

Analysis of Teaching Methods and Study Methods in Middle School Ideological and Political Courses

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Abstract: The ideological and political course of middle school is guided by the value of enhancing students' ideological identity with the state and enhancing political cultivation, which is the main way to realize the fundamental task of cultivating morality and cultivating people in the new era and educating talents for the country, and it is also an important method to break the barriers of "separate administration" education in different school sections in practice. From the perspective of teaching methods, teachers should adhere to the basic principles of ideological and political pedagogy, and carefully create ideological and political gold courses that students want to hear, students want to hear, and students love to hear; From the perspective of learning method, it is necessary to guide students to explore the logical approach from knowledge learning to value attribution, and improve their own learning interest and learning ability.

Keywords: Middle school ideological and political courses; Teaching; Study of law

Ideological and political courses in middle schools are the main way to implement the fundamental educational task of cultivating morality and cultivating talents for the country in the new era, and it is also an important field for realizing the gradual convergence and connotation development of professional knowledge in each school section. From the perspective of the integration of ideological and political courses, it is necessary to recognize the importance of teaching and learning methods in ideological and political courses, reflect on the shortcomings of the teaching and learning methods of ideological and political courses in the past, and actively explore effective ways to optimize the teaching and learning methods of ideological and political courses.

1. The importance of teaching and studying law in middle school ideological and political courses

1.1 Teaching and learning are the main means of creating ideological and political courses

In the context of the construction of ideological and political courses, teachers and students together constitute the protagonists in the ideological and political classroom, forming an organic whole of "two sides of the same body" and mutual promotion. "Oneness" means taking the ideological and political classroom as the main body, and "two sides" means that teachers are the leaders, through reasonably setting curriculum objectives and accurately grasping curriculum links, selecting suitable teaching resources, carrying out two-way interaction between ideological and political courses in the curriculum, embedding national ideology and political direction into the curriculum teaching system, and cultivating socialist "successors" and "reserve troops" with firm beliefs, both ability and integrity, and feelings of home and country; As participants, students fully understand and master the basic principles of Marxism, the great course of the CPC's centennial struggle and the rich connotation of the socialist system with Chinese characteristics in the situational and interactive teaching process, enhance their sense of identity and acquisition of ideological and political courses in the fun of learning, further strengthen their firm belief in Marxism, consciously move closer to the party and the country, and confidently become excellent young people with excellent character and quality in the new era.

1.2 Teaching and learning is an effective way to integrate the content of the various sections

Due to the different educational groups of each school section, there are obvious differences in cognitive ability and cognitive characteristics of the educated, which requires teachers to teach according to their aptitude, prescribe the right symptoms, constantly

optimize their own teaching methods and improve student learning methods, so that the teaching concept is consistent with the content of the teaching materials, the teaching methods are matched with the educational objects, and the teaching tasks are harmonious with the curriculum objectives. Specific to the ideological and political classroom of middle schools, although there is a certain degree of “duplication” and “crossover” of course content and knowledge points in each school section, the knowledge of the most difficult points in the high school section is often not fully laid in the lower school section, which can easily lead to the knowledge fracture of the middle school ideological and political course and the cognitive differentiation of students, which is not conducive to the integration of the middle school ideological and political course. Therefore, this requires teachers to deeply study the unified textbooks in the construction of ideological and political integration, integrate the similarities and differences of knowledge points between different school sections, and enable students to truly achieve what they learn, enjoy learning, understand what they learn, and do what they learn, which meets the practical needs of cultivating talents in socialist modernization with Chinese characteristics.

2. The shortcomings of the current teaching and study of ideological and political courses in middle schools

The ideological and political course in middle school is an important project of socialist ideological education and an “incubator” for cultivating qualified builders and successors for the party and the country. After years of efforts, middle schools in various parts of China have achieved gratifying and fruitful results in the construction of ideological and political courses, but it is relatively regrettable that the current reform and practice of teaching and learning methods of ideological and political courses in many middle schools is still in the initial exploration stage, and there are still obvious deficiencies in understanding the nature of ideological and political courses and improving students’ independent learning methods.

2.1 The understanding of the nature of ideological and political courses needs to be improved

The ideological and political course is not simply a professional discipline, but a grand curriculum concept supported by the basic principles of Marxism and based on China’s political reality, which is the core curriculum of socialist schools to run schools with virtue and educate talents for the country. Specifically, the nature of ideological and political courses is divided into two categories: explicit and implicit, among which explicit refers to classroom design, textbook interpretation and professional knowledge teaching, etc., implicitly focusing on the same direction of various courses and ideological and political courses, focusing on cultivating students’ political identity and value orientation, highlighting the unique advantages of ideological and political courses. Due to the pressure of further education and the influence of past educational concepts, in the past, many middle schools did not clearly identify the explicit and implicit nature of ideological and political courses in ideological and political education, focusing on the teaching of explicit political professional knowledge, and the psychology of “taking the test” was more obvious, while ignoring the practical requirements of the compatibility between ideological and political courses and other disciplines, the “island” dilemma failed to effectively break through, and the phenomenon of “two skins” was a difficult problem that needed to be solved urgently to carry out ideological and political education.

2.2 Students’ learning attitude and learning style need to be improved

Primary school ideological and political courses focus on “moving people with emotions”, is to enhance students’ perceptual cognition, but neglects the cultivation of rational cognitive ability, after entering the middle school, the content of ideological and political courses has undergone major changes, knowledge content in the form of rationalization and specialization, the past easy-to-understand concepts have been deepened into abstract logical theory, easy to lead to students “do not know deeply”, “learning is not interesting”, coupled with the influence of the exam “baton”, most students adopt rote learning methods, rather than understanding and practice. Of course, memory storage knowledge is the basis of all learning, but if the cart is put before the horse, just to memorize for the exam, without learning, studying, and living, to shape their own three views and standardize their own behavior, then ideological and political education and teaching will lose the soul of “living”.

3. Third, the optimization path of teaching methods and learning methods in ideological and political courses in future middle schools

The construction of socialism with Chinese characteristics in the new era requires newcomers of the era who can cope with environmental changes and meet the requirements of the times^[1], which puts forward higher requirements for the education and teaching of ideological and political courses, and the reform of ideological and political teaching methods and study methods has a long way to go.

3.1 Situational teaching and interactive teaching go hand in hand to enrich the teaching form of ideological and political education

Teachers of ideological and political courses should adhere to the educational concept of people-oriented and entertaining learning, innovate teaching methods on the basis of ideological and political teaching materials, stimulate students' interest in learning through situational teaching and interactive teaching, and improve students' independent thinking and teamwork ability. First of all, before class, teachers use the role of guide to enumerate real cases, play film and television works, display relevant pictures, etc. to introduce specific teaching scenarios, so as to build a stage for students to learn actively and a platform for spontaneous thinking, so as to stimulate students' initiative and enthusiasm for learning. Secondly, in the process of classroom teaching, teachers integrate into the ideological and political classroom as collaborators rather than leaders, and according to the content of the teaching materials, they play roles and interact with students, fully interpret the knowledge of the teaching materials, enrich students' emotional experience, let students deeply understand relevant knowledge points in dialogue, communication and thinking, and improve their comprehensive ability. Finally, when summing up the class, teachers adopt a combination of board books, PPT displays, audio pictures and other ways to strengthen students' memory, enrich the content of teaching materials, broaden students' horizons, and make teaching methods more rich and innovative.

3.2 Build a “mobile ideological and political class” learning platform to improve students' independent learning ability

The main field of ideological and political education and teaching can be built inside and outside the school, and a “mobile ideological and political course” learning platform can be constructed, so that students can realize the importance of ideological and political teaching in different environments, and help students establish a correct outlook on life, values and world view. On the one hand, students fully understand the core content of book knowledge through independent reading of course textbooks in school, and through drawing mind maps, sorting out the logical structure of teaching materials, and outlining the knowledge difficulties they think, which can not only improve students' ability to learn independently, but also find efficient learning methods suitable for themselves in the process of reading textbooks, and independently solve the basic problems in the textbooks, form a basic understanding, and then return to the textbooks under the teacher's explanation, forming a virtuous circle [2]. On the other hand, the school can organize students to go to the off-campus patriotic education base (field visits, research, study, through the vivid explanation of the docent and shocking view materials, so that students are interested, touched, and gained, resulting in a deep recognition of the red culture and ideological and political courses, or can call on students to go to the community, deaf and mute rehabilitation centers and other places to do volunteer work, in these “extracurricular ideological and political classrooms”, students' moral cognition continues to deepen, moral emotions continue to improve, moral behavior continues to standardize, The sense of social responsibility and historical mission has been significantly enhanced.

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