# An Exploration of Ideological and Political Teaching Design of Reading Class for English Major based on Bloom's Taxonomy of Educational Objectives

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**Abstract: Based on Bloom's taxonomy of educational objectives, this paper discusses the practice of ideological and political education in reading courses for English majors, and analyzes how to effectively implement ideological and political education and improve the teaching efficiency by taking the unit teaching with the theme of "*Traffic (High-speed Railway Development in China)*" as an example.**

**Keywords: Ideological and Political Teaching Design; Reading Class for English Major; Bloom's Taxonomy of Educational Objectives**

## 1. Introduction

Ideological and political education plays an irreplaceable role in higher education, and it is the key to implementing the fundamental task of fostering virtues through education. General Secretary Xi's important speech at the national conference on ideological and political work in colleges and universities tells us: "We should persist in fostering virtue through education as the central task, and carry out ideological and political work throughout the whole process of teaching, so as to realize the whole process and all-round education."[1] Ideological and political education can not only help students to establish a correct outlook on the world, life and values, but also cultivate students' sense of social responsibility and patriotic feelings, and train qualified builders and successors for socialist modernization.

In the new era, it is the core task of education to cultivate high-quality talents with both moral integrity and professional competence and all-round development. The teaching content of foreign language majors involves a large number of aspects such as social systems, values, religious beliefs, and lifestyles in China and abroad. Therefore, it is particularly important and urgent to effectively shape students' political ideology and moral qualities through curriculum teaching [2]. In reading teaching for English majors, the integration of ideological and political elements can not only improve students' language ability and reading skills, but also enhance their cultural self-confidence, national pride, patriotism and social responsibility. How to effectively integrate ideological and political education is an important topic for English major teachers at present. Based on Bloom's taxonomy of educational objectives, this paper discusses the practice of ideological and political education in reading courses for English majors. The author takes the unit teaching with the theme of "Traffic (high-speed rail development in China)" as an example to analyze how to effectively implement ideological and political education and improve the teaching efficiency.

## 2. Current Situation of Reading Teaching for English Majors

Reading course for English majors is a fundamental course in the lower grades of English majors, which generally requires three to four semesters of studying. It can be seen that the reading course occupies a major position in English major learning, but at present, there are also some problems with course teaching, mainly reflected in the following aspects:

First, the teaching mode is single, and students' enthusiasm is not high. Many teachers focus on the explanation of vocabulary and grammar in reading class, which is limited to the literal understanding of reading materials and ignores the cultivation of students' divergent thinking and active learning ability.

Second, the scope of reading is narrow. In the teaching mode centered on textbooks, students' reading focuses on the texts in the textbooks, which is disconnected with real life or current events, resulting in students' unsystematic understanding of the theme knowledge.

Third, bad reading habits have not been corrected in time. There are some bad reading habits among students, such as impatience,

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anxiety and irritability. In the process of reading, the main focus is on the completion of after-class exercises, ignoring the cultivation of humanistic literacy and the guidance of values in the text.

In view of the above problems, new teaching concepts and methods need to be introduced into reading teaching, and Bloom's taxonomy of educational objectives is a good choice. Under the guidance of Bloom's taxonomy of educational objectives, combined with the unit theme content, the ideological and political education elements are integrated to improve the teaching effectiveness and cultivate students' comprehensive quality.

## 3. An Introduction to Bloom's Taxonomy of Educational Objectives

Bloom's taxonomy of educational objectives was first put forward by American psychologist Bloom and other scholars in 1956, which had a far-reaching influence in the field of education. Bloom divided educational objectives into three domains: cognitive domain, affective domain and psychomotor domain. Among them, the educational goals in the cognitive field include six levels: knowledge, comprehension, application, analysis, synthesis and evaluation.

With the development of educational theory and practice, Bloom's taxonomy of educational objectives has been revised and improved. In the 1990s, psychologist Anderson and his team updated the expression on the basis of the old version of the theory, making it more in line with the needs of the 21st century. In particular, the target classification in the cognitive field has been further refined and deepened in later research.

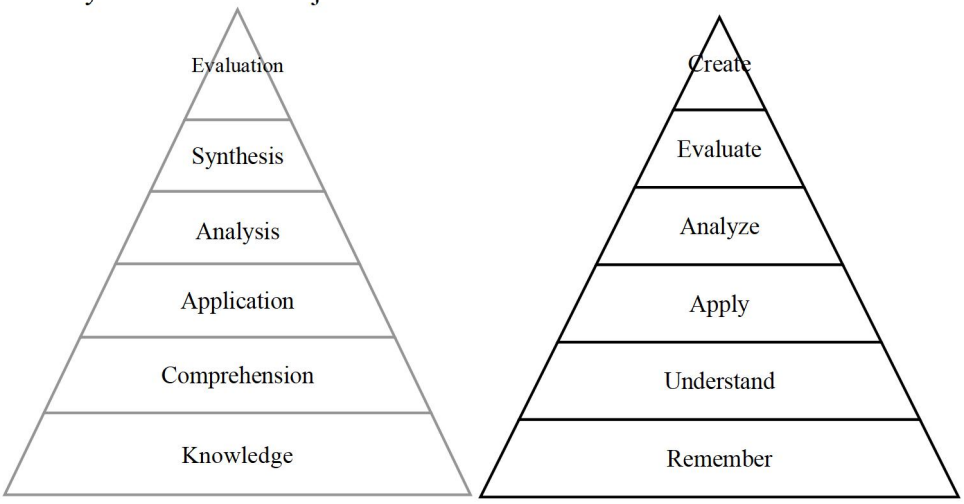


**Figure 1. Old Version and Revised Version**

Through comparison, it can be observed that the description of the six levels in the cognitive domain has shifted from nouns to verbs, reflecting the dynamic nature of cognitive processes. Additionally, the revised version introduces "Create" as a new highest level. Compared to the original taxonomy, the revised version places a different emphasis on the hierarchical objectives, as detailed below:

"Remember", corresponding to the "Knowledge" in the old version, puts more emphasis on the storing and recalling of information.

"Understand", corresponding to the "Comprehension" in the old version, emphasizes grasping and explaining the meaning of the reading materials.

"Apply", similar to the "Application" in the old version, emphasizes utilizing the knowledge to solve practical problems.

"Analyze", similar to "Analysis" in the old version, emphasizes decomposing, comparing and reasoning information.

"Evaluate", similar to the "Evaluation" in the old version, lays stress on the value judgment and critical thinking of information.

"Create", a new level in the new edition, highlights the generation of new and valuable information or products, reflecting the requirements of cultivating students' innovative ability in modern education.

The revised Bloom's taxonomy of educational objectives "adopts unified verb terms with clear cognitive and psychological process meanings and clear knowledge classifications, providing a common reference framework for teachers from different disciplines. This enables teachers to accurately grasp classroom teaching objectives, and closely carry out teaching activities and

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learning evaluations closely aligned with teaching objectives. Thus, the operability of teaching objectives is significantly enhanced" [3]. It also reflects the demand for ability goals in education of the new era, and also reflects the emphasis on students' comprehensive quality and innovation ability, which is consistent with the ideological and political teaching objectives of English major reading courses.

## 4. An Exploration of Ideological and Political Teaching Design of Reading Class for English Major based on Bloom's Taxonomy of Educational Objectives

This paper takes the teaching unit "Traffic (High-speed Railway Development in China)" of Reading 3 as a case study. This unit describes the background of high-speed rail development in China and the key role played by medium and long-term railway planning, and concludes that the development of high-speed rail in China also provides potential lessons and replicable practices for other countries considering investing in high-speed rail. Under the guidance of Bloom's taxonomy of educational objectives, the teaching design integrates six levels of cognitive dimension and ideological and political content into the teaching process. The details are as follows:

First, the level of "Remember". The teachers aim to help students master the basic facts and core concepts of high-speed rail development in China. To achieve this goal, the following teaching strategies are designed. First, the teachers select English reading materials related to the development course and key technologies of high-speed rail in China, such as The Development of China's High-speed Rail or Overview of High-speed Rail Technology as pre-reading materials, providing students with background information and structured knowledge input. Secondly, the focus is on the systematic study of technical terms and key words, such as "high-speed rail (HSR)", "Maglev train" and "intercity train", consolidating students' vocabulary foundation through repeated memorization and exercises. Finally, with the help of digital evaluation tools (such as online testing platform), exercises, such as fill-in-the-blank questions and multiple-choice questions, are designed to quantitatively evaluate the effect of students' knowledge and terms memory and ensure their accurate grasp of the basic information.

This series of teaching activities is in line with the educational goal of "Remember". By introducing the development process of China high-speed railway from scratch to leading the world (such as Beijing-Tianjin Intercity Railway and Beijing-Zhangjiakou High-speed Railway), the teachers can guide students to know the great achievements in China's infrastructure field, enhance their national self-confidence and patriotic feelings, and understand the institutional advantages and the spirit of endeavor behind "China Speed".

Second, the level of "Understand". The teachers aim to help students deeply analyze the background, significance and social impact of the development of high-speed rail in China, so that they can not only grasp the basic facts, but also explain its internal logic. In order to achieve this goal, the following teaching strategies can be adopted. First, text understanding and explanation. The teachers ask students to explain the background and important events of high-speed rail development in China in their own words after reading the text in the coursebook, such as "China was the first country with a GDP per capita below US $7, 000 to invest in developing an HSR network. In 2008, the first HSR line in China was opened, between Beijing and Tianjin, coinciding with the 2008 Beijing Olympic Games. " Secondly, group discussion. By analyzing some cases (such as Spring Festival Transportation capacity improvement and tourism development) in groups, the students discuss the specific impact of high-speed rail on the social economy and people's lives (such as promoting regional economic integration, shortening the distance between time and space, changing travel modes, etc.). Finally, the group representatives are required to systematically expound their views in order to cultivate logical expression and critical thinking.

These tasks not only train students' information extraction ability, but also guide students to think about the development background of high-speed rail. By understanding China's decision to develop high-speed rail in the low-income stage, teachers can guide students to understand the importance of the nation's long-term planning and the institutional advantages of socialism concentrating on doing great things. The focus on the improvement of ordinary people's lives by high-speed rail (such as improving Spring Festival transport capacity

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and shortening the distance between time and space), embodies the development idea of "people-centered" in Chinese philosophy.

Third, the level of "Apply". Teachers aim to cultivate students' ability to use the knowledge of high-speed rail development in China to practical situations, and improve students' problem-solving ability through activities such as case analysis and simulated dialogue. First, through typical case studies, such as the construction backgrounds, technological breakthroughs and social impact of Beijing-Tianjin intercity high-speed rail (the first high-speed rail line in China) in 2008 and Beijing-Zhangjiakou intelligent high-speed rail (the first intelligent high-speed rail in the world) in 2019, students are guided to summarize key success factors (such as policy support and independent innovation) and evaluate their strategic significance (such as national image building and technical standard output). Second, a simulated expert dialogue scene can be designed, centering on the theme of "the future development direction of China high-speed rail", and students are required to play roles based on technical trends (such as magnetic levitation research and development), social needs (such as regional coordinated development) and international competition (such as the Belt and Road Initiative) to strengthen knowledge transfer and critical thinking.

Through the case study of Beijing-Zhangjiakou intelligent high-speed railway, students are guided to pay attention to China's technical leadership in high-speed railway construction, which marks the leap from "catching up" to "taking the lead" of China's high-speed railway and becomes a demonstration line of global intelligent railway. Through the application analysis of autonomous technologies (such as Beidou navigation and automatic driving), students can establish a sense of technological security of "key technologies must be firmly in our own hands"; Beijing-Zhangjiakou Railway is the first railway independently designed by Chinese people (constructed in 1909 under the supervision of Zhan Tianyou). The completion of the Beijing-Zhangjiakou High-Speed Railway has realized the leap from the Y-shaped railway to the intelligent high-speed railway, symbolizing the rise of China's industry over a century and reflecting the combination of historical inheritance and modernization.

Fourth, the level of "Analyze". Teachers aim to cultivate students' ability to deconstruct and integrate the knowledge related to the development of high-speed rail in China, and promote the development of students' higher-order thinking through multi-level analytical activities. The specific implementation path includes three dimensions. First, text structure analysis. Students are required to identify and deconstruct the argumentation framework of the text (such as topic sentences, argument chains and conclusions), so as to grasp the text logic such as "China high-speed rail technology evolution, socio-economic impact, successful experience, enlightenment to other conclusions, and future prospect". Secondly, cross-text information integration. Teachers can provide technical development (such as upgrading CRH series to Fuxing), policy evolution (such as Medium and Long-term Railway Network Planning) and other types of documents, and guide students to summarize the key stages of China's high-speed rail development (2004-2008 technology introduction period, 2009-2016 independent innovation period, 2017 leading period) and its core technological breakthroughs (intelligent construction technology, etc.). Finally, group analysis and discussion. Students explore the motivation of rapid development of high-speed rail from the perspectives of economic foundation, institutional advantages and social needs, and establish a three-dimensional cognitive model of "policy-technology-society".

Through the process of knowledge deconstruction and reorganization, the design not only achieves the ability goal of "Analyze" level in Bloom's cognitive system, but also realizes the organic unity of value shaping and knowledge transfer. While mastering analytical methods, students can understand the deep logic of China's high-speed rail development, thus enhancing their rational recognition of the national development strategy.

Fifth, the level of "Evaluate". Teachers aim to cultivate students' value judgment and metacognitive ability, and promote their critical thinking development through multi-dimensional evaluation activities. The process is as follows: first, text evaluation. Teachers can propose questions to guide students to evaluate the credibility, objectivity, and value of the text. For example," Do you think the article provides a comprehensive view of China's high-speed railway?"" What are the strengths and

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weaknesses of the text? And how will you improve it?"; Secondly, the evaluation of China's HSR development. Teachers design a debate activity, focusing on the pros and cons of China's high-speed rail development, future development prospects and other issues, requiring students to conduct positive and negative arguments based on multiple criteria such as economic feasibility (return on investment), social benefits (improvement of people's livelihood) and strategic value (national security); Finally, group presentation. After group discussion, the group representatives can share their views. Students are encouraged to reflect on themselves and evaluate the performance of their peers, so as to guide students to systematically sort out the path of knowledge acquisition (such as the transition from technical cognition to value judgment) and the track of ability development (such as the transition from passive acceptance to active construction) and think about how to further improve their learning ability and comprehensive quality.

At this stage, the design has achieved the high-level requirements of Bloom's cognitive goal system through the spiral upward process of "value judgment-standard construction-reflection and promotion". Students not only master the application standards of professional knowledge in evaluation activities, but also establish the value connection between professional knowledge learning and national development needs through multi-dimensional value conflict analysis (such as the balance between efficiency and fairness) and continuous metacognitive training. This two-way strengthening path of "standard construction-value identification" fully embodies the organic unity of knowledge innovation and moral education in higher education.

Sixth, the level of "Create". Teachers aim to cultivate students' ability of knowledge integration and innovation, and achieve higher cognitive goals through creative output activities. The main task in this stage is creative writing, which requires students to independently build an English discussion framework based on the high-speed rail knowledge system accumulated in the early stage (such as technological evolution and social influence), and they can choose descriptive writings (such as "the miracle of the construction of Beijing-Zhangjiakou intelligent high-speed rail", "the layout of high-speed rail network in western China" ), analytical writings (such as "the regional differences in the economic effects of high-speed rail") or critical writings (such as "the challenges faced by the internationalization of China standards").

The creative writing at this stage not only achieves the highest level of "Create" requirement in Bloom's cognitive goals, but also realizes the deep integration of value guidance and ability training. Students not only integrate professional and technical knowledge in creative activities, but also establish a meaningful connection between professional knowledge and national development through consideration of national conditions in scheme design (such as "the layout of high-speed rail network in western China").

Taking the unit on "Transportation (High-speed Railway Development in China)" as an example, the teaching design follows Bloom's taxonomy, implementing a six-level ladder-like system of Bloom's educational objectives: from the basic cognitive level (remember and understand) to consolidate the knowledge base of memorizing terms and understanding the background, to the ability development level (apply and analyze) to realize the organic unity of knowledge imparting and value guidance with the help of text analysis and case analysis, and then to the higher-level thinking level (evaluate and create) to cultivate students' creative and critical abilities through debate and composition. It can not only improve students' language ability and reading skills, but also cultivate their thinking ability and comprehensive quality, especially through the integration of ideological and political education elements, and enhance students' national pride and national identity.

## 5. Conclusion

In the new era, the teaching of reading for English majors needs constant innovation and improvement, especially through the introduction of Bloom's taxonomy of educational objectives to systematically enhance students' cognitive abilities and comprehensive competencies. By integrating the six cognitive dimensions into unit instruction themed "Traffic (China High-speed Railway Development)", students' language proficiency and reading skills are not only cultivated, but also their critical thinking and innovative spirit are fostered. At the same time, through the integration of ideological and political education elements,

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students' patriotism and sense of social responsibility have been strengthened, laying a solid foundation for nurturing high-quality and well-rounded talents with both professional competence and moral integrity.

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