

Study on the Factors Affecting the Effect of Practical Teaching of Chinese Moral Course

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Abstract: With the development of society, the role of moral and legal education in primary and secondary schools is becoming more and more important. Primary and secondary school stage is an important stage for students to grow up and learn. During this period, their own ideas and cognitive concepts have not yet been fully formed. Therefore, strengthening their moral and legal education is conducive to helping students develop their interest in learning, stimulating their enthusiasm, and shaping their moral concepts and beliefs. In order to lay a good foundation for the future growth of students, the following is a brief analysis of the classroom teaching of morality and rule of law in primary schools.

Keywords: China, Moral course, Practice teaching, Research.

1. Introduction

In the new era, in order to improve the effectiveness of students' learning in the teaching of morality and rule of law in primary and secondary schools, it is necessary to set up effective questions to promote students to think deeply and explore relevant issues. However, in teaching, the questions raised by many teachers are too fragmentary, not continuous, can not cause students to think deeply, and can not be linked with the actual situation of students, seriously affecting the learning effect of students. Therefore, teachers should think about how to design reasonable questions, carry out reasonable regulation and control, and guide students to explore relevant issues in depth.

2. The Significance of Evaluating the Practical Teaching Effect of Chinese Moral Courses

(1) It is conducive to improving teaching efficiency.

In the process of teaching in the classroom of morality and rule of law, we should actively evaluate the teaching effect. In this way, teachers can understand their shortcomings and shortcomings in teaching, so as to improve their teaching efficiency and make them understand the reaction of each student in the classroom. They can change their teaching methods in time according to the situation of students, and effectively promote the learning efficiency of students[1]. In the evaluation, every teacher can communicate and communicate with each other, learn from each other's strengths and weaknesses, learn from experience and lessons in time, and correct their own teaching content. In the teaching process of morality and rule of law, it is very important to give students the corresponding knowledge infiltration, because for most primary and secondary school students, they are in a process of ideological establishment, if teachers can correct their wrong ideas in this process, can well establish the three outlooks of students, so that they can cultivate correct ideological and political attitudes. Fully learning the theoretical system of socialism with Chinese characteristics can lay a solid foundation for future political learning[2].

(2) It is conducive to improving the teaching level.

In the classroom of primary school morality and rule of law, evaluating teachers can effectively improve their teaching level, because every teacher may not be able to improve their teaching methods according to the changes of the times, they may only explain knowledge to students according to some textbooks provided by textbooks, which will make teachers unable to provide knowledge related to the social era. Therefore, teaching evaluation can effectively make teachers understand their connections with society, and can also transfer these connections and knowledge to students, so that students can establish a correct social outlook and values. Evaluation enables teachers to find a suitable way of teaching, improve their teaching level, establish a bridge of communication with pupils, promote each pupil to establish a correct knowledge system, and fully enhance students' interest in primary school morality and the rule of law[3].

3. Analysis of the Factors Affecting the Practical Teaching Effect of Chinese Moral Course

(1) Teaching resources are one-sided and teaching methods are relatively old.

Although "Morality and the rule of law" course in the curriculum reform hot spot, but in the current class teaching settings still continue the ideological and moral course settings, for most primary and secondary schools, generally only two classes a week, coupled with the new version of the teaching material in a large number of knowledge points, a wide range of deeds, which makes teachers in teaching. In the classroom, many students read according to the textbook, and when telling the case, they just read the case once, telling the students what the case tells, what lifestyle the students should follow in life, and so on. The narrative teaching method makes students learn very boring and boring.

Even if teachers want to break through the limitations of teaching materials, they should adopt more life-oriented educational strategies to realize the reality of life. International cases are introduced into the classroom, and diversified activities are organized to enable students to take action to

experience "Morality and Morality".the pleasure of the course "Rule of Law" is greatly limited by the short course offered every week.In such a short period of time, the content that teachers can tell and the teaching activities they can organize are extremely limited, which has a certain contradiction and conflict with the concept of the course "Morality and Rule of Law", making the teaching materials and teaching content can not be fully understood and utilized by teachers and students.In addition, some teachers are still accustomed to the teaching method of compulsory indoctrination, mainly simple preaching, and seldom use new media means to help teaching[4].

(2) The teaching content is boring and the explanation content is not easy to understand.

In the current moral and legal courses in primary and secondary schools, there is still a big problem that teachers only explain theoretical knowledge, which will make students unable to really stimulate their full interest in moral and legal courses.Moreover, for primary and secondary school students, the course of morality and rule of law is a subject that needs teachers to guide for a long time and guide through different teaching methods. Only by fully integrating with the actual teaching, can they be better guided to produce the knowledge of morality and rule of law.So as to better carry out the study of morality and the rule of law courses. Therefore, in the process of course explanation, teachers should overcome the monotony of textbook theory and adopt more diversified teaching methods to output knowledge content, so that students can improve their full understanding of the course content.

(3) Students' ability factors are not balanced, and the overall teaching effect is poor.

According to the teaching objectives of the new textbook, the general objectives of the course "Morality and Rule of Law" in primary and secondary schools are divided into four aspects.students learn basic life and labor skills, familiarize themselves with class collectives and cooperate with their classmates, and understand the school.and the surrounding natural and social environment and changes, experience the joy of school life and plan their own life and behavior. At among the four goals, the survey found that the latter two goals have achieved better results, after all, students live for a long time[5]. in the school, every move that happens in the school can be understood at the first time, and all kinds of teaching adopted by the school activities are set up to cultivate students'interest in learning, which can naturally realize Morality and Rule of Law quickly.however, the achievement of the first two goals is not very effective. On the one hand, most of today's primary school students are home. on weekdays, food, clothing, shelter and transportation are all covered by their parents. They do not have many opportunities to do housework, and some students are unwilling to do it. On the other hand, there are not too many teaching contents involving labor skills in the school's various disciplines education. Although the education mode of group cooperative learning is the key content of the current classroom teaching strategy reform,However, influenced by modern family life, students still go home after school and do not bring cooperative learning into their lives. Various reasons lead to the imbalance of the realization of curriculum objectives.

According to the feedback from the students, comparatively speaking, the students are interested in the content of the textbook Morality and Rule of Law.more

attention should be paid to the content of teachers'teaching. With the continuous development of society, the autonomy of primary and secondary school students has increased significantly. They want to have the opportunity to express their personal views. Therefore, when they think that the content of the textbook is not interesting, or that they have mastered the truth, they will not have much interest.If the teacher's teaching method is too rigid and only knows how to instill knowledge blindly, then the students will be more resistant. Students will think that the knowledge taught by teachers is different from real life, and they will think that the course of Morality and Rule of Law is useless and there is nothing worth learning.

(4) Parents' recognition of the curriculum is not high.

At present, most of the parents' cognition of the course still stays on the ideological and moral course, and they are not clearly aware of the significance of renaming and reconstructing the course. Parents are the first teachers of students, and family education is accompanied by students'life. The quality and effect of family education directly affect the quality of school education.In cultivating students'moral character and concept of rule of law, parents should stand on the same front with schools and adopt educational methods and contents with clear division of labor.However, at present, some parents still continue the traditional concept of cultivating students'morality and rule of law, believing that students only need to "be obedient students", "respect teachers, be friendly to classmates", "abide by discipline and law, and look at traffic lights when crossing the road", and do not understand the course of "Morality and Rule of Law".In daily life, parents will not often talk about such topics, even if students acquire relevant knowledge in school, they can see that their parents do not attach importance to these contents at home, and students will not arouse greater interest in learning.Some parents do not even know that the course "Morality and Rule of Law" is a brand new course, thinking that it is only a name change of the ideological and moral course, when talking about this course, they still use the name of ideological and moral. As a result, the school is hot and the parents are cold, which makes the teaching effect of some students poor[6].

The reason is that the school's training and communication work for parents still needs to be improved.parents of students in their own classes are organized by the head teachers of each class through parents'meetings, Wechat groups and family communication.book and other forms of communication, the head teacher should consider the quality of education of the students in the whole class, and the work content is numerous.as a result, there is very little time to communicate with each parent in the course of "Morality and Rule of Law".it is also expected that the degree is not high.

4. Countermeasures to Improve the Practical Teaching Effect of Chinese Moral Course

(1) Connecting with real life and mobilizing students'enthusiasm for learning

At the stage of primary and secondary schools, students'body and mind are not fully developed and mature, and their cognition of various things is still in the superficial stage[7]. In view of this situation, teachers should pay attention to the actual situation of students when asking questions. students' physical and mental development. Only

in this way can we really enrich students' experience and meet the needs of students' development. Teachers should ask questions according to students' living conditions and encourage students to think and discuss problems in life. In this way, the students' experience will be more profound and the learning effect will be better. For example, when teaching the content of "new self-image", if teachers can combine students' life to teach, they can better mobilize students' experience. First of all, the teacher encourages students to think: "Do you know yourself?" Please try to write down your evaluation of yourself in a few words." After the students finish writing, they give it to the teacher, who reads out what the students have written and asks everyone to guess who they are writing.". Some students found out, "Why do I think I'm a polite person, but people don't?" The teacher said, "Let's get to know your image in the hearts of our classmates." Then ask other students to write down their comments on the student and ask them to prove their views with specific examples.". The student read his classmate's comments and found: "When I speak, I always make others think that I am a very difficult person to get along with. Why didn't I notice it before?" The teacher struck while the iron was hot and guided the students to think: "Can you face up to yourself now? Can you describe your true self? And think about who you want to be and how you can become that person. In this way, it can not only mobilize students' experience, but also improve the teaching effect.

(2) Creating reasonable teaching scenarios to promote students' autonomous learning

In the teaching of morality and rule of law in junior high school, teachers should create problem situations and bring students into specific situations. Under the guidance of situational questions, the interest of autonomous learning and inquiry can be stimulated, and students can learn more actively. It should be noted that in order to keep students immersed in a specific situation, teachers should try to ask a series of questions to effectively link up the situation with the situation, so as to enhance students' learning motivation. For example, when teaching the content of "classmates and friends", teachers should create corresponding situations to encourage students to learn independently. First of all, the teacher can create a question situation: "Is it difficult to find a like-minded friend?" In fact, as long as we treat each other sincerely, we will be able to find friends. Then, encourage students to carry out simulated friendship activities, say what they like and what they don't like, and then start free communication. In communication, students with the same interest gather together independently to form a "circle of friends" and conduct in-depth exchanges on a certain topic. At this time, the teacher again creates a problem situation to encourage students to communicate and think: "What will happen in the process of getting along with friends?" If you want to travel with friends, how to deal with different opinions when deciding the destination? What should you do when your friend is in trouble? Under the guidance of the questions, the students discussed and expressed their opinions, and gained a deeper understanding and experience of how to get along with friends[8].

In teaching, it is a good teaching method for teachers to create situations and guide students to discuss in groups in situations. After students discuss and think, teachers guide students to summarize and analyze the problems discussed, so that students can have a clearer understanding. In this way, we can create a learning community, so that students can immerse

themselves in a specific learning situation and learn better.

(3) Solve problems and contradictions independently and deepen and consolidate internal thinking

In the process of learning, because students are independent individuals, it is inevitable that there will be ideological contradictions. In this case, teachers can not directly tell students the answer, but should guide students to discuss and try to solve the contradiction independently. Teachers can organize students to participate in debate activities and speech activities, guide students to carry out thinking collision, and constantly deepen students' thinking. For example, when learning the content of "enjoying healthy network communication", there are contradictions among students. Some students think: "The Internet will waste learning." Some students put forward a different view: "If you never surf the Internet, what fun is there in life? You haven't been on the Internet. If you have, you will know that surfing the Internet is very interesting. But surfing the Internet will affect my study, so I would rather read more books." According to the different views of students, teachers can organize students to discuss whether students should surf the Internet, what benefits it can bring to us, what problems it will bring, and how to surf the Internet.". Through thinking and discussion, the students realized that surfing the Internet is helpful for learning, but they should not watch unhealthy things or play games, otherwise it will affect their learning." Finally, the teacher continues to guide students to think: "So, how should we surf the Internet correctly and communicate on the Internet healthily?" After the students have discussed, the teacher sums it up. In this way, the student's thinking is no longer fragmented. face, thinking is also more in-depth[9].

When organizing students to solve contradictions, teachers should raise some questions appropriately and guide students to think from shallow to deep and from easy to difficult. This is more in line with the cognitive law of students, so that students can build up self-confidence and find solutions to problems in the process of gradually solving contradictions. Over time, students will master the way of thinking from shallow to deep, learn to solve problems step by step, and improve their abilities.

(4) Establish the concept of gradient teaching and promote the orderly development of teaching

Every student is a different individual, and his learning ability is also different. Therefore, teachers should set up gradient questions in teaching and guide students to answer them step by step. Before asking questions, teachers should understand the basic situation of students, such as knowledge reserves, hobbies, personality characteristics, and classify them appropriately, and then put forward targeted questions according to the characteristics of students[10]. In this way, students can solve problems step by step. For example, when teaching the content of "to whom property is left", it is difficult for students to grasp the legal concept of inheritance and the scope and order of legal inheritance immediately. For this reason, teachers can adopt the method of gradient teaching. teach knowledge to students step by step. Teachers can first ask students who knows about inheritance, and then put forward different questions according to the situation of students, so that students can analyze and think, step by step. help all students to master this knowledge.

In the process of setting gradient questions, teachers should pay attention to using different forms to show the problems. The more vivid the questions presented by teachers, the more

they can stimulate students' interest in learning, enhance students' desire to explore independently, and thus improve students' learning effect.

5. Conclusion

To sum up, in order to effectively improve the teaching effect in the classroom of morality and rule of law in primary and secondary schools, teachers should improve their teaching ability and enrich the classroom teaching mode of morality and rule of law. Through the teaching methods that fit the teaching content, students can feel the pleasure of learning morality and rule of law, and let the rich teaching methods not only enter the classroom, but also enter the students' hearts. Through the continuous enrichment of classroom teaching forms, students' interest in learning morality and the rule of law can be cultivated in the teaching process. In addition, we should also pay attention to the choice of teaching content materials, focusing on the choice of life-oriented materials, which can not only improve students' understanding of teaching content, but also improve students' autonomous learning ability. Finally, for students, they also need to actively cooperate with teachers to complete the requirements of the course content, so as to improve the comprehensive quality of students and cultivate new people with positive and good qualities.

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