

# Discussion on Ideological and Political Teaching Reform of Environmental Law Course

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**Abstract:** The main purpose of ideological and political teaching of environmental law course is to optimize the teaching content, expand the teaching methods, improve students' interest and motivation in learning, realize the real value of environmental teaching method in teaching knowledge in class, urge teachers to make teaching plan, and realize the educational goal of practical professional class and ideological and political class step by step, to explore and explore the ideological and political elements in the professional courses of environmental law, teachers are required to carry out diversified teaching for classroom teaching methods, and the teaching methods and processes of teachers will be supervised by means of assessment. This method mainly adopts two mixed teaching methods, active and online and offline teaching methods, so that the students in the classroom change their roles from the original teaching passive to active participants.

**Keywords:** Environmental law; Ideological and political course; Teaching content; Teaching method

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There is a view of moral education in pedagogy, which is the source of curriculum thought and politics. Optimizing and improving the phenomenon of disconnection between professional knowledge learning and ideological and political education is the main purpose of curriculum ideological and political education, and digging into the ideological and political elements in professional teaching to achieve the goal of comprehensive education.

## 1. Environmental law course ideological and political teaching reform objectives

The overall goal of the ideological and political teaching reform of environmental law course is divided into the following three stages: first, the overall teaching content is optimized and improved. In order to help students form their historical subject consciousness, teachers need to sort out the ideological and political education elements contained in their professional courses, and guide the problems associated with them in their majors. give full play to the ideological and political education function of the course, and combine knowledge transfer with value guidance. Furthermore, the teaching methods will be expanded to promote the innovation of teaching methods. In classroom teaching, students are the main body, and the students' empathy, emotional experience and psychological sense of belonging to the teaching culture in the classroom are put in the primary target position. At the same time, the teaching method needs to be refined and infiltrative invisible education methods. Continuous exploration. Finally, the students' interest in learning will be enhanced and their ability to apply knowledge will be enhanced. Realistic materials related to classroom teaching content encourage teachers to integrate them into the classroom, which can not only increase the interest of classroom teaching, but also allow students to more intuitively understand how professional knowledge is applied to social services. Make students' sense of responsibility and curiosity have a qualitative leap.

## 2. Explore the ideological and political elements in the course of environmental law

In the ideological and political teaching reform of environmental law course, first of all, the ideological and political elements should be integrated with the classroom teaching content. The curriculum knowledge points should be selected from the curriculum ideological and political elements, and the overall curriculum knowledge system framework should be constructed. The research objects of environmental law are the precautionary principle, public participation, and environmental damage relief. The responsibilities of environmental law are to protect and improve the environment, protect public health, and promote the construction of ecological civilization. The above content contains rich cultural values and ideas. Connotation, therefore, teachers need to start from the following

three aspects when preparing for courses.

First, arrange teaching courses to stimulate students' interest in learning. Teaching teachers should always pay attention to the practical hot spots in today's society, combine them with the teaching content of the course, and excavate the ideological and political elements of the course. For example, when students are studying animal protection law, they should combine it with the current new coronary pneumonia epidemic, whether the illegal trade of wild animals will have a negative impact on social public health and bring serious consequences at the same time, strengthen students' enthusiasm for wildlife protection, combine natural ecology with national security awareness, and cultivate students' awareness of national security from ecological and environmental problems. Or, when the teacher explains the environmental civil public interest litigation case, he can combine the case of "poisonous land" with the teaching content, and let the students discuss the case, which can let the students learn more deeply from the actual social cases. "Civil Procedure Law" and some related judicial knowledge, and a series of knowledge points related to the plaintiff, litigation scope and proof of environmental civil litigation in the case, let the students understand that our country needs such a system in order to severely crack down on the poisonous land elements, so that our next generation of inheritors will not suffer the harm caused by the poisonous land <sup>[1]</sup>.

Second, excavate the ideological and political elements that combine ideological and political materials with classroom teaching content. In classroom teaching, every material may have various types of ideological and political elements. The teaching teacher must choose the ideological elements that are most consistent with the classroom teaching content to excavate, and there is no need to explain all the ideological and political elements. In this way, it not only appears that the teacher is unprofessional, but also wastes a lot of time to impart professional knowledge, which is unprofessional, so that the attention of the students to get a certain degree of distraction, can not be the most important knowledge to teach. Curriculum ideological and political education is not to completely turn professional courses into ideological and political courses, but to organically integrate educational education with professional courses. Therefore, in the process of imparting knowledge of professional courses, teachers should make good plans for ideological and political materials, grasp the key contents, and carry out targeted and purposeful teaching of students with the combination of ideological materials and professional courses.

Third, the integration of classroom content and ideological and political elements. The ideological and political education of the course is mainly to integrate the ideological and political elements with the knowledge points of classroom teaching. The teaching teacher should talk about the harmonious interspersing of the ideological and political teaching content into the classroom teaching, so as to achieve an invisible and silent effect of educating people. In order to achieve the above results, therefore, it is necessary to carry out a series of learning activities such as relevant observation learning, special reports, seminars, etc., which can not only deepen and consolidate teachers' understanding and mastery of curriculum ideological and political education, but also cultivate professional teachers The ability to master the opportunities of ideological and political education <sup>[2]</sup>. Professional teachers should not only improve their own cognition, but also plan the classroom teaching content repeatedly, so that they can be perfectly integrated into the ideological and political education. At the same time, the teaching materials should be strictly prepared, and the specific contents such as ideological and political elements needed in the course knowledge points should be perfectly presented to the students, so as to form a complete system of ideological and political teaching materials.

### **3. To achieve from the teacher-based to the student-based shift**

#### **3.1 Diversified classroom teaching methods**

Some scholars in the ideological and political teaching of the curriculum have proposed that the teaching content should be carried out in accordance with the characteristics of law teaching, such as "fact logic, value logic, practice logic" and so on. Since the teaching object is mainly students, it is necessary to integrate knowledge, soul casting and practice and show them in students. This purpose has certain requirements for teachers. When teachers prepare lessons before class, it is necessary to explore and excavate the ideological and political elements in the course of environmental law, and at the same time, the teaching method should be diversified. The traditional conventional classroom teaching mode should be changed to a three-dimensional teaching mode combining before, during and after class, so as to give full play to the subjective initiative of the students. Before class, teachers should forward the PPT content and ideological and political materials used in the classroom to the students through the teaching platform, so that students can have enough time to read and understand the teaching content after class, so as to enhance students' autonomous learning. In class, when teaching in class, teachers should think about problems from the perspective of students, use expressions and discourse content that students can understand, arouse students' resonance with ideological and political elements, and through case-based, inquiry-based, Experiential and other teaching methods enable students to become active participants in

the teaching classroom, actively express their own opinions, and let teachers be called listeners and critics. After class, teachers should organize practical activities, such as demonstration meetings, hearings, mock courts, mock negotiations, etc., to show ideological and political materials through practical activities, so that students can understand ideological and political elements through role substitution. Be more thorough, and take your own moral cultivation and perseverance to a higher level. Through the case of “poison land”, let the students play a role and simulate their negotiations, so that the students can understand how to resolve the dispute through negotiation.

### **3.2 Exploration of the Transformation of Curriculum Assessment and Evaluation Methods**

In order to fully mobilize the students’ participation in class and the initiative of classroom display, it is necessary to carry out the teaching classroom in the mode of curriculum ideological and political education. This process of transformation not only requires the teacher’s concept to change, but also requires students to actively transform their original passive participant status into active participants in the classroom. In the teaching process with assessment as the background, the classroom teaching of environmental law should explore diversified assessment methods, so that students can actively participate in the discussion and construction of ideological and political topics [3]. Traditionally, the attendance rate of students is used as the basis for scoring. After the teaching method is changed, it is necessary to use the performance of students participating in seminars, simulated hearings, etc. in the teaching process as the main basis for scoring. Participating in activities and changing roles, the students’ team consciousness and cooperation spirit are exercised, allowing students to score each other, and cultivate fair and just socialist core values.

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