 4. Wildlife protection.

firmly believe that the future is in their own hands. The introduction to this unit is a famous saying by Aristotle “Good habits formed at youth make all the difference.” If students form good living habits in their youth, they can benefit life-long time.

5. The Current Problems of Moral Contents in Textbooks

5.1. The Elements of Moral Contents Are Not Close Enough to the New Era

The content of textbooks is a reflection of the times. Although the new English textbook (2023 edition) is the latest edition, the moral education elements in the selected texts are not very relevant to the current society. For example, the sports stars presented in the textbooks are Lang Ping, Michale Jordan, and space hero Yang Liwei. It is undeniable that they are the representatives of Chinese characters, but they are the Chinese characters in the memory of students ten years ago or even earlier. And today’s post-00s generation cannot resonates emotionally with them, instead they know more stars like Su Bingtian, Quan Hongchan,

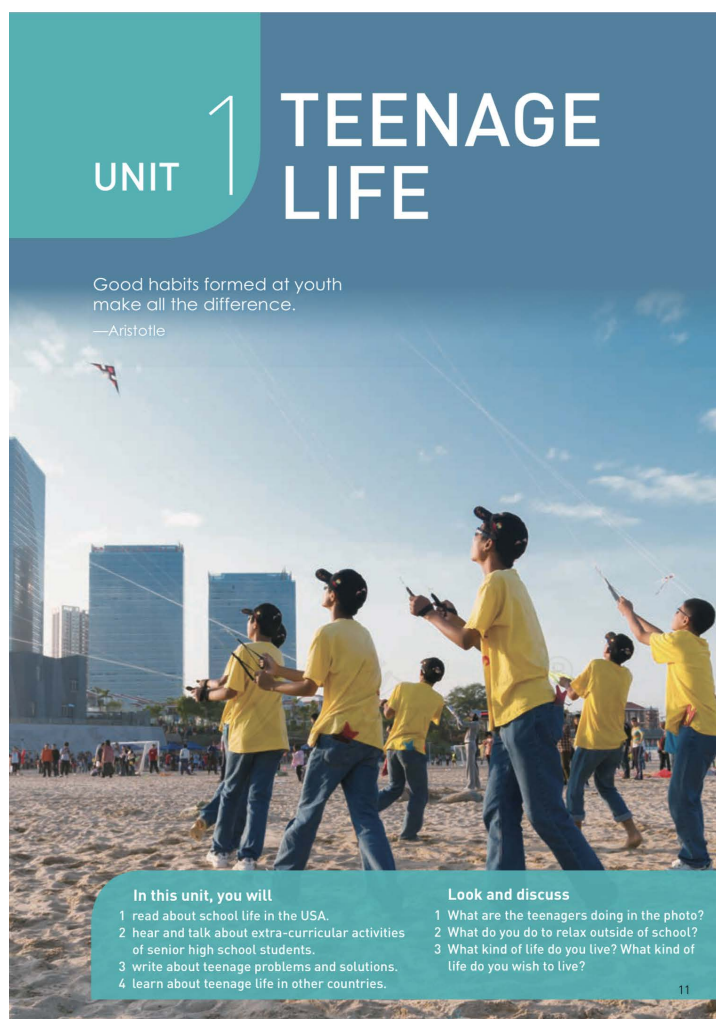


Figure 5. Teenage life.

Wang Yaping and others. At the same time, textbooks lack moral materials that reflect China's achievements in the new era. For example, Huang Wenxiu, who sacrificed for building a moderately prosperous society in an all-round way and achieving the victory of poverty alleviation; Fan Kexin, a Chinese short-track speed skater who overcame many difficulties in the Beijing Winter Olympics and struggled with injuries; Medical staff, police, community workers and so on who are working on the front line to win the victory against the epidemic in the Covid-19 period time. The Times are changing rapidly, there are an endless stream of Chinese representatives, and more and more moral elements reflecting socialism with Chinese characteristics in the new era. It is of great importance for students to truly experience the characters and advanced culture of the new era.

5.2. The Chinese Element Is Not Prominent Enough

The elements that reflect China in textbooks should include Chinese history and culture, Chinese scenic spots and China's achievements in the new era. Many

scholars find that there exists the phenomenon of Chinese culture aphasia in English education, which means Chinese students can smoothly communicate with foreigners as to foreign culture, but it is of great difficulty for them to introduce and spread Chinese culture in English (Cong, 2000) [16]. The frequency of “cultural exchanges” in texts, illustrations and exercises in textbooks is relatively high. And the content of Chinese and Western customs, language and cultural heritage is relatively simple, especially the introduction of Chinese content lacks depth, which can neither let Western friends feel the scenic spots and cultural charm of China, nor truly make students become the disseminators of Chinese voices. China’s achievements in the new era are also rarely reflected in textbooks, which rarely reflect China’s participation in international affairs and promote a community of shared future for mankind. Consequently, it cannot create more conditions for students to stand on the Chinese side and express Chinese stories. In a nutshell, telling Chinese stories well in English, strengthening cultural self-confidence, and promoting national identity are the objective needs of national development.

5.3. The Distribution of Moral Education Content Is Not Balanced Enough

The socialist core values and ideals and beliefs account for the least, only 7.7% which are only reflected in one textbook. What textbooks reflect is always the mainstream values of society and represents the fundamental interests of the country. The content of moral education in textbooks is mainly the explanation of collective consciousness, the macroscopic spiritual construction, and the communication of social culture. However, the precious wealth needed in the new era, that is, the moral education element embodied in the socialist core values, also needs to be paid attention to, and the systematic and balanced content of moral education in textbooks needs to be improved. The dissemination of social consciousness also lacks of depth. There are a large number of articles introducing Chinese culture and landscape ideology in textbooks, but there is a lack of argumentative articles, such as in-depth discussion of social consciousness and discussion of a certain social focus issue. At last, this may give rise to the absence of students’ dialectical thinking.

6. Suggestions for Adjustment of Moral Contents in Textbooks

6.1. Choose the Cutting-Age Materials

Through analysis, it can be found that the content of the textbook is still relatively old. Such as “Natural disasters” (Book 1 Unit 4), the article introduces the Tangshan earthquake, Tangshan earthquake occurred in 1976, which is far away from students so students may feel strange and unfamiliar. With the continuous development, textbook editors had better choose major events that have happened in recent years as the content of their textbooks, such as fighting the

COVID-19 pandemic, fighting floods, the 70th anniversary of the founding of New China, etc., Therefore, that students can get inspiration from these events, learn good quality, and establish a correct view of the three aspects. Moreover, choose some contemporary young people are familiar with the figures for education, such as Yuan Longping, Zhong Nanshan, *et al.*, These topics can better arouse students' interest, let students approach the role model, understand the essence of the spirit, learn from the role model, and form a good moral character.

6.2. Ensure the Comprehensive Content of the Textbook

Through the analysis, it can be found that the material selection of the textbook is not comprehensive enough, only the content of the compulsory three related to socialist core values. Therefore, textbook editors should publicize more comprehensively, so the content should be involved, and the distribution ratio should be reasonable and balanced. The content of teaching materials and moral education can be related to history, culture, art, economy and other aspects, which reflect the excellent cultural traditions and moral norms formed by different countries and peoples in the history development. It also reflects the new civilization formed during the development of the society. In order to optimize the content and comparison of English teaching materials, the author should comprehensively evaluate the subject quality of English learning, the rules of students' moral development, the internal and international background and the ideological and political education requirements in China.

6.3. Carry out Interdisciplinary Integration Education

Under the background of ideological and political thinking in the classroom, first, English teachers should assume the responsibility to promote interdisciplinary teaching, and cannot take the moral education of students as the teaching task of ideological and political teachers; Second, integrate English teaching with curriculum ideology and politics organically, and consider what kind of thoughts we should pass on to promote the construction of classroom ideology and politics according to the characteristics of English subjects. Third, make clear the humanities attributes of English, teach students how to be human, and help students establish the correct three views; Fourth, we should thoroughly sort out the teaching content of English subjects, be good at digging moral education elements in textbooks, and integrate moral education elements into the curriculum, so as to achieve the silent teaching effect and improve students' humanistic quality. Fifth, we should not only pay attention to the teaching of knowledge and ability training, but also focus on the cultivation of value of students, and the classroom teaching is beneficial for helping students from the correct three views.

7. Conclusions

Moral education plays a significant role in nurturing students with virtues and

moral habits. In the long run, teacher educators and textbook editors, through developing analytical tools, should equip teachers with the knowledge not only to guide students to analyze social values critically in classroom teaching but also to shape the discourse of textbooks. The content of moral education can be related to history, culture, art, economics and other aspects. These contents reflect the refined cultural traditions and moral norms formed by different countries and peoples in the development of history, and also reflect the new civilization formed in the development process of the social association of the time. The compiler of English teaching materials should add some missing contents which are consistent with academic knowledge, have value of moral education and interest of students, so as to achieve the balance in the overall weight.

In conclusion, cultivating virtues and morality is a vital philosophy in Chinese education, highlighting the importance of nurturing moral values and character development alongside academic knowledge. It provides a holistic approach to education. It is worth noting that in the compilation of textbooks and English classroom teaching, moral education elements should be infiltrated.

Conflicts of Interest

The author declares no conflicts of interest.

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