

# Study of Senior High School English Teaching Strategies based on the Value of Discipline Education

Tingting Zeng

China West Normal University, Nanchong, 637000, China

## Abstract

This study aims to explore the senior high school English teaching strategies based on the educational value of the subject. With the deepening of educational reform, the educational value of subjects is receiving increasing attention. As an important subject, English not only teaches language knowledge in senior high school, but also carries multiple tasks of cultivating students' comprehensive quality and cross-cultural communication ability. This study uses methods such as literature review and case analysis to deeply explore the educational value of senior high school English teaching, and proposes targeted teaching strategies. The study found that reasonable teaching strategies can effectively enhance students' interest in learning, language application ability, and cross-cultural awareness, thus achieving the educational goals of the subject. This study has certain reference value for guiding senior high school English teachers in teaching practice and promoting teaching reform.

## Keywords

Subject Educational Value; Senior High School English; Teaching Strategy.

## 1. Introduction

### 1.1. Research Background

With the development of society and the advancement of globalization, English, as an international language, plays an increasingly important role in senior high school education. However, for a long time, due to the influence of exam-oriented education, our English teaching has not completely changed the traditional teaching concept of "teaching to the test", which is embodied in the fact that some teachers pay too much attention to the teaching of grammar and vocabulary, but ignore the applicability and culture of English as a language. Under the background of the new curriculum reform, the value of discipline education has been given a higher status, requiring teachers to pay attention to the all-round development of students in teaching and cultivate the comprehensive quality of students (1).

Therefore, the study of senior high school English teaching strategies based on the value of discipline education is of great practical significance. In high school English teaching, we should improve students' English application ability and cross-cultural communication ability comprehensively by optimizing classroom teaching design, strengthening practical activities, integrating cultural education and establishing multiple evaluation system, so as to cultivate modern talents with international vision and cross-cultural awareness.

## 2. Research Purpose and Significance

The purpose of this study is to explore how to integrate the subject education value into senior high school English teaching, improve students' learning interest and initiative, and cultivate their language application ability, cross-cultural communication ability and comprehensive quality through optimizing teaching strategies, so as to realize the potential education value of English subject. At the same time, this study also hopes to provide reference for other

disciplines to realize the value of discipline education, and further promote the reform and development of senior high school education.

### **3. Literature Review**

#### **3.1. Review of Domestic Research**

In China, high school English teaching strategy research has long focused on improving students' language ability and test-taking skills. However, in recent years, with the deepening of the concept of quality education, more and more scholars and teachers have begun to pay attention to the value of discipline education in senior high school English teaching.

In terms of theoretical research, domestic scholars have made an in-depth discussion on the connotation and extension of the value of discipline education and its realization path in senior high school English teaching. For example, some scholars have proposed that high school English teaching should focus on cultivating students' core qualities such as cross-cultural communication ability, independent learning ability and critical thinking (2). In terms of practical research, some front-line teachers have actively explored senior high school English teaching strategies based on the value of discipline education in combination with their own teaching experience. For example, some teachers try to stimulate students' learning interest and initiative by creating real context and carrying out theme-based teaching activities.

#### **3.2. Review of Foreign Research**

In foreign countries, especially in western developed countries, high school English teaching strategy research has always attached importance to students' all-round development. In terms of theoretical research, Western scholars have put forward a series of influential teaching theories and methods, such as communicative teaching method, task-based teaching method and cooperative learning.

All these theories and methods emphasize student-centered and focus on cultivating students' language application ability and independent learning ability. In terms of practical research, foreign high school English teachers generally pay attention to students' individual differences and learning needs. By designing a variety of teaching activities and tasks, they guide students to actively participate in and actively explore. At the same time, foreign high school English teaching evaluation also pays more attention to students' comprehensive performance and progress, rather than a single test score(3).

#### **3.3. Research Comparison and Enlightenment at Home and Abroad**

The differences between domestic and foreign studies on high school English teaching based on the value of discipline education mainly exist in three aspects: teaching concept, evaluation system and teaching method. (See Table 1)

Implications: High school English teachers should further promote the implementation of quality education concept in high school English teaching so as to pay attention to the all-round development of students. At the same time, we should actively explore and practice new teaching methods to adapt to the needs of different students and improve the teaching effect.

In addition, a more scientific and perfect multiple evaluation system should be established to comprehensively and objectively evaluate students' learning outcomes and progress. The most important thing is that all senior high schools should strengthen the training of senior high school English teachers to improve their teaching level and subject education ability(4).

**Table 1.** Comparison of Domestic and Foreign Studies on Senior High School English Teaching Based on the Value of Discipline Education

Nationality	Teaching Idea	Evaluation System	Teaching Method
Home	Although quality education is paid more and more attention, under the pressure of college entrance examination, there is still a phenomenon of attaching importance to knowledge impartation and test-taking skills in actual teaching.	Although the multiple evaluation system has been advocated, the college entrance examination is still the main evaluation standard, which makes it difficult to realize the multiple evaluation in actual teaching.	We have begun to try and popularize communicative teaching method and task-based teaching method, but there are still many limitations in practical application.
Abroad	More attention is paid to the overall development of students, emphasizing the cultivation of critical thinking, innovative ability and independent learning ability.	The multiple evaluation system is more perfect, focusing on process evaluation and performance evaluation, which can reflect students' learning results and progress more comprehensively.	Communicative teaching method and task-based teaching method have become the mainstream, and more attention is paid to students' participation and cooperation in teaching practice.

**3.4. Existing Research Achievements and Shortcomings**

Research results: At present, domestic and foreign scholars have formed a relatively complete theoretical system through the study of the importance of discipline education value in high school English teaching and the realization path. These theories provide a strong support for the subsequent research and practice. Secondly, some teachers actively explore high school English teaching strategies based on the value of subject education in practice, and have achieved remarkable results. For example, by optimizing teaching design, integrating cultural education, and carrying out practical activities, students' learning interest and initiative are effectively improved, and their language application ability and comprehensive quality are cultivated.

At the same time, the construction and application of multiple evaluation system provides a new perspective for senior high school English teaching. This evaluation system pays more attention to the overall development of students, rather than a single test score, and helps to evaluate students' learning outcomes and progress more comprehensively and objectively.

Lack of research: The current research mostly stays on the theoretical level or the summary of practical experience, and the research on the concrete realization path and mechanism of the discipline education value in senior high school English teaching is not deep enough. Second, although there have been some practical research results, there is still a lack of large-scale empirical studies to verify the effectiveness of these strategies, which limits the promotion and application of some research results.

In addition, most of the current research focuses on the internal discipline of English, and the cooperation and integration with other disciplines are not enough. However, interdisciplinary cooperation is helpful to cultivate the comprehensive quality and ability of students in a more comprehensive way, so the future research should further strengthen this research.

**3.5. Future Outlook**

With the renewal of the educational concept, the understanding of the connotation of the discipline education value will be more in-depth. Future studies should further explore how to more accurately understand and realize the value of subject education in senior high school

English teaching, including specific ways, methods and strategies(5). Secondly, future studies should further explore the interdisciplinary cooperation between English and other disciplines, such as the combination of history, geography, art, etc., to help students gain a wider range of knowledge and skills in the process of learning English.

In addition, with the development of big data and artificial intelligence technology, personalized teaching becomes possible. Future research can explore how to use these technologies to provide personalized teaching strategies for high school English teaching to meet the needs of different students and improve teaching effectiveness. In addition, with the promotion of the multiple evaluation system, future studies should further explore how to improve and optimize the evaluation system of senior high school English teaching in order to evaluate students' learning outcomes and progress more comprehensively and accurately. Teachers are the key to realize the value of discipline education. Future research should also focus on how to improve teachers' professional quality and teaching ability so as to better realize the value of discipline education. This includes the teacher training, professional development path and other aspects of the research.

With the development of educational technologies, such as artificial intelligence and big data, future research can also explore how to apply these technologies in high school English teaching, innovate teaching methods and means, and improve teaching effects and students' learning experience. Finally, future studies can verify the effectiveness of senior high school English teaching strategies based on the value of discipline education through large-scale empirical studies(6). This will help to promote the wide application of these strategies and improve the quality and level of English teaching in senior high schools.

In short, the study of senior high school English teaching strategies based on the value of discipline education has broad prospects for development. Future research should focus on theoretical deepening, practical innovation, interdisciplinary cooperation and other aspects, so as to promote the reform and development of senior high school English teaching and better realize the educational value of the subject.

#### 4. The Connotation of the Value of Discipline Education

The value of discipline education is a multi-dimensional concept, which includes not only knowledge imparting and ability cultivation, but also emotion, attitude, values cultivation and social responsibility. For details, see Table 2.

**Table 2.** Value Connotation of Discipline Education

Dimensions	Connotations
Knowledge Transfer	Each discipline contains a unique body of knowledge and theoretical framework, which is the crystallization of human wisdom and a tool for humans to understand the world and solve problems. Through subject teaching, students can master this knowledge, so as to better know and understand the world.
Ability Cultivation	Each discipline has its unique research objects and problem-solving methods, and through discipline teaching, students can develop abilities related to the discipline, such as thinking ability, innovation ability, practical ability, etc. These abilities are of great significance to students' future development.
Emotion, Attitude and Value cultivation	Through subject teaching, students can understand and experience the cultural connotation and values of different disciplines, so as to cultivate love and respect for human culture, responsibility for society and nature, and correct three perspectives.
Social Responsibility	Through subject teaching, students can understand and recognize the importance of their knowledge to social development, so as to assume social responsibility and make contributions to the progress and development of society.

In discipline teaching, teachers should fully realize the importance of these dimensions, so as to better achieve the goal of discipline education.

### 5. The Value Connotation of English Education

The connotation of English education value is also a multi-dimensional concept, which mainly includes focusing on cultivating students' cross-cultural communication ability, independent learning ability, thinking ability, emotional attitude and values, as shown in Table 3.

**Table 3.** The connotation of education value of English subjects

Dimensions	Connotations
Cross-cultural Communication Ability	As an international language, English is an important tool for cross-cultural communication. By learning English, students can understand the language habits, ways of thinking and values in different cultural backgrounds, cultivate the ability of cross-cultural communication, and improve the understanding and tolerance of diverse cultures.
Independent Learning Ability	Through classroom teaching and practical activities, students are guided to actively participate in learning, master learning strategies and methods, and cultivate the ability to acquire knowledge and solve problems independently(7).
Thinking Ability	Including logical reasoning, analytical judgment, innovative thinking and so on. Through classroom teaching, reading, writing and other methods, students are guided to think deeply about problems and develop critical thinking and creative thinking skills.
Emotional Attitude and Values	Including patriotic feelings, international vision, cultural confidence and so on. Through classroom teaching and cultural experience, students are guided to pay attention to social hot issues and cultivate social responsibility and civic awareness.

In English teaching, we should fully realize the importance of these aspects and pay attention to cultivating students' all-round development and comprehensive quality.

### 6. The Embodiment of the Value of Discipline Education in Senior High School English Teaching

**Table 4.** The Value of Discipline Education in Senior High School English Teaching

Dimensions	Connotations
Language Ability	Including listening, speaking, reading, writing and translating skills. Through classroom teaching, reading, writing and other ways, students can master the basic knowledge and skills of English, improve language application ability and cross-cultural communication ability.
Cultural Awareness	Let students understand and respect the language habits, ways of thinking, values and so on in different cultural backgrounds. Through classroom teaching and cultural experience, students can have a deep understanding of the cultural traditions and social systems of English-speaking countries, and develop their cross-cultural communication ability and cultural confidence.
Thinking Quality	Including logical reasoning, analytical judgment, innovative thinking and so on. Through classroom teaching, reading, writing and other methods, students are guided to think deeply about problems and develop critical thinking and creative thinking skills.
Learning Ability	Through classroom teaching and practical activities, students are guided to actively participate in learning, master learning strategies and methods, and cultivate their ability to acquire knowledge and solve problems independently.
Emotional Attitude and Values	Including patriotic feelings, international vision, cultural confidence and so on. Through classroom teaching and cultural experience, students are guided to pay attention to social hot issues and cultivate social responsibility and civic awareness.

The discipline education value in senior high school English teaching is mainly reflected in the cultivation of students' language ability, cultural awareness, thinking quality, learning ability, emotional attitude and values, as detailed in Table 4.

To sum up, the main embodiment of discipline education value in senior high school English teaching is highly consistent with the core quality of senior high school English. Therefore, in high school English teaching, teachers should fully realize the importance of these aspects in order to play the unique advantages and functions of English teaching in educating people(8).

## **7. The Current Situation and Problems of Senior High School English Teaching**

At present, there are still many problems in senior high school English teaching, which mainly include the following aspects. In terms of teaching methods, many high school English teachers still adopt the traditional teaching style, focusing on the explanation of grammar and vocabulary, and the teaching method is simple, ignoring the actual language application ability of students.

In the cultivation of cross-cultural awareness, teachers often focus only on the learning of language knowledge, while ignoring the introduction of cultural background, resulting in the lack of cross-cultural communication ability of students. In terms of the evaluation system, the current English teaching evaluation of senior high school mainly takes examination results as the main standard, ignoring the evaluation of students' comprehensive quality, which is not conducive to the overall development of students.

In terms of curriculum, high school English curriculum attaches too much importance to the subject knowledge system, and lacks practical application and practice, resulting in the lack of students' practical ability to use English. In terms of teachers' quality, some senior high school English teachers do not have a deep understanding of the teaching value of the subject, lack effective teaching strategies and means, and cannot fully realize the teaching value of the subject.

## **8. Teaching Strategies to Realize the Value of Discipline Education in Senior English Teaching**

Optimize the classroom teaching design: through innovative teaching methods and means, such as situational teaching and task-based teaching, stimulate students' learning interest and initiative, and cultivate students' language application ability and cross-cultural communication ability. At the same time, attention is paid to classroom interaction, encouraging students to actively participate in classroom discussions and activities, and cultivating their expressive skills and cooperative spirit.

Integrating cultural education: Integrating cultural education into daily teaching, introducing the culture, history, customs and habits of English-speaking countries to help students better understand and use English, and cultivate their cross-cultural awareness and international vision.

Carry out practical activities: Organize a variety of English practice activities, such as English corner, English speech contest, English drama performance, etc., so that students can use English in practice and improve their language application ability and comprehensive quality.

Strengthen the cultivation of independent learning ability: Guide students to establish the consciousness of independent learning, and cultivate their independent learning ability by providing learning resources and method guidance. At the same time, students are encouraged to use the Internet and other resources for extracurricular learning and expansion to improve their learning efficiency and effect(9).

**Clear teaching objectives:** The goal of English teaching in high school is not only to improve students' language ability and test-taking skills, but also to cultivate students' comprehensive quality. Therefore, the teaching goal should clearly point to the all-round development of students, including the cultivation of language literacy, cultural literacy, thinking literacy and emotional literacy.

**Optimize teaching content:** Teaching content is the key to realize the value of discipline education. High school English teachers should choose teaching content with educational value, such as topics related to culture, history, society, etc., to guide students to explore deeply, increase knowledge, enrich experience and emotion.

**Innovative teaching method:** Teaching method is an important means to realize the value of discipline education. High school English teachers should adopt a variety of teaching methods, such as situational teaching, cooperative learning, project-based learning, etc., to stimulate students' learning interest and initiative, and cultivate students' independent learning ability and cooperative spirit.

**Strengthen cross-cultural awareness:** English, as an international language, has cross-cultural characteristics. High school English teachers should strengthen students' cross-cultural awareness and cultivate students' cross-cultural communication ability and cultural self-confidence through cross-cultural learning.

**Focus on individual student differences:** Each student is a unique individual with different learning needs and development potential. High school English teachers should pay attention to the individual differences of students, adopt stratified teaching strategies to meet the needs of different students and promote the all-round development of each student.

**Improve the evaluation system:** The evaluation system is an important standard to measure the realization of the value of discipline education. Senior high school English teachers should establish a perfect evaluation system, including process evaluation and performance evaluation, to comprehensively evaluate students' learning results and progress, so as to motivate students to better realize the value of discipline education.

To sum up, the realization of subject education value in senior high school English teaching requires teachers to carry out reform and innovation in teaching philosophy, teaching content and teaching methods, as well as to comprehensively improve students' comprehensive quality and ability from the aspects of teaching objectives, teaching content, teaching methods, cross-cultural awareness, individual differences of students and evaluation system.

## **9. Case Analysis**

This study takes the second unit of "Let's celebrate" in the second volume of Compulsory English textbook of Foreign Language Teaching and Research Press for senior high school as an example to analyze its embodiment and realization in the value of discipline education.

### **9.1. Content Introduction**

The unit is an English language teaching module focusing on holiday culture and celebrations, mainly through "The real father Christmas", "Time for a change?" The articles "Chinese Spring festival going global" introduce the festival customs and celebration methods of different countries and regions, aiming to help students understand multi-culture, improve cross-cultural communication ability, and cultivate students' language application ability and comprehensive quality.

### **9.2. The Embodiment of the Value of Discipline Education**

Teachers can provide a wealth of knowledge about festivals, including the origin, history and traditional customs of festivals, which can help students build a comprehensive understanding

of festival culture. At the same time, by guiding students to compare the celebration ways of different festivals and analyze the cultural connotation of festivals, teachers can cultivate students' ability of analysis, comparison and induction.

In addition, through students' participation in role-playing, group discussion and other activities, teachers can improve students' oral expression and cooperation ability to a certain extent. In addition, teachers can also guide students to respect and understand festival customs in different cultural backgrounds through the study of this unit, so as to cultivate students' cultural inclusiveness and international vision, and enhance students' national pride and cultural confidence.

### **9.3. Implementation Path**

First of all, teachers can use multimedia teaching means in the teaching process, such as PPT, video, etc., to show students the celebration scenes and cultural backgrounds of different festivals, and design diversified teaching activities, such as role playing, group discussion, etc., to stimulate students' learning interest and initiative.

Secondly, teachers introduce the festival customs and celebration methods of different countries and regions in combination with the above PPT and videos, so as to let students understand the festival concepts and practices under different cultural backgrounds and cultivate their cross-cultural awareness and international vision.

In addition, teachers can also organize students to experience holiday culture, such as making holiday cards, designing holiday posters, etc., so that students can feel the charm of holiday culture in practice.

At the same time, teachers should encourage students to use the Internet and other resources for extracurricular learning and expansion after class, learn more about festival knowledge and cultural background, and guide students to develop learning plans to cultivate their independent learning ability.

Finally, teachers use classroom performance, group discussion, practice reports and other evaluation methods to comprehensively evaluate students' learning results and discipline education effects, and pay attention to the timeliness and pertinence of evaluation, timely feedback and suggestions to students to help them constantly improve and improve.

### **9.4. Effect and Enlightenment**

The Let's celebrate unit of FLTRP has achieved remarkable results in the value of discipline education. First of all, students' knowledge has been broadened, and they have a deeper understanding of the festival culture of different countries and regions.

Secondly, students' cross-cultural communication ability and comprehensive quality have been improved, and they can better adapt to the needs of the future society.

Finally, the practical activities and self-learning ability training strategies of this unit provide strong support for students' all-round development.

The enlightenment of this case is that in high school English teaching, we should pay attention to the combination of subject knowledge and education goals, and realize the value of subject education by optimizing classroom teaching design, integrating cultural education, and carrying out practical activities.

At the same time, teachers should establish a multiple evaluation system to comprehensively evaluate students' learning results and the effect of discipline education.



## 10. Conclusion and Prospect

### 10.1. Research Conclusion

This study finds that the importance of discipline education value in high school English teaching cannot be ignored. Through English teaching, students can not only improve their language ability, but also cultivate their cultural awareness, thinking quality, learning ability, emotional attitude and values.

This study also puts forward a series of high school English teaching strategies based on the value of discipline education, such as optimizing classroom teaching design, integrating cultural education, and carrying out practical activities(10). These strategies have been widely used in practical teaching, improving students' learning interest and initiative, cultivating their cross-cultural communication ability and comprehensive quality, and achieving remarkable results.

### 10.2. Research Prospects

As for the future research, the author suggests to further study the connotation and realization path of the discipline education value. To be specific, in-depth study of different teaching content in the discipline education value of the concrete embodiment, and how to formulate more effective education strategies for different teaching content.

In addition, future studies should further explore the cooperation and integration of English subjects with other subjects to jointly promote the all-round development of students. For example, it can cooperate with disciplines such as history and geography to design interdisciplinary themed activities, so that students can improve their comprehensive quality in the process of inquiry.

To sum up, through in-depth research and practical exploration in the future, the author hopes to further promote the reform and development of senior high school English teaching in order to better realize the educational value of senior high school English.

## References

- [1] Margueritte, C., Robert, C. Career Education: Theory and Practice [J], English Journal, 1973, 62(6): 907-914.
- [2] Phillips, D. C., Orton, R. The New Causal Principle of Cognitive Learning Theory: Perspectives on Bandura's "Reciprocal Determinism" [J]. Psychological Review, 1983, 90(2): 158-165.
- [3] Pruitt, A. S. Teacher Involvement in the Curriculum and Career Guidance [J]. Career Development Quarterly, 2011, 17(3):189-193.
- [4] Renn, R. W., Steinbauer, R., Taylor, R., Detwiler, D. School-to-work Transition: Mentor Career Support and Student Career Planning, Job Search Intentions, and Self-defeating Job Search Behavior [J]. Journal of Vocational Behavior, 2014, 85(3): 422-432.
- [5] Richard, T. J. Amanda, M. M., Robert, S., et al. Infusing Career Development to Strengthen Middle School English Language Arts Curricula[J]. The Career Education Quarterly. 2016, 64(2): 126-139.
- [6] Rowe, G., Aggleton, P., Whitty, G. Cross-curricular Work in Secondary Schools: The Place of Careers Education and Guidance [J]. Careers Education and Guidance: The Journal of the NACGT, 1993: 2-6.
- [7] Super, D. E. A Life-span, Life-space Approach to Career Development [J]. Journal of Vocational Behavior, 1980, 16: 282-298.
- [8] Vafai, M. M. Transitions to Middle-skill Jobs: Pathways into the New Racio-economic Structure of the 21st Century [J]. Educational Studies, 2016, 52(2): 139-154.
- [9] Watts, A. G. Global Perspectives in Effective Career Development Practices. Curriculum & Leadership Journal, 2011, 9(9): 43.
- [10] Wu, S. L. The Planning, Implementation, and Assessment of An International Internship Program: An Exploratory Case Study [J]. Foreign Language Annals, 2017, 50(3).