

Study on the Implementation Strategy of Active Class in High School Ideological and Political Course

-- Taking Politics and Rule of Law as an example

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Abstract: The construction of activity-oriented curriculum is the unique feature of revising the Ideological and Political Curriculum Standards for Senior high Schools, and it is the highlight of the most innovative value in the teaching practice of ideological and political curriculum aimed at cultivating the core quality of the subject. As a new course integrating political education and rule of law education in senior high school, how to start from the classroom and return to the classroom under the guidance of the new concept to complete the fundamental task of cultivating morality and people remains to be further thought. Therefore, in order to give full play to the value of active class, this paper will discuss the concept, characteristics, problems and implementation strategies of ideological and political activity class in high school.

Keywords: High school "politics and rule of law" activity class.

1. Introduction

Stepping into the 21st century, information technology has had a profound impact on modern education. Personalized learning and learning in practice began to become the main way of learning, and the core quality also became the main cultivation goal. On the other hand, the main content of the course Politics and the Rule of Law is to cultivate the accomplishment of political identity and the awareness of the rule of law, so as to guide students to improve their ability of public participation. However, the teacher simply adopts the indoctrination teaching method, so that although students can master the subject knowledge, it is difficult to achieve the goal of education.

2. Connotation and Characteristics Of "High School Ideological and Political Activity Class"

2.1. Connotation

Zhu Mingguang, the leader of the revision group of Ideological and Political Curriculum Standards for Senior high School of the Ministry of Education, explained the meaning of active classroom in his Reflections on Active Ideological and Political Curriculum. He believed that active classroom refers to the classroom teaching mode with "activity as the center and students' independent learning"^[1]. This interpretation is also widely recognized by scholars and experts in the industry. Yu Guozhi pointed out that the action-based discipline curriculum is a reversal of the "infusing" and "preaching" discipline curriculum, which aims to return the ideological and political discipline curriculum to real life and the real world, and return to the origin of education^[2]. Therefore, in this sense, activity-based subject curriculum is an inevitable requirement to promote the reform of education methods in ordinary high schools. Although scholars and

experts have slightly different definitions of ideological and political activity classes in high schools, the core essence is the same, emphasizing the content of activity design and the activity of course content to achieve the teaching effect of education.

3. Problems Existing in Active Classroom Teaching of Politics and Rule of Law in High School

3.1. Teachers' theoretical foundation and organizational ability need to be improved

The new curriculum standard points out that on the one hand, the curriculum of the active subject needs to correspond to the structured subject content and strive to provide the serialized activity design. On the other hand, we need to design actionable assessments for related activities. It can be seen that activities need to be carefully designed and require teachers' time and energy, which also poses challenges to teachers' professional quality and ability. Some teachers need to improve their ability in this aspect, and they need to keep learning and making progress to improve their teaching skills. In addition, teachers should not ignore the rhythm of classroom teaching, which is the inevitable requirement of a good class. It runs through the inner rhythm of the structure of teaching art, the cadence of teaching language, the ups and downs of teaching emotion, the difficulty and easy distribution of teaching content, and the flexible use of teaching means. Secondly, high school "Politics and rule of law" mainly includes three major units: the leadership of the Communist Party of China, the people as masters of the country and the comprehensive rule of law, especially the first two units, can not grasp the characteristics of the discipline, the discipline is not solid enough, the discipline literacy is not to the heat, often will ideological and political lessons into history lessons. At the same time, under the framework of

exam-oriented education, teachers often think that as long as students have mastered the knowledge and achieved good results, they have reached their teaching goals, and they are not willing to try the active classroom form, thinking that it is more laborious and laborious, which also leads to the current stage of the active classroom has not been widely used.

3.2. Lack of students' participation consciousness and ability to participate **Students are the main body of the class and the focus of the class.**

Their interest in and participation in activities are crucial. However, the activities designed by some teachers fail to be carried out on the premise of respecting the law of physical and mental development of students, and some materials or cases selected are far from students' life, unable to enter the world of students, and difficult to stimulate students' interest in learning. In addition, the constraint of students' own ideas will also affect the development of active classes. In order to cope with the college entrance examination, some students think that the content of the module "Politics and rule of law" can be memorized by rote, and they have the idea that "scores are everything", which leads to their low participation in active classes and their low willingness. In addition, students have experienced the traditional teaching mode for a long time, and the emergence of this new teaching mode makes it difficult for some students to adapt to it at the beginning. The teaching mode of action-based classroom is not only to cultivate knowledge and skills, but also to cultivate quality, which puts higher requirements on students' ability, and they cannot complete the leap in a short time. Therefore, the participation of the main body is low.

3.3. Activities are too superficial

Activity design is the starting point of activity class, which is very important for the development of activity class. At present, some teachers have made pre-sets before classroom teaching, but in the process of generation, they can not flexibly cope with changes, can not play the teaching wisdom, resulting in the situation that activities are mere forms. First, the types of activities are diverse, including situational activity class, performance activity class and other forms, but it is not for the sake of activities, the whole class is full of activities, and various types of activities are miscellaneous, resulting in classroom chaos. Second, the activities advocated by activity-based classroom are based on, out of and beyond the textbooks. The design of activities not only fits in with students' life, but also needs to be combined with the content of textbooks, and can achieve the purpose of cultivating students' core literacy of disciplines, rather than aiming at the generalization of activities. Third, the activity-based classroom we advocate is not just a way to reflect on activities by asking questions about knowledge after activities, but also a way to float activities on the surface and sink subject content on the bottom, which has a novel color of The Times. In addition, many teachers only teach open classes or lecture competitions, through a long time to modify the lesson, present a high-quality student-centered activity class, but students know that it is an open class, deliberately show a high degree of cooperation.

4. Optimization and Improvement of Active Class of "Politics and Rule of Law" in High School

4.1. Changing teachers' views and improving their professional qualities and abilities

Teachers are the foundation of education. Ideological and political class is the main position of moral education, as a teacher of ideological and political class can not just teach, but need to become an educator, cultivate a new generation of young people with faith, thought, dignity and responsibility, and create a new era to play the role of national rejuvenation. Even though the new curriculum standards have been promulgated, many teachers' understanding of active classroom is not clear enough, and there is still a stage of cognitive ambiguity. According to the survey, there are still 72.5% teachers who have little knowledge or do not understand or have not thought about the active classroom [4]. Then how can these teachers make good use of the active classroom in the teaching process? For example, the box of "Regional ethnic autonomy system" can be titled by the great changes in Tibet, from the meaning of the Chinese nation as one family, what are the reasons for the great changes, to understand China's pluralistic and integrated ethnic pattern, to experience the superiority of the regional ethnic autonomy system, and combined with the Foreign Ministry spokesperson's series of answers on religious issues and the current situation of religious belief in Tibet. Understand the meaning of the freedom of religious belief enjoyed by our citizens. However, teachers who do not understand the activity class often only require students to master the knowledge point. Obviously, teachers should change their ideas, abandon educational utilitarianism, deal with the relationship between knowledge and accomplishment, and take ideological and political activity classes in high school

The class introduces a diverse range of topics, including constitutional law, legal knowledge, and civil rights, to ensure that students receive a comprehensive political and political understanding

Rule of law education. In addition, teachers should pay attention to the "development zone" of students, respect the status of students in the teaching process, and choose. The cases and materials are relevant to students' lives, rather than making students feel unfamiliar and difficult to participate in the class. Like "rule of law". The subject of "country" involves law. Teachers can combine students' life in the teaching process and introduce typical cases for students to carry out. Discuss and think about which behaviors touch the law, so that students feel that the law is not far away from them. Teacher as group The organizer and guide are the main roles of classroom teaching, so this requires teachers to learn to deal with it flexibly in the teaching process. By activating the teaching materials and combining the rule of law at the theoretical level with social practice, moot courts and legal practice activities can be organized to facilitate learning. Students participate in and play different roles, and improve their legal awareness through the trial of simulated cases and the practice of law. And legal literacy. We can also create a strong atmosphere of rule of law through the establishment of rule of law cultural activities week, rule of law publicity boards, etc. Let students constantly feel the importance and value of the rule of law in their daily lives.

4.2. Creating real situations and enhancing learning interest

Situational teaching refers to introducing or creating certain situations purposefully and consciously in the teaching process, taking images as the main body, stimulating students' emotional experience and promoting students' understanding of textbook knowledge. The creation and utilization of context is an important link in the implementation of activity-based classroom. First of all, we should pay attention to the sense of The Times when digging the situational materials, and conform to the cognitive law of students and the course content, so as to combine the ideological and political small class with the social big class. For example, in the lesson of "abiding by the law of the whole people", it is relatively common for middle school students to worship occasionally, taking "chasing stars" as the topic, which fits students' life experience and guides students to chase stars rationally. First of all, show the study case 1: The era of the youth Group was hidden in the hidden place of the fire stairs private rice peeping, secretly photographed, study case 2: The minor Liu will reward the 1.58 million deposits at home to the anchor, let the students combine life experience, group cooperation and exchange, from the perspective of the rule of law society to talk about the irrational behavior of the "fans" in these two cases, and from the perspective of Liu's parents or the era of the youth Group, to talk about how they should safeguard their rights and interests. The introduction of simple context, coupled with serialized and structured activity experience, enables students to form their own knowledge system in the process of independent cooperation and exploration. Such task design realizes the combination of subject knowledge and teaching context. As pointed out in the new curriculum standard, "The teaching of this course should use various ways and methods to guide students to independent learning, cooperative learning and inquiry learning. It emphasizes that students' activity experience is an important way to develop their core literacy of ideological and political disciplines"^[3]. Therefore, in the active classroom, teachers should pay attention to creating a real situation, bring students a good activity experience, design interesting and challenging classroom activities, encourage students to ask questions, participate in debates, carry out research projects, etc., and improve their learning enthusiasm.

4.3. Select topics and optimize activity design

Activity-based classroom guided by issues can make the classroom more coherent and lively. The curriculum standard points out that activities should be guided by topics and integrated to achieve serialization. It can be seen that the guidance of topics and the design of activities are both necessary conditions for the development of activity-based classes. Therefore, what links should be included and what goals should be achieved in the design of activities centered on topics are the keys to consideration. Carefully designed activities, the first is from the teaching design, teachers should respect the differences of students, a comprehensive understanding of students' learning status and psychological characteristics, on this basis, arrange teaching methods and organization of teaching procedures. So how should teachers play a leading role? Is book knowledge completely the content of teaching? The positioning of teaching materials lies in the course resources serving for teaching. As teachers, they should further create and process, realize the secondary

development, and make the book knowledge and activities perfectly fit. Only by connecting teaching with the inner world of students can we achieve the effect of casting souls and educating people. In addition, we should choose "good" topics. The so-called "good" topics should clearly define students as the masters of learning, be inclusive and open, give students the opportunity to speak, prompt students to think independently, and make students have something to say. Secondly, I am good at using smart devices. For example, when teaching "Government by Law" in the box, I can see how the government by law is set as the general topic from the hot "circle" of Zibo Barbecue. In combination with technical support such as animation and panoramic Settings, students can role-play and become "media observation mission". This kind of question has a strong openness. The final goal is practice. A good topic is not only for discussion, but simply teaching knowledge in class is not conducive to cultivating inquiry literacy. For example, in teaching the first lesson of Unit 1, history and people's choice, students can be organized to visit anti-Japanese revolutionary veterans, red former homes, memorial halls and other forms to make full use of red resources.. Let the students experience why the people choose the Communist Party during the Red tour. Through practice, students have a deeper experience and can better appreciate the greatness of the Communist Party of China.

4.4. Infiltrate activities with core literacy and internalize in the heart

The active class of Politics and Rule of Law in high school mainly involves the construction of the Communist Party of China, the national system and the rule of law, which requires the active class to no longer simply carry out activity teaching and simple knowledge teaching, but to stimulate students' awareness of political identity. Integrating Party history education into the teaching of politics and rule of law courses in high school, based on the educational objectives of each course and with vivid Party history stories, students can understand the core connotation of politics and rule of law in a more intuitive way, let students truly feel the powerful power and great achievements of the Communist Party of China, and guide students to steadily move forward and grow healthily along the road of political civilization. However, in the process of the traditional ideological and political classroom, some teachers have a "knowledge based" education view, often ignoring the development of students' quality. For example, the unit of "Comprehensively governing the Country according to Law" has set a total of 19 items of teaching content based on the development process of China's rule of law construction. In setting the teaching goal, teachers should not only cultivate students' essential knowledge and key abilities, but also pay attention to value orientation. Then how to achieve the effect of value guidance through activities? It enables students to appreciate the brilliant achievements of the development of the national rule of law in the past hundred years, enhances students' sense of historical mission, and strengthens patriotic feelings.

5. Conclusion

In short, the construction of high school ideological and political activity class based on core literacy is of great significance to the cultivation of students' three perspectives, the shaping of innovation ability and the improvement of

autonomy. However, there are also some obstacles in the process of application. How to have a spiritual dialogue with students imperceptibly requires teachers' careful study and research. Only through these efforts can we better cultivate high school students with the ability of political participation and the concept of rule of law.

Acknowledgment

Supported by The Innovation Fund of Postgraduate, Sichuan University of Science & Engineering.(Y2023168)

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