

Study on the Strategic Penetration of Ideological and Political Elements in English Teaching in Primary School

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Abstract:

Primary school students are the future pillars of the motherland reserve. The Party and the state have always attached importance to and emphasized the ideological and political education of teenagers. English is one of the most important humanities courses. It is necessary to integrate ideological and political education into primary school English classes to cultivate the socialist core values of primary school students. Therefore, this paper discusses the strategy of ideological and political elements permeating primary school English teaching. This paper studies the current situation of ideological and political education in primary school English teaching, and summarizes its problems into three aspects: first, teachers simply treat teaching as knowledge teaching process, ignoring moral education; Secondly, the target level of ideological and political education is not appropriate, ignoring the psychological characteristics and age characteristics of pupils. Thirdly, the content of ideological and political education lacks pertinence and lag. This paper discusses the countermeasures of integrating ideological and political education into primary school English teaching. This paper analyzes strategies from three aspects: integrating excellent traditional culture education into cultural teaching, strengthening Chinese national spirit in teaching and strengthening value orientation in literature teaching. In a word, it is of great guiding significance to integrate ideological and political education into primary school English teaching through effective methods and ways to cultivate all-round patriots.

Keywords:

Primary School English, Ideological and Political Education, English Teaching

1. Introduction

Since the beginning of the 21st century, with the rapid development of the world economy, the competition between countries has become increasingly fierce, and the competition between countries has not only stayed in the hard power such as economy and military, but also intensified in the soft power such as culture and ideology. Since the reform and opening up in our country, the national political economy has been

developing at a high speed until the growth rate slowed down in recent years, the better the economic conditions, the more attention to the development of education, the more speed up the pace of education reform, however, although reform to education has been carrying on all the time, there is still much room for improvement in students' ideological and political literacy.

In the 21st century, with the diversified development of society and the acceleration of information transmission, students are exposed to a variety of foreign ideas, positive, negative, negative, and positive, which are difficult for students to distinguish in the process of English learning, students will inevitably come into contact with foreign cultures and be influenced by them. Primary school children are in the formative period of character change and the critical period of value guidance. In this critical period, teachers should instill excellent culture to primary school students, which requires teachers to make good use of classroom teaching, the mainstream ideas subtly infiltrate into every link of English classroom teaching, give full play to the English recessive ideological and political education function, emphasize the guidance of mainstream values in English knowledge teaching, improve the comprehensive quality of primary school students. Cultivate reliable successors with future ability and in line with the development requirements of The Times.

In addition to explicit education, ideological and political education also needs some implicit education, In other words, teachers enable students to accept scientific ideas, correct political views and normative moral behavior in the learning process. Based on primary school English, this paper explores how to integrate ideological and political education into it. At the same time, language is one of the main carriers of culture. English, as a typical language subject, carries the humanistic customs and values of English-speaking countries. English teachers will make a comparative analysis of Chinese and Western cultures in the course of teaching, which is an appropriate opportunity to integrate ideological and political education. Therefore, this paper will also discuss the contradictions and conflicts between Chinese and Western values, and study their integration path.

Primary school is an important learning period for student, and it is also a crucial period for the formation of their three views about life ,world, values. During this period, they have a strong thirst for knowledge and a strong interest in all kinds of fresh insights in social life. However, many primary school students lack the ability to discriminate between different ideas and viewpoints in life and study. If English teachers do not analyze and distinguish the Western values in the books, the formation of students' values will be affected by it. On the basis of practical investigation, this paper actively explores the most favorable and effective measures to integrate ideological and political elements into primary school English teaching. If these measures are used in practical teaching, it will be beneficial to improve primary school students' observation ability and help them establish scientific values. In primary school English class, English teachers often pay attention to the teaching of grammar and the explanation of key knowledge. Teachers are usually under a lot of pressure to get their students to pass the final exams. To some extent, the integration of ideological and political education into primary school English teaching is the optimization of English teaching methods. On the basis of in-depth study of teaching materials, English teachers timely guide students with scientific socialist ideology, inspire students to think actively and mobilize their enthusiasm. This will contribute effective ideas to curriculum construction.

2. Literature Review

The general Secretary pointed out that the central link of education should be made to cultivate morality and cultivate people. This is an important guarantee for training generation after generation of socialist builders and successors.

2.1. Research Abroad

The ideological and political education in western countries is more of a kind of implicit moral education or civic education. The following deals with the American civic education, German moral education and Japanese patriotic education.

First, in America, civic education is integrated into subject teaching. Although the United States does not have ideological and political education classes, but this does not mean that they do not have ideological and political education or do not pay attention to ideological and political education. On the contrary, they pay special attention to the ideological and political education of students, but their way of education is more a kind of implicit education. American citizenship education is realized through subject teaching and extracurricular practice. Subject teaching mainly adopts the methods of reflection and inquiry, intuitive teaching, role deduction, etc., to cultivate students' ability of value analysis. Extracurricular practice means that students can accumulate experience in democratic life by participating in various forms of democratic life. They believe that civic education for students is not simply about teaching democracy, but more importantly, it is necessary to train students by experiencing democracy and practicing democracy.

The civic education of the United States serves the ruling class, is its mainstream ideology, has the purpose of indoctrination in form, but the effect is obvious. According to the study of "Moral and Civic Education in American Universities Today", it can be found that American schools achieve their goals by guiding and edifying the educates to receive education unconsciously.

Second, in Japanese, ideological and political education is integrated into subject teaching. Japan attaches great importance to students' ideological and political education, as well as educational methods, which can be roughly divided into special course teaching, course discussion, special lecture, internship and infiltration of specialized courses. In 1872, Japan promulgated the School System with reference to the western modern education system, and stipulated the educational content and curriculum of primary and secondary schools. The content of "self-cultivation course" included Western ethics and legal concepts, which promoted the ideological and political education in Japan to a certain extent. In 1958, Japan issued "Moral Guidance Materials" and included it in the teacher training curriculum, and also set up "moral time". Since then, the Japanese government has taken many measures to strengthen school moral education, and advocated the establishment of school, society and family cooperation system, and comprehensively established and implemented the principle of moral education.

Third, in Germany, moral education is integrated into subject teaching in Germany. Germany divides the content of moral education into four aspects: liberal ideological education; moral education; political education; national spirit education. Similar to the United States, Germany does not set up a separate moral education curriculum. But they attach great importance to the moral education of students. Their moral education is not simply to teach the superiority of capitalism, but more to teach its

religious value, social justice and altruistic value through implicit education. Therefore, German college students pursue freedom of thought and independence of personality. At the same time, they are extremely critical and lack interest in political and economic values. Germany's ideological and political education can be divided into two types, one is hidden curriculum education, namely ethics, sociology and so on. The other is infiltration education, through the penetration of various subjects, the content of penetration is also different, in addition to the compulsory political science and sociology, economics, law and other courses are also compulsory courses.

To sum up, moral education in Germany runs through every link of education and is integrated into the whole teaching process, which is worth learning.

2.2. Research at Home

Domestic research objects on English teaching and ideological and political education include college students, vocational students, high school students and primary school students. Some articles are smaller in scope and focus on moral education, but their purpose is to find out the integration of English teaching and ideological and political, give full play to the role of the subject of English, and better cultivate the values of the young generation. This paper will summarize from three aspects.

First, learn about the method of integrating ideological and political education into primary school English teaching. Most scholars believe that moral education is a recessive education, and to integrate ideological and political education into high school English teaching is mainly accomplished in English classroom. The word penetration is highlighted. For example, in the article "Moral Education Penetration in High School English Classroom Teaching", Wang Xiang believes that the teaching task of English teachers should not only impart language knowledge, but also integrate ideological education into culture and science, so as to teach and educate people. He proposed to carry out moral education to students from five aspects. In addition, scholar Fu Xinglin believes that strengthening the quality education of students is an important subject facing middle school English teachers. On this basis, he proposes to strengthen the quality education in high school English teaching. Of course, there are a lot of scholars in addition to the above scholars, but most of the ideas are similar to this, that the current English teaching is lack of ideological and political education penetration. more attention should be paid to the ideological and political education into primary school English teaching methods, not blindly rely on indoctrination, reading, but the penetration in the subject teaching.

Second, learn about the content research of ideological and political education into primary school English teaching. Scholars learn mainly by studying a certain subject. The contents of ideological and political education that can be integrated into English teaching in primary schools are put forward through field investigation in the school or some schools. Some scholars propose that English teachers should pay attention to the cultivation of students' cultural awareness. For example, in the article "The Cultivation of Students' Cultural Awareness in High School English Teaching", Zhou Lili analyzes the current situation of Chinese high school English teaching and discusses its significance. Finally, teachers should pay attention to the cultivation of students' cultural awareness from three aspects: improving teachers' professional quality, cultivating students' cultural awareness and improving evaluation standards. Some scholars analyzed and discussed the British and American culture and other

aspects in the process of middle school English teaching, such as English Teaching and Ideological and Moral Education in Primary and secondary Schools by Dun Feng and Ideological and Political Education in College English Teaching by Li Xiaoling.

Third, learn about the innovation of ideological and political education into English teaching. In the process of some research, whether it is the combination of English and moral education, or the integration of English and ideological and political education, the final destination is the path selection. People's ideas have also changed a lot over time, but also more and more realize the importance of ideological and political education, its research work is consistent with the development direction of the current era, teachers only constantly sum up practical experience, find out the existing deficiencies, in order to continue to study the new problems and new methods in the development of The Times. Scholar Liu Yuting, in her article on the Penetration of Moral Education in College English Teaching, proposed three aspects of the penetration: teaching objectives, teaching contents and teaching implementation ways.

3. The Present Situation of Ideological and Political Education in Primary School English Teaching

In recent years, the ideological and political education in primary English teaching has undergone great changes. The implementation of ideological and political education in language teaching becomes more difficult. This paper adopts the method of literature research and observation. Through the analysis of the survey results, it more truly reflects the existing problems of ideological and political education in primary school English teaching and find solutions to the problems.

3.1. Problems

In primary school English teaching, there are three obvious problems that need our attention. The three problems are as follows: First, there is a mistake idea about moral education, that is, teachers just focus on knowledge input but ignore moral education. For example, primary school English teaching usually adopts picture book teaching mode. In the process of reading picture books, teachers only pay attention to the text content of the story itself, without guiding children to think deeply. Secondly, the target level of ideological and political education is not appropriate, that is, teachers ignore the psychological characteristics and age characteristics of pupils. Teachers should give patriotic education to primary school students. Finally, the content of ideological and political education lacks pertinence and lags behind.

3.2. Cause Analysis of Problems

Because of the existing problems, the traditional education methods can not better adapt to the age characteristics of pupils and the development of acceptance ability, therefore, this paper analyzes these problems.

3.2.1. Constraints of Exam-oriented Education Mechanism

In contrast, the evaluation of ideological and political education in schools is relatively simple, and to a large extent still aims at exam-oriented education. This educational mechanism is utilitarian education. Schools, teachers, and parents all want students to get good grades in order to gain a good reputation or financial gain. Under this mechanism, even if some teachers want to conduct ideological and political education for students, they will still be influenced by the environment and change

their ways to conform to the trend. For example, in the survey, some young teachers mentioned that they used some new teaching methods to broaden students' horizons in their teaching process, but in practice, they had to give up this practice due to the pressure of school teaching tasks.

At present, the educational mechanism of exam-oriented education in schools is actually utilitarian education, which is almost all utilitarian education now. It is an indisputable fact that all primary schools use entrance exams as the only hard target. The utilitarianism of the whole education also makes the utilitarianism tendency of English education increasingly serious. In order to get high marks, parents are willing to pay high fees for teachers to train students. This phenomenon directly leads to students' difficulty in forming correct moral consciousness through English learning.

3.2.2. Lack of Ideological and Political Education Consciousness

It is an important task to enhance the ideological and political education consciousness in the teaching of primary school English teachers and promote the teachers to participate in the great practice of ideological and political education work consciously. At present, it is especially necessary for teachers to enhance the ideological and political education consciousness in teaching. The lack of ideological and political education awareness of teachers is as follows: a small number of teachers have no intention to carry out ideological and political education, and most teachers have a little awareness of ideological and political education, but do not know how to teach. There are two other situations. One is that teachers feel they have no time to carry out ideological and political education due to the teaching task. The other is that teachers think ideological and political education is not important.

3.2.3. Single Teaching Mode of Primary School English Teachers

According to the investigation and research, primary school English teachers rarely associate other knowledge with English. Teachers' teaching eyes still simply stay on the subject knowledge of words, grammar, sentences, texts and so on, and their final goal is the exam. The teaching mode adopted by teachers is also very simple. Most teachers take the test as the link when teaching knowledge. Most of them imbued students with ideological and political education in the form of oral instruction by teachers.

4. The Countermeasures of Integrating Ideological and Political Education into Primary School English Teaching

Ideological and political education into primary school English teaching is a difficult project, it can not be directly instilled, and should follow certain principles on the basis of timely organic combination. How to organically integrate ideological and political education with English teaching is worth thinking about. The integration of ideological and political education into primary school English teaching requires English teachers to deeply understand the basic principles of penetration and grasp the main methods and effective ways of penetration scientifically.

4.1. Principles

To conduct moral education through classroom teaching, teachers need to pay attention to two misunderstandings. First, simply regard teaching as knowledge teaching process, neglect moral education; Second, Attach importance to the

combination of ideological and political education in textbook content. Therefore, ideological and political education in teaching should start from the nature of English subject and the content of textbooks, dig deeply into its internal ideological and political education factors, and avoid inculcating abstract concepts from the reality, but also avoid leaving the cultural knowledge and carrying on empty political preaching. The integration of ideological and political education into primary school English teaching must follow certain principles. The specific principles are as follows:

First of all, we should insist on teaching and educating people. "Educating people" means that teachers teach through language and behavior while imparting professional knowledge, conduct moral education, guide students to realize the pursuit of life value and shape their own personality.

Secondly, teachers should follow the basic principles. Primary school English teachers should first have a certain understanding of the textbook in the teaching process, only in this way can they better carry out teaching work. Teachers should also master the content of the textbook. Make full use of teaching materials to cultivate students' comprehensive quality. In the process of education, teachers should be firm in their ideals and beliefs and the Chinese dream.

Finally, teachers should follow the progressive principle. Ideological and political education in English teaching must be a step by step process, is a long-term continuous process, can not be accomplished overnight. The target of primary school English teaching is primary school students, who are in the critical period of the formation of three views. English teachers should gradually integrate ideological and political education into the classroom, so as to gain a lot.

4.2. Main Strategies

Teachers can not be blunt ideological and political education and primary school English teaching together, but to pay attention to certain methods and strategies, so as to better combine the two together. The main measures are as follows:

First of all, teachers should strengthen the awareness of "educating" in English teaching. English is one of the main subjects in primary school, so teachers must be aware of their responsibilities. Primary school students in the process of learning English will be exposed to a lot of western ideas, some of which are negative and decadent, which is harmful to primary school students' thoughts. Primary school English teaching is an important carrier of excellent cultural inheritance, which contains important educational functions imperceptibly. Therefore, ideological and political education is an important guarantee to achieve the goal of "educating people" in primary school English teaching and keep the correct direction of primary school English teaching. It must be placed in an important position.

Secondly, teachers should attach importance to the exploration of "moral education" resources in English textbooks. English textbooks contain rich content of ideological and political education. Every text in the primary school English textbook is very good. Ideological and political education can be well integrated into primary school English teaching if the primary school English teaching materials are deeply explored, reasonably used and correctly guided. Teaching and education are not separate but a combination, the process of primary school English teaching should be fully aware of this point, in the process of English teaching should be combined with ideological and political education, so that students in the classroom not only learn the culture of

English countries, but also can distinguish right from wrong, understand the traditional Chinese culture, accept the excellent Chinese culture.

Finally, teachers should improve the quality of ideological and political education. English teachers are in the front line of education and have direct and long-term influence on pupils, which is one of the main factors that determine the quality of quality education in schools. Therefore, to carry out correct ideological and political education for students requires English teachers to have higher political accomplishment. In teaching, English teachers should do the following: First, English teachers should pay more attention to students' emotions while imparting knowledge. When appropriate, we should even put aside the role of teachers, communicate with students closely, patiently listen to students' questions, and answer students' doubts. When students encounter difficulties in study and life, English teachers should teach students according to their talents, apply the theoretical knowledge of ideological and political education to the process of enlightening education, help students establish a correct and good outlook on life and learning, and help students solve problems. Second, English teachers should set a positive example. Positive role models can bring upward motivation to students and English teachers can make full use of it. On the one hand, teachers can set an example. Make a positive impact on your classmates by presenting your image. On the other hand, use typical examples. In the teaching process, English teachers can use the Internet to collect positive examples related to the teaching content and apply them to the classroom. Third, in order to improve the ideological and political education ability of English teachers, English teaching needs to constantly reform and improve the teaching methods, improve the original single professional curriculum teaching methods, so as to unify the primary school English teaching methods with the development of contemporary social environment. At present, every text in primary school English textbooks is a well-selected article with various themes and rich content. Only by finding the best combination point with ideological and political education can students' thoughts and feelings be stimulated. Therefore, teachers should fully understand the knowledge points of the textbooks, dig deeply into them, make scientific use of teaching resources, pay attention to systematic arrangement, highlight a theme in each chapter, and integrate ideological and political education into each class.

4.3. Effective Ways

The integration of ideological and political education into primary school English teaching is an expansion of the way of ideological and political education. It is an important way for our country to realize "people-oriented and moral education first". Through the analysis of the current situation, causes, principles and strategies of integrating ideological and political education into primary school English teaching, the author tries to explore the path of ideological and political education in line with the group of primary school students.

4.3.1. Integrating Excellent Traditional Culture Education into Cultural Teaching

Cultural teaching means that teachers explain the culture represented by the language while teaching the language. It is said that language and culture are inseparable. The cultural teaching process in English teaching can be roughly divided into communicative culture and knowledge culture. Communicative culture includes communicative etiquette and customs contained in English textbooks; Knowledge culture includes knowledge content such as words and meanings in English textbooks.

In primary school English class, teachers should compare Western culture and Chinese culture in the text, integrate excellent traditional culture and cultivate students' cultural awareness. In this way, it can not only expand students' vision, but also improve students' ability to discriminate, but also help to improve the quality of primary school English teaching.

In order to implement the spirit of the Third Plenary Session of the 18th CPC Central Committee, improve the excellent Chinese traditional culture education. The Ministry of Education has formulated the Guiding Outline for Improving the Education of Fine Traditional Chinese Culture in order to further strengthen the education of Fine Traditional Chinese Culture under the new situation. Strengthening education in fine traditional Chinese culture is an important basis for cultivating and practicing core socialist values and fulfilling the fundamental task of cultivating morality and educating people.

One of the requirements of the new English curriculum standard in primary school is to make students understand the cultural differences in communication and promote them. Language and culture are inseparable, and language is an important tool for communication between people in a civilized society. Languages of different countries represent different cultural connotations, even if the same country uses different languages in different regions, there are often differences in human habits behind the language differences. Therefore, in the process of cultural teaching, primary school English teachers should pay attention to dig out the meaning behind it and analyze the differences.

First, comparative analysis, excavating the cultural connotation behind the phenomenon. English teaching materials are different from Chinese teaching materials. From listening to reading to practice, each link has its own meaning. English teachers should carry out deep exploration in the process of cultural teaching. In English courses, students are mostly exposed to Western language and culture. If there is no screening of Western culture, primary school students are easy to be affected by some negative Western thoughts. Therefore, while teaching capitalist economic prosperity, primary English teachers should try their best to integrate national spirit and the Chinese Dream into it. The success of Helen Keller, for example, can be seen as the embodiment of the American dream. Some students already know the story of Helen Keller before learning it. How can teachers attract students more vividly? The "American dream" can be introduced to students. "Chinese Dream" can be understood by primary school students, but "American dream" may not be well understood by students. "American Dream" actually means that everyone can achieve success through their own efforts, maybe wealth, maybe happiness, maybe knowledge. The introduction of "American Dream" by teachers here is a kind of excavation of the cultural connotation behind the phenomenon, but it is far from enough. If it stops here, students will feel how good "American Dream" is, but it will have a negative impact on the formation of their values. Therefore, comparative analysis is particularly important at this time, and teachers should continue to conduct in-depth analysis of "American Dream" and "Chinese dream" to analyze their different connotations. "Chinese Dream" is the dream of rejuvenation of the Chinese nation, which is a big mind with the overall situation consciousness and the world consciousness. Compared with the "American Dream", which focuses on the realization of personal value, "Chinese Dream" is what we should choose. Ideals, beliefs and the Chinese Dream should be incorporated into the public English curriculum in primary schools. Education, in line with the 18th National Congress of

China put forward the education goal of “moral cultivation”. We should vigorously promote the Chinese Dream, let the Chinese dream into the campus culture, close to the textbooks. At the same time, the vision of the dream should guide us not to stick to a single form, but to innovate methods, broaden our vision, and seek a suitable new road. Only speak clearly, speak clearly in order to better persuade the students, to their implicit ideological and political education.

Second, objective and impartial analysis of the differences between Chinese and Western backgrounds. The social background of the western countries and our country is very different. In economy, what our country implements is socialist market economy, while they are capitalist market economy; religiously, our country is mainly influenced by Buddhism and Confucianism, while western countries worship God and believe in Christianity. In life, the West advocates fast food, while China is more accustomed to family taste. In addition, there are differences in ways of communication, consumption and so on. In the process of teaching, English teachers must analyze these differences with an objective and fair attitude, rather than one-sided. It is wrong to only admire the West. It is also wrong to deny them completely. We must analyze them objectively and take their essence. In this way, students can be convinced and ideological and political education can be carried out in the process.

In a word, English teachers should be objective and impartial in the process of cultural teaching and analyze the differences between Chinese and Western backgrounds. And through comparative analysis, excavate the cultural connotation behind the teaching material. In this way, students can see the difference between Chinese and Western culture through the phenomenon, and enhance students' sense of identity of Chinese culture.

4.3.2 Strengthening the Chinese National Spirit in the Process of Language Teaching

The spirit of the Chinese nation is gradually formed and integrated in the process of social development of the Chinese people after five thousand years. Chinese people of all nationalities thought, is the most concentrated reflection of our culture. In the course of more than 5,000 years of development, the Chinese nation has developed a great national spirit featuring patriotism, unity and struggle, peace-loving, people-centered, diligence and courage, and unremitting self-improvement. One of the training objectives of primary school students in the new curriculum standard of primary school English is to cultivate their awareness of intercultural communication, which can only be achieved by following the basic rules of English teaching. In the process of teaching, English teachers should integrate ideological and moral education, send ideological and political education into the process of English language teaching, so that primary school students in the process of learning English, receive good ideological edification, establish good moral quality, enhance learning interest, and cultivate cross-cultural communication awareness.

First, the education of ideals and beliefs should be permeated in the process of listening and speaking. In the process of English teaching, especially in listening and speaking training, the education of ideals and beliefs should be permeated. It plays an important role in helping young students to cultivate the correct theoretical system and improving the political and moral qualities of contemporary primary school students.

Listening is an important part of English classroom teaching. It is also part of language teaching. There is a lot of listening material in the textbook. Teachers should analyze these listening materials and integrate ideological and political education into them. Teachers should also encourage students to express their ideas and opinions bravely and exercise their oral expression ability. Only through students' oral expression can students truly grasp correct ideals and beliefs.

Sometimes some negative views into the life of primary school students, to their thoughts to bring a certain impact, therefore, to strengthen the ideal faith education of primary school students is very important. Ideals and beliefs are inseparable. Ideal is the foundation and source of national spirit, faith is the embodiment and continuation of national spirit. They complement each other and form the common ideal of socialism with Chinese characteristics, which is the spiritual driving force behind the Chinese Dream.

Second, cultivate students' national spirit in the analysis of language rules. The laws of language are known colloquially as grammar. By comparison, it can be found that there are great differences in grammatical structure between Chinese and English. For example, when dealing with the subject of an action in Chinese, the subject is the word representing the organism, whereas in English it is the opposite. The two different forms of expression reflect the different ways of thinking of China and Britain and America. Since ancient times, China has paid attention to the humanistic consciousness, which is different from Western countries. Qian Mu, a master of Chinese culture, believes that people-centered is the essence of Chinese culture. People-oriented, with rich humanistic consciousness, can reflect the humanistic spirit of Chinese people, Chinese culture in essence is a humanistic culture. British and American cultures, on the other hand, take nature as the standard, providing people with rational thoughts, objective and calm observation and analysis of things. For example, in China, did you eat? This phrase is used when greeting people. In the West, it's really asking questions.

These two different ways of thinking make a huge difference between Chinese and English in language and expression habits. In English, non-living things are used as the subject, while in Chinese, the opposite is true. If English teachers analyze it in the course of teaching, they can not only let primary school students understand the knowledge passed by the textbook, but also deepen the students' national consciousness of China's people-oriented.

In a word, the study of English is to cultivate a deep understanding of British and American culture and my own people ethnic culture has a deep identification of high-quality personnel. Therefore, in the process of language teaching, primary school English teachers must try their best to find out the language differences between English and Chinese, and analyze the national consciousness behind the differences in detail to enhance students' sense of identity.

4.3.3 Strengthening Value Guidance in Literature Teaching

Primary school English teachers can supplement literature knowledge in English class and guide students to read more literary works. They can help students form the habit of reading literary works in the form of book sharing meetings. Literature includes novel, prose, poetry and so on. It is an important expression of culture. It reflects the author's inner feelings in a certain period or the social life in a certain region. Confucius has a saying: "Poetry can flourish, can be viewed, can be group,

can complain!” Confucius’ understanding of the role of literature at that time was based on the maintenance of feudal rule and had a distinct class character. To understand Confucius’ words with modern thinking is to say: “Reading poetry can cultivate imagination, improve observation, exercise harmony, and learn sarcasm.” This kind of understanding now seems to have certain limitations, the Marxist definition of literature is more scientific. Literature, is the aesthetic reflection of social life, is a kind of aesthetic social ideology. Literature is restricted by social economy. It is a restrained form of expression in class society. In turn, literature can affect the economic base. Literature can cultivate people’s sentiments, change people’s thoughts, affect people’s feelings, and then affect the real world. Qin Shi Huang’s burning of books and burying Confucian scholars is the best explanation of the function of literature.

In English textbooks, there are many positive chapters, or speeches or novels or poems, English teachers to pass. Through these literature materials, strengthen the positive guidance to students. Language in English textbooks. Literature has a deep imprint of capitalism, teachers should consciously integrate patriotic education into the classroom during the teaching process. Patriotic education is essential for primary school students, which is not only the guarantee of carrying forward the excellent traditional culture of China, but also the inheritance and development of the Chinese national spirit. “He who holds the youth holds the future.” The education responsibility of English curriculum must be fully implemented, which is an important content of quality education in primary schools, but also an indispensable link in the work of cultivating primary school students' national self-esteem and pride, and is the cornerstone of the formation of patriotic thoughts of primary school students.

To strengthen students’ core values and guide English teachers themselves, they must first understand and grasp socialist core values. Concept: “Advocate prosperity, democracy, civilization, harmony, freedom, equality, justice, the rule of law, patriotism, dedication, integrity, amity, and actively cultivate socialist core values.” The values of different countries are different, and the values of different individuals are also different. What is popularized in China is the core values of socialism, and the refinement of this value is an extension of the scientific values of Marxism. Considering not only the individual but also the country and society, the process of English literature teaching is an interesting process, in this process, English teachers should carry out humanistic care, help primary school students form the right values, money and outlook on life, so that students in life setbacks and suffering can not shrink, firm face.

In short, primary school English teachers should set up the correct socialist core values in the process of literature teaching, and guide the formation of students’ values from a positive perspective, so as to better integrate ideological and political education into primary school English teaching.

5. Conclusions

This paper studies the present situation of ideological and political education in primary school English teaching and discusses the countermeasures of integrating ideological and political education into primary school English teaching, aiming at improving the comprehensive quality level of pupils and enhancing their excellent quality of fighting bravely.

Ideological and political education is the best way and method to cultivate the successors with virtue, wisdom and potential, because curriculum ideological and political thinking is not a simple teaching method or teaching means, but a kind of educational idea, but also a kind of educational belief. The purpose of the course is to pay attention to the development of human nature, so that education is no longer just to train people with knowledge, working ability and earning ability, but to train people with noble sentiments, ideals and sense of responsibility. Basic education must have the attributes of national education and reflect the national will and mainstream core values. The new generation of young people must be a good character with national identity, national identity and feelings of home and country, know gratitude, know how to cooperate, positive and kind, with the potential for sustainable development and internal motivation.

Through the efforts of every English teacher, English education in primary schools can be further promoted. Under the influence of teachers' ideological and political education, pupils will form a correct world view, love the motherland, proud of the motherland. Ideological and political education is of great significance in primary school English teaching. Teachers should be strict with themselves and bring the best English lessons to students.

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