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Analysis of the Education Methods of Morality and Rule of Law Courses in Rural Middle Schools

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Abstract: With the implementation of the rural revitalization strategy and the continuous promotion of modernization of rural education, rural education is gradually shifting from "Two basic" education to urban-rural integration and balanced development, from focusing on changes in quantity to emphasizing the improvement of quality. Nevertheless, the focus of rural secondary school education still leans towards cultural courses, while moral and legal courses, which cultivate students' basic moral concepts and legal thinking, are often overlooked. Analyzing the reasons behind it, exploring new methods for moral and legal education in rural middle schools, and forming a new atmosphere of rural education revitalization guided by ideology are of great significance for promoting the development of rural education, cultivating successors in the new era, and promoting rural revitalization.

Keywords: Rural Middle Schools; Morality and Rule of Law; Education New Methods.

1. Introduction

Morality and rule of law are important disciplines that are guided by the major and minor events in life, cultivating and shaping students' good ideological and moral literacy and legal awareness [1]. Good moral cultivation and legal awareness are the basic abilities of a citizen based in modern society, which indirectly demonstrates that the teaching of moral and legal courses is related to the future and destiny of students [2]. However, in rural middle schools, there are significant deficiencies in the environment for teaching morality and rule of law, which has led to a large number of rural teenagers being out of school, disgusted with learning, unemployed, and even wandering at the bottom of society, collaborating with black and evil forces, local ruffians and hooligans. With the implementation of the comprehensive rule of law strategy, society and schools are increasingly paying attention to the education of morality and rule of law courses, which is evident in the urban education system [3]. However, in rural areas, due to long-term ideological solidification and information blockage, the roles of families and schools, as the most directly responsible persons for education, in moral and legal education are passive and weakened [4][5]. Exploring the reasons for this phenomenon and innovating educational methods based on it has a positive promoting effect on rural basic political education and rural revitalization in the new era.

2. Analysis of the Reasons for the Weakening of the Role of Moral and Legal Education in Rural Middle Schools

Based on the feedback results of early teaching and home school communication work, this paper first analyzes the reasons for the weakening of the role of moral and legal education in rural middle schools from three levels: family, school, and society. The main reasons are:

2.1. Inappropriate Role Positioning of Guardians in the Ideological and Moral Education of Children in Rural Family Education

Family education is an important part of moral cultivation, which is evident in cities with superior conditions[6]. However, in rural areas, family education is mainly divided into two categories: one is to teach without hearing. In most cases, family education has become labor education, as well as education-oriented towards negative values of interests. It is rare for rural families to provide direct ideological education to their children. Instead, it is more about teaching by example that links learning to money and power, regardless of origin or means, as long as it does not touch the bottom line of illegal and criminal activities, and never pays attention to the moral development process of children. However, teenagers have limited understanding of things and are not aware of illegal red lines, which has led some rural teenagers to go astray. This means that despite education, they do not grasp the direction and process properly, resulting in adverse consequences. The other type is to hear without teaching. This type of family places all education in the school, and the school should teach students all, including their ideological and moral cultivation. However, school teaching always involves education in theoretical knowledge and values. For moral concepts and legal awareness that need to be subtly cultivated in daily life, it is more necessary to involve families. This type of family, when the school is too strict with students' moral development, interferes with school education due to the desire to love their children, and never puts any effort into family education. The above two types of situations are both caused by inaccurate positioning of the role of family education, either biased or lacking. In short, improper positioning of family education is the first cause of ideological and moral imbalance.

2.2. Imbalance in Teaching Ecology of Morality and Rule of Law Courses in Rural Middle Schools

Rural middle schools are rooted in rural areas and are more influenced by rural culture and customs. Villagers' emphasis on education is mainly focused on exam-oriented subjects such as Chinese, foreign languages, mathematics, physics, and chemistry, which also affects the school's consideration of curriculum design. Although in recent years, morality and rule of law have gradually been incorporated into the unified high school entrance examination system, the level of attention given by schools, students, and parents has not changed. In terms of class hour allocation, the main subjects for exams are still the main force, while auxiliary subjects are the leftover materials. Similarly, in terms of teaching, there are abundant teaching resources and various innovative teaching methods for the main subject, while courses such as morality and rule of law still rely on exam-oriented education to strengthen memory models[7]. In this teaching ecosystem, students will naturally be influenced and influenced, resulting in the idea that Morality and Rule of Law courses are useless. In the long run, Morality and Rule of Law teaching in the basic education stage will become a weakness. At present, in the process of transitioning from exam-oriented education to quality education, Morality and Rule of Law teaching is gradually being emphasized. However, due to the relatively closed and backward economic and cultural environment, limited curriculum resources, and single and backward educational and teaching methods in rural areas, there are many difficulties in teaching morals and the rule of law in rural middle schools.

2.3. Insufficient Investment and Development of Social Forces in Rural Education

Since the reform and opening up, rural education has developed rapidly with the support of national policies, with an increase in investment in funds, personnel, and facilities. However, it has always been at a lower level than urban schools. There are many reasons for these, including regional development environment, humanistic orientation, cognitive concepts, etc. The regional development environment is an important factor affecting rural education. The level of rural education in the eastern region can be comparable to that of urban education in underdeveloped western regions. Its investment in education is comprehensive, and entering the stage of quality education in advance provides opportunities for the balanced development of natural morality and rule of law education. Humanistic orientation is also an important factor affecting education investment. Regions with a long history of humanities have always invested more in education than other regions. Whether it belongs to developed regions or not depends on human concepts. The formation of humanistic factors is the accumulation of culture, and such regions often attach importance to ideological and moral education and rule of law education during the growth stage. The biggest factor affecting investment in rural education in the current environment is cognitive beliefs. Most people's concept of rural areas is still stuck in the stage of poverty, backwardness, and low quality. Investment in rural education mostly comes from social donations, which are mostly scattered donations from caring individuals, far from the billions of donations that urban schools often make. Economic investment is one aspect of social participation in rural education, while on the other hand, it is the investment of social roles in the education process. Ideological and moral education cannot solely rely on books, but more on combining social reality and enhancing literacy through practice. But this link is completely ignored in rural education, and various geographical factors are only on the one hand, and on the other hand, it is also due to outdated cognitive concepts. After the implementation of the rural revitalization strategy by the country, the rural landscape has taken on a new look, and the enormous potential of the countryside urgently needs to be explored. Continuous education investment is of positive significance for improving the moral and legal education level of rural middle schools, strengthening the moral literacy of the people, and establishing a beautiful countryside. The livable rural areas with green waters and green mountains will also become new investment growth points.

3. Innovation in Moral and Legal Education Methods in Rural Middle Schools

The purpose of moral and legal education courses is to construct students' psychological environment, strengthen their legal awareness, and enhance their moral literacy [6]. Compared to urban middle school education, the moral and legal curriculum education in rural middle schools is backward. However, this gap will continue to narrow with the continuous promotion of rural revitalization strategy and modern education and teaching reform. The families, schools, teachers, society, and other aspects of the rural middle school education ecosystem should seize this opportunity, fully leverage their own conditions, and achieve comprehensive shaping and guidance of middle school students' values from the perspectives of political identity, rational spirit, rule of law awareness, and citizen participation. In the context of curriculum reform, innovative educational and teaching methods are an important part of achieving teaching reform. Teachers should design innovative and effective teaching methods based on the characteristics of students' subjectivity, allowing students to achieve comprehensive development through participation and interaction[8]. As an important part of the education process, schools and teachers should explore and innovate, guide family education, integrate social practice, develop new educational methods, and help students accumulate theoretical knowledge while promoting moral and legal education in rural middle schools to move toward quality education and align with high-quality education.

3.1. Integrating Home School Education with Rural Cultural Characteristics

Rural family education is prone to deviation and detours, and home school integration is an effective way to address the lack of role in family education. Home school integrated education is to focus on school education, supplemented by family education and fully integrates education that runs through rural characteristic culture and the concept of not forgetting one's original intention and beautiful rural areas. Schools should develop an organic curriculum system with rural characteristics and culture, and develop courses with rural characteristics[9]. Teachers should base themselves on textbooks, use textbooks as the main battlefield, and use rural fields as auxiliary battlefields. They should develop a comprehensive and inclusive teaching plan that is profound and easy to understand and put it into practice. In practice,

they should supplement, expand, and summarize doubts, summarize laws and experiences, and take practical experience as the guide to coordinate the overall teaching situation. Always have a clear understanding. The establishment of the discipline of morality and rule of law is based on cultivating junior high school students with correct worldviews, outlooks on life, and values for the Party and the country in the new era. Therefore, the compilation of textbooks must follow the characteristics of the historical development of the Party and the country, comply with the needs of the new era, start from the height of Marxist theory, and guide junior high school students to learn Marxism, Mao Zedong Thought The political knowledge reserve requirements formulated by the Party and the state for junior high school students guided by the theoretical system of socialism with Chinese characteristics. Therefore, in the process of lesson preparation, teachers must take the lead in understanding and accurately positioning the status of textbooks, and combine with the requirements of beautiful rural construction, guided by rural characteristic culture, coordinate family school collaborative education, and develop unique and grounded plans in classroom teaching, after-school family practice, and other aspects. Breaking through the barriers of students only valuing their main subjects, parents only valuing their grades, and schools neglecting the cultivation of values, cultivating students with rich moral and legal knowledge in schools, promoting learning through actions in families, and promoting the cultivation of good values among students, reflecting the simplicity of value orientation, the characteristics of curriculum culture, and the synergy of curriculum education.

3.2. Campus Education Led by Theoretical and Technological Innovation

Today's society is an era that emphasizes innovation. The teaching of moral and legal courses should not only focus on textbooks, but also break through them, dare to innovate, innovate in theory, and innovate in teaching methods [10]. The education of rural middle schools should be innovated according to local conditions. Theoretical innovation refers to relying on rural characteristic culture, guided by the beautiful countryside, expanding the functional attributes of moral and legal courses, and transforming from the educational attribute of "moral education" to the service attribute of "rural revitalization", the cultural attribute of "rural civilization", and the practical attribute of "local knowledge". Therefore, in the open natural environment of rural areas, it is necessary to break the barriers of traditional education methods, enter nature, and get close to life. Transforming rural nature, life, and ecology into educational resources, closely linking education with social life and production, integrating humanistic sentiments and practical actions into the entire process of teaching, using local cultural education as a starting point, cultivating rural students' love for beautiful things and nature, cultivating sentiment, and cultivating correct values. And in the process of forming values, cultivate the concept of the legal system, so that students can achieve knowledge, understanding, and usage of the law. Technological innovation refers to entering from the perspective of teaching methods. In today's society, technology is constantly advancing, and technology and methods are constantly iteratively updated. Education on morality and rule of law cannot be limited to books. We need to involve more students in it. The method of "mind mapping" can be used to build a knowledge system framework, exercise students' logical thinking ability, and form a preliminary understanding of book content. After forming a systematic logical system, fully utilizing multimedia technology and AR technology to carry out immersive situational teaching, systematically deconstructing, reorganizing, and outlining can help fundamentally improve students' deep understanding of this subject[11]. Teachers can interact with students appropriately based on actual situations, discover problems from interactions, and then combine them with textbooks. Promote the steady improvement of teaching quality through the mutual benefit of teaching and learning. Continuously stimulate students' enthusiasm for learning, so as to align the position of Morality and Rule of Law courses with other majors in students' minds.

3.3. Relying on the Education Community to Carry out Quality Practical Education

The essence of education is practice. Learning Chinese, foreign languages, mathematics, physics, and chemistry as major subjects and taking exams is practice. Social research and on-the-job training are also practiced. The purpose of teaching ethics and the rule of law courses is not only to take exams but also to help students cultivate correct values and worldviews. Therefore, in the teaching process, we cannot rely too much on exams but should shift the focus to social practice activities, allowing students to personally experience the importance of moral and legal education in social life and the process of cultivating values. There are many methods for carrying out quality practical education, but it is unknown which method is effective. In the current situation, the practice of quality education should be carried out with the joint participation of families, schools, and society, which not only play their respective roles but also serve as mutual supervision, so that there will be no problem with a missing role in the practical education process[12]. Nowadays, the concept of the alliance is deeply rooted in people's hearts. In the process of moral and legal education in rural middle schools, neither party can be absent, and each party is interdependent with the other. Establishing an educational community centered around schools, families, and society can play a greater role in the practice of quality education. Creating an educational community is an effective way to promote the development of education. Expanding the input of information resources, parents, students, teachers, and social forces can all participate. The school formulates plans and practical evaluation index systems to arrange practical education for students through exchanging roles, simulating society, virtual events, on-site visits, and perseverance education. Parents and society strengthen peer assistance in teaching and regularly hold seminars. Continuously enriching professional knowledge and updating the shortcomings of practical teaching, students can exert their subjective initiative in this process, collecting and organizing cases from channels such as television, newspapers, the internet, and students' daily lives, guiding them to integrate more deeply into rural society[13]. By combining their own theoretical learning and independent thinking, they can provide answers to the current problems in society, so that students can truly participate in social life and cultivate their civic participation literacy. In order to tap into the beautiful hearts of students and help them form a sound personality.

4. Conclusion

Due to the limitations of rural teaching conditions, there are practical problems in the education process of Morality and Rule of Law subjects, such as lack of attention from home and school, lack of social support, and lack of innovative methods. Therefore, the teaching of morals and rule of law courses in rural middle schools should include the learning of knowledge points in the classroom and be combined with social practice. Teachers should combine curriculum needs, based on local conditions in rural areas, integrate family, school, and society with the concept of community, and accommodate students, teachers, and other aspects to provide students with diversified curriculum resources. They should use cutting-edge science and technology to guide students to start from the actual curriculum, take into account regional characteristics, explore curriculum resources, carry out theoretical and methodological innovations, broaden their horizons through interaction, and cultivate students' correct outlook on life through participation, Worldview, and values. Schools should clarify their role positioning and cultivate talents for rural revitalization and national rejuvenation. Families should also be responsible for the future of students and actively integrate into the home school education system. Society should increase investment in rural education from all aspects and create a good moral education environment. Each role plays its own role and works together to promote the development of rural basic moral and legal education, making moral and legal education a strong cornerstone of rural basic education.

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