

# The Parallelism of Language Teaching and Moral Indoctrination Moral Education in Primary and Secondary English Teaching with the Leadership of Socialist Values

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**Abstract:** This paper explores the integration of language teaching and moral indoctrination in primary and secondary English education, guided by socialist core values. It first defines the connotations of moral education and socialist core values, emphasizing their roles in shaping students' worldviews and national cultural identity. The paper highlights the importance of parallelizing language teaching with moral education to foster holistic student development, enhance cultural confidence, and enable young people to spread Chinese stories globally. It then identifies challenges, including outdated integration methods, insufficient home-school collaboration, and utilitarian tendencies in moral education practices. Solutions proposed include innovative classroom designs (e.g., scenario-based learning, role-playing), practical moral education activities, and enhanced home-school synergy to create a virtuous cycle of value cultivation. The study concludes that aligning language education with moral guidance is essential for nurturing responsible citizens and strengthening China's educational and cultural soft power in the new era.

**Keywords:** Socialist Core Values, English Teaching, Moral Indoctrination.

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## 1. Introduction

According to Zhouyi, "As the sky moves, a gentleman is unceasing in his self-improvement; as the earth moves, a gentleman is generous in his virtue." Moral education has played a pivotal role in school education and the growth of young people since ancient times. General Secretary Xi Jinping also emphasized that "we should strive to build an education system that comprehensively cultivates morality, intelligence, physical fitness and aesthetics, and form a higher level of talent cultivation system". Among them, moral education refers to the purposeful and planned activities of influencing society's political, ideological and moral aspects, mainly including social moral education, school moral education, family moral education, and community moral education. School moral education is the core and soul of the school's implementation of the fundamental task of establishing morality, and it plays a pivotal role in establishing a correct outlook on the students' world, life, and values. [1] W. Sun, "Synergy Mechanism Between Subject Teaching and Moral Education in Primary Schools", *Proceedings of the International Conference on Educational Modernization* (Shanghai, China, July 2023), Vol. 5, p.234-240.

Schools are the central place for implementing and executing language teaching, so the combination of language teaching and moral education can promote moral education in schools to meet the requirements of the new era and help construct a strong educational country. Socialist core values epitomize the excellent culture and values of the Chinese nation, and they are the cultural totems that have been imprinted on the hearts of Chinese people for a long time. Socialist values are like the spine of national culture, supporting the body of Chinese culture and leading the value

orientation of Chinese culture. [2]

## 2. The Integration of Language Teaching and Moral Education: Challenges and Solutions

### 2.1. The importance of language teaching in parallel with moral education and indoctrination

Cultivation" means cultivation and indoctrination from a young age, spring breeze and rain, silent, 'the people into a custom, it must be learned', the day after day, a long time for the excellent moral education concepts to do bigger and better, spreading out, for more people know and even engraved in the heart, enhance the sense of identity of the national culture, a sense of belonging to the national spirit of the construction of the edifice. The building of the national spirit. From "the people are the foundation of the state, the foundation is solid and the state is peaceful", "the people are the water, the ruler is the boat, the water can also carry the boat, but also can carry the boat", we can see that the core value of democracy has long been originated in the upstream of the long river of Chinese history; from "the ruler is the boat", we can see that the core value of democracy has long been originated in the upstream of the long river of Chinese history. From the impassioned indignation of "The king is going to ee, willing to red blood Qingdao, do not allow crazy slaves to shake Taishan", we feel that the flag and action of "patriotism" has long been deeply rooted in the hearts of the people and engraved in the genes of the nation; these all reflect the "socialist core values" and "socialist core values". These all reflect the value leadership of "socialist core values" and the "silent" moral education. It can be seen that these are the Chinese nation's endless continuation of the good qualities,

has formed a fixed value, that is, we were born with these good qualities engraved in our bones, we externalize them later, we need to lead by example, create a good atmosphere, and stimulate the whole society to practice the tide. Young people in forming values and establishing the period, “Ming Daode, abide by public morality” virtue to the good, see that the virtuous think alike is critical. China's CPC Central Committee and the State Council issued the “Modernization of China's Education 2035” as the policy guidance, in the current “Xi Jinping new era of socialism with Chinese characteristics as the guide, firmly implement the strategy of science and education to develop the country, the strategy of strengthening the country's human resources,” and “Lid Shu Ren” policy of education background. Under the current educational background of “guided by Xi Jinping's thought of socialism with new era, firmly implementing the strategy of developing the country through science and education, and the strategy of strengthening the country through talents” and the policy of “making people moral”, the road of development of socialist education with Chinese characteristics has achieved remarkable results. The principles of “cultivating moral character” and “cultivating new young people with all-round development” are of vital importance as an important way to improve the psychological qualities of primary school students and to promote the development of mental health. It is true that we often say “education”, and education should not only “teach and solve problems”, but also “educate people and educate the heart”; it should be like fresh rain on an empty mountain, soaking the thirsty mind; As late as the autumn, Buddha last year's youthful recklessness; as the moon between the pines, the road ahead of the confusion; as the history of the spring, playing the refreshing rhythms; therefore, I believe that the moral education through is more important than the transfer of knowledge itself. Socrates also said, “education is not indoctrination”, and the great significance is to allow students to form a complete value, to realize the value of their lives. The inculcation of moral education makes the flower become a flower, the tree become a tree, and the child become a better version of himself. People have faith, the country has the power, now China, “the four oceans are peaceful, the eight sides of the tranquility,” God's land, the sea is calm and the river is clear, the east wind into the law, the ten-mile-long street flowers, the north and south of the Yangtze River is thriving. We were born under the red flag, grew up in the spring breeze, moral education is the “spring breeze red flag”, the country bathed in it, and prosperity. In the new era, learning a foreign language can help us communicate better and learn foreign cultures, but also help us tell a good Chinese story, spread the Chinese culture, and enhance our cultural confidence and sense of national identity. In the teaching process, if we only focus on learning a single language content, and only focus on the language itself, such as words, grammar, and syntax. However, the students' language ability improves, but they may not be able to tell a good Chinese story and spread Chinese culture. Therefore, it is imperative that language teaching and moral education go hand in hand.

## **2.2. The problems of parallelism between English teaching and moral education and indoctrination in primary schools today**

### **2.2.1. Innovation deficit in integrated English & moral education**

Integrating elementary school English education, moral

education, and indoctrination lacks innovation and is challenging to implement in the long run.

Currently, most English and moral education in elementary school in China is relatively fragmented, isolated, and lacking organic links; an important reason is the lack of “eye-catching” innovative points—insufficient scenario creation, lack of classroom experience, and imperfect interaction mode. [3]

### **2.2.2. Lack of diversified synergy in education-morality integration**

At present, most of the primary and secondary schools in China, when promoting subject education and moral education, often only “teacher-led” one-way feedback, most parents often have a “one-size-fits-all” old-fashioned thinking - compared to the moral education, they are more likely to have a “one-size-fits-all” approach to education and moral education. Most parents tend to have a “one-size-fits-all” mentality - they pay more attention to students' academic performance than moral education development. There is a lack of parental feedback on moral education; worse, when students have psychological problems, some parents are not able to detect them in time, which ultimately leads to adverse situations. [4]

### **2.2.3. Moral education has a specific “utilitarian” character.**

Currently, there are still many problems in the moral education of young people, specifically in the moral education management, which places too much emphasis on the control function, moral education activities, which place too much emphasis on the form and despise the content, the moral education process, which places too much emphasis on the knowledge of the test points, and moral education evaluation, which focuses too much on the test scores. This makes moral education show obvious utilitarian and disciplinary characteristics.

## **2.3. How to solve these existing problems**

### **2.3.1. Integrating moral education into the classroom**

#### **2.3.1.1 scenario design**

Compared with the traditional English teaching mode, it fully embodies the educational concept of “student-oriented”, so that students can have a more realistic learning atmosphere, driven by the corresponding situation, and actively carry out the grammatical and syntactic knowledge. Moreover, this process can be implemented in moral education, with some kind of excellent character quality or excellent characters throughout the whole teaching process, mainly in classroom teaching, supplemented by moral education. While students master the grammatical structure of words, they can better take the qualities and deeds of outstanding characters as an example. At the same time, teachers can effectively improve students' learning ability by guiding their interest in learning, and they can have more substantial autonomy in future learning processes.

#### **2.3.1.2 Role-playing**

Letting students direct and act out their English dramas can not only give full play to the children's talent of “natural performers” and alleviate the depressing emotions brought about by rigid and single grammatical knowledge, but also allow them to realize the excellent deeds and the excellent spirit of the characters in the scenarios and role-plays. In this process, the students will learn from the excellent characters and spirit of the subconscious.

### 2.3.2. Integrating moral education into practice

“Knowing is the beginning of action, action is the completion of knowledge”, through the rich study and practice education activities, guide students to feel and experience personally, exercise students' comprehensive ability, cultivate their public participation and sense of responsibility, grow up to become a concerned about the community, concerned about the real thing of the social citizens, and deeply feel the personal responsibility for the community and even the country as a whole. The students will also deeply feel their responsibility to society and the country.

### 2.3.3. Innovate moral education methods and improve the timeliness of moral education.

First of all, we should grasp the routine moral education work, pay attention to the English teaching in the teacher's words and teach by example, fully explore the value of moral education in the education of the English language subjects, secondly, on this basis to carry out cultural education activities, the school can be from the overall situation of the work of moral education to build a school culture rich in school characteristics, make use of the boards, walls, etc. to carry out the construction of culture, which can be a celebrity, the portraits of the revolution seniors or the famous aphorisms; finally, pay attention to the activities of moral education, enhance the personal responsibility of society and the whole country. Finally, we emphasize activities and practice by carrying out “English Corner”, “Tell China's Story Speech Activity”, “Volunteer Service in the Community”, etc., to bring students closer to society and cultivate their practical skills. We emphasize the importance of activities and practical education to bring students closer to society and cultivate

their practical ability and good morals.

## 3. Conclusion

People's Daily once said, “Talent is the capital of virtue; virtue is the commander of talent” Talent training is the unification of educating people and talent, and the root of educating people lies in the establishment of virtue. Young people are the most energetic and creative social group in the development of the times, and they are the future leaders and builders of social development, national construction and the continuation of the nation. Buckle up the first button of life, for the formation of values is crucial, which requires schools to put moral education in a more important position, and do a good job of cultivating people and moral education.

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