

Exploration of Strategies for Applying Life Based Teaching in High School Political Courses

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Abstract: Since the promulgation and implementation of the "General High School Ideological and Political Curriculum Standards" (2017 edition, revised in 2020) (hereinafter referred to as the "Curriculum Standards"), the combination of education and life has become one of the requirements of the curriculum standards. Life oriented teaching has been increasingly valued, promoting the concept of teaching from life to life, which is conducive to students mastering real ideological and political knowledge and establishing the concept of applying what they have learned. Therefore, it is necessary and feasible to use life oriented teaching in high school politics classes. Exploring life oriented teaching strategies for high school political courses can start from four aspects: updating teachers' educational concepts, using life oriented case materials, creating activity-based classrooms with a life oriented atmosphere, and pursuing life oriented teaching evaluations. This will promote students' comprehensive development and individual socialization, and strengthen their correct understanding of the importance of high school political courses.

Keywords: High School Politics Class; Life Oriented Teaching; Teaching Strategy.

1. The Connotation of Life Oriented Teaching

The life-oriented teaching of high school political courses is to transform abstract knowledge and boring classroom into easily understandable knowledge for students through the use of elements from life, making high school political courses more vivid, classroom teaching close to students' lives, students better digest knowledge, improve students' understanding of future life, and cultivate qualified builders and successors of socialist modernization.

2. The Necessity of Applying Life Oriented Teaching in High School Political Courses

2.1. Life Oriented Teaching Embodies Humanistic Spirit

The core of humanistic spirit is to put people first and promote their comprehensive development, emphasizing the value of individuals. Under the background of quality education, humanistic spirit is gradually being valued in teaching. The learning advocated by humanistic spirit is valuable learning, focusing on practical learning. High school politics class is a highly theoretical subject, with abstract theoretical concepts in modules such as politics, rule of law, philosophy, and culture. Simply using a lecture based teaching method can lead to passive learning for students, making the classroom dull and ineffective. Therefore, teachers need to have humanistic care for students, pay more attention to their lives, and connect theoretical knowledge with real life. Through the infiltration of daily life into political classes, teachers can use knowledge to solve practical problems, which can not only regulate the classroom atmosphere but also give full play to students' subjective

initiative.

2.2. Life Oriented Teaching Contains a Practical Perspective

In Marxist theory of cognitive practice, practice is the foundation of knowledge, and knowledge can only achieve a leap from intuitive knowledge to rational knowledge through repeated practice. Practice is the only criterion for testing truth. And Marx pointed out that "any practice is a human practice [education and learning themselves are special practices of themselves. As a component of society, schools ultimately require the joint efforts of teachers and students to complete a special social practice activity, and the inherent attribute of education is practicality]. Due to the reason of exam oriented education, under the guidance of the "baton" of the college entrance examination, teachers and students pay more attention to grades. The "score only theory" has led students to overlook the importance of practice, and many knowledge rely on rote memorization without knowing how to apply it to reality. Life oriented teaching is to transform the knowledge we learn into students' personal experiences, enabling them to truly master ideological and political theory knowledge and apply it to society.

2.3. Life Oriented Teaching Follows Students' Internal Needs

Maslow's hierarchy of needs theory in educational psychology states that all human activities are achieved through the generation of individual motivation through needs. The power that guides individual behavior drives individual activities, and when an individual's needs are met, a pleasurable emotional body is generated, and motivation gradually increases. We need to be clear that when using examples or viewpoints that are far away from students, they cannot empathize with them, which leads to weak learning motivation and affects learning outcomes. As a high school

political teacher, it is necessary to understand the needs of learning, based on the needs of life, apply life oriented teaching, and solve practical problems in daily life.

3. Feasibility of Using Life Oriented Teaching in High School Ideological and Political Courses

3.1. Meet the Requirements of the New Curriculum Standard

The Curriculum Standards point out that we should follow the laws of teaching and students' physical and mental development, be close to students' thoughts, learning, and practical life, and fully reflect their growth needs. The revision of the new curriculum standards has broken the traditional teaching approach, emphasizing more on enriching students' lives, adapting to life, and loving life. The purpose of the curriculum is to lay the foundation for students to adapt to social life and for their lifelong development. High school ideological and political education is a key course in implementing the fundamental task of cultivating moral character and cultivating good ideological and political literacy. Students should ultimately apply it to their daily lives and test it in real life. Therefore, in teaching, on the basis of mastering the basic knowledge of high school politics, combined with life oriented insights and practice, knowledge is closely connected to life, guiding students to truly pay attention to life and integrate into it. So life oriented teaching meets the requirements of the new curriculum reform concept.

3.2. Adhering to the Philosophy of Putting Life First

The traditional teaching method of ideological and political courses is widely used. In the classroom, the teacher mainly explains the knowledge points, and there is little interaction between students. The teacher is in a dominant position and there is no dynamic design. Over time, the boring learning atmosphere makes students lose interest in high school ideological and political courses. The knowledge learned by students only stays on the surface, without a deep understanding of the true connotation behind the knowledge. Life oriented teaching can effectively solve such problems. Teachers design life oriented activities, topics, and cases in the classroom to guide students to think about how to apply what they have learned, fully mobilize students' learning interests, change the teaching situation of teachers, and give full play to students' subjective initiative, which well reflects the student-centered concept.

3.3. Meet the Requirements of the New Era

On March 18, 2019, General Secretary Xi Jinping stressed in his speech at the national symposium of ideological and political theory teachers in colleges and universities that "education must be rooted in China, and education must be combined with productive labor and social practice"[5]. Even though this sentence is aimed at ideological and political courses in universities, it also applies to high school political courses. High school political courses also need to be combined with production labor and social practice, based on students' existing life experience and cognitive level. Implementing life oriented teaching can not only cultivate students' sense of responsibility and empathy, but also teach them how to live better, enrich social experience, and

cultivate students' ability to analyze and solve practical problems using political viewpoints.

4. The Main Problems in the Life Oriented Teaching of High School Political Courses

4.1. Teachers Urgently Need to Improve Their Life Oriented Teaching Skills

Under the background of the new curriculum reform, although life oriented teaching has been recognized by schools, teachers and other parties, the connotation of life oriented teaching has not been truly understood, and specific learning work has not been implemented in practice, with insufficient emphasis. Firstly, more teachers still use traditional teaching methods for teaching, without creating a good classroom atmosphere, making the classroom dull and monotonous. They only focus on teaching objectives, what exams are taking, and what teachers are teaching, neglecting the improvement of students' life abilities. Secondly, teachers have not grasped the appropriate degree of selection and application of life oriented materials, resulting in situations of underuse or abuse. The teacher did not summarize, organize, process and extract the materials of life oriented case studies, resulting in inaccurate grasp of life oriented teaching resources and a low degree of consistency between life oriented situational teaching and teaching content.

4.2. Students' Interest in Participating in Life Oriented Teaching is not Strong

Due to the influence of the "baton" of the college entrance examination, students' learning goal is to participate in the exam. In their view, some life oriented activities are a waste of study time. Under the influence of traditional teaching methods, students are accustomed to mechanically receiving knowledge and do not enjoy communication and interaction during class. Their enthusiasm for answering questions and ability for self-directed learning are not high, which can eventually lead to a loss of interest in the subject. In addition, students spend a long time in school and have little exposure to daily life. They do not have much experience in life and are not familiar with some social hot topics and life materials, which reduces their participation in the classroom.

4.3. The Evaluation System for Life Oriented Teaching Needs to be Improved

The quality of teaching evaluation reflects the quality of teachers' teaching and students' mastery and application of knowledge. For teachers, teaching evaluation can be used to improve their teaching methods and promote their feedback on teaching. For students, active teaching can stimulate their learning enthusiasm and promote their comprehensive development. Due to the pressure of further education, there is a tendency towards one sidedness in current teaching evaluation. Schools, teachers, parents, and students pay more attention to exam results, and good grades have become the only criterion for evaluating good students. The evaluation based on grades has simply stratified students into top performing students, average students, and students with learning difficulties. The incomplete evaluation fails to assess students' performance and abilities in daily life and social activities, directly hindering the cultivation of students'

innovative practical and social abilities, and violating the concept and requirements of life oriented teaching

5. Exploration of Teaching Strategies for Political Life in High School

5.1. Update the Concept of Teacher Education

With the continuous reform of education, there is a strong emphasis on quality education. However, many teachers are influenced by traditional education and adhere to traditional educational concepts, often using indoctrination teaching methods. Students have been in a passive state of acceptance, and 50% of high school political classrooms are dull and boring. Neglecting the concept of life oriented teaching is mainly due to teachers' failure to grasp the essential characteristic of politics, which is that politics originates from life and serves life. Therefore, transforming teachers' educational concepts and updating teaching concepts are the primary prerequisites for conducting life oriented teaching[

A mature teaching method requires continuous exploration, development, and improvement. Schools can regularly hold meetings with outstanding experts and teachers to share their experiences in revitalizing teaching. Teachers can summarize teaching methods through learning and communication, and ultimately implement their own political classrooms.

Secondly, a high school political life teaching skills competition can be jointly held within or outside the school, which can promote the development of life oriented teaching and improve the teaching level of teachers through the competition. While teachers can improve their teaching skills, they also need to enhance their ability to manage their own lives. To give students a bowl of water, teachers should have a pond of water. Teachers need to have a deeper understanding of life practice and the local customs and traditions of life, which is conducive to improving and guiding students' practical abilities. If teachers do not understand life, they cannot control life oriented teaching well.

5.2. Flexibly Utilize real-life Case Materials

Firstly, select current affairs cases that are closely related to daily life. In the "Curriculum Standards", it is pointed out that high school political courses should be based on new changes in economic and social development, new achievements in scientific and technological progress, and updated teaching content. After the implementation of the "Curriculum Standards", the high school 5 political textbooks will be reorganized accordingly, reflecting more the achievements of the theory and construction of socialism with Chinese characteristics in the new era, as well as real life. This indicates that high school ideological and political courses need to highlight the needs and development of the times. Therefore, teachers are required to move forward shoulder to shoulder with the times, closely monitor hot events in the country and society, and continuously broaden their knowledge. Today's society is an information age. With the rapid development of the Internet, middle school students will learn about popular social events through different channels. Teachers should be concerned about what students care about and guide them correctly in class. At the same time, due to the tight curriculum, high school students rarely learn about and care about national affairs and current political hot topics. Teachers need to use these current political cases in the teaching process to help high school

students understand the current social situation, enhance their sense of social responsibility, and cultivate their core literacy of public participation.

Secondly, select cases that are closely related to students' daily lives. The purpose of combining knowledge through examples around us is for students to not only master knowledge but also promote their own development. Life oriented cases do not mean that all examples of life 5 can be used as materials for cases. Instead, it is necessary to select valuable and educational life prototypes or examples, experience various social phenomena in the cases, and cultivate high school students' ability to adapt to life and solve problems.

5.3. Create an Activity-based Classroom with a Living Atmosphere

Activity based classrooms organically combine theoretical perspectives with real-life experiences, which is conducive to students learning and understanding knowledge through activities, and applying skills to practice. 4. In activating teaching, teachers should design practical activities with practicality for different teaching contents based on curriculum standards and teaching methods. At the same time, teachers should not just focus on formality when designing activities. They need to find a point of fit that is close to life and can stimulate students' subjective initiative, in order to promote students' participation in activities, and to understand the charm of political courses and enhance their sense of social responsibility in the three processes.

For example, conducting political speeches, role-playing activities, themed debates, and seminars in the class, with flexible and diverse organizational forms, and individual or group cooperation to explore students' potential and demonstrate their communication, cooperation, and problem-solving abilities through discussion and exploration. In addition, social practice activities are another highlight of activity-based classrooms. For example, organizing social surveys, participating in public welfare, visiting and inspecting activities. Life is the source of material for political courses. Actively guiding students to participate in social practice activities not only broadens their horizons, but also enhances their practical experience, allowing them to feel the inseparable relationship between politics and life through the most authentic experiences. This promotes students' understanding that political science originates from life and serves life, cultivates their keen social insight perspective and hands-on ability, and makes knowledge flexible. Creating an active classroom with activation can effectively embody the principle of integrating teaching and practice, that is, learning while teaching, doing while learning, and teaching while doing.

5.4. Pursuing the Lifeization of Teaching Evaluation

Political science is different from other disciplines in that it is not just about solving the problem of students' "knowing or not", but also about solving the problems of students' "believing or not" and "whether it is feasible or not". Therefore, teachers' evaluation of students' teaching in political science cannot be limited to quantitative evaluations such as students' grasp of the knowledge learned, test scores, and exam results.

Combining process evaluation with summative evaluation. The application of life oriented teaching in

political classrooms is to enable students to apply the knowledge they have learned to their daily lives, in order to meet the needs of future social development. Therefore, as a political teacher, it is necessary to have a comprehensive and in-depth understanding of students. When evaluating students, it is not only important to see how much knowledge they have acquired, but also to understand the improvement of their life and practical abilities. This is the most core manifestation of the core literacy of political science. In daily teaching, teachers should not only focus on academic performance, but also pay more attention to students' daily performance, such as their abilities in cooperative exploration, analysis of current affairs materials, and practice during the learning process. The daily behavior of students can better reflect their ideological and moral qualities, which requires teachers to understand the students' ideological status and emotional attitude and value formation in real situations, provide timely encouragement and targeted guidance, influence students' behavior habits unconsciously, and promote their comprehensive development.

Transform from single evaluation to multiple evaluation. Using life oriented teaching requires teachers not to simply use students' grades as the sole criterion for evaluation. Objective and diverse evaluations are necessary to stimulate the classroom atmosphere and promote students' comprehensive development. Firstly, multi-dimensional evaluation should respect and treat every student fairly, recognizing their enormous potential for development. Therefore, it is important to view individual differences and diversity from a developmental perspective. Secondly, the evaluation subjects should be diversified. Teachers, students, and parents conduct multiple evaluations of individual students. Relying solely on teacher evaluation has one sidedness. Multiple subject evaluations can see individuals from different perspectives, which is conducive to increasing the dimensions of evaluation, improving the reliability and comprehensiveness of evaluation, and promoting teachers to have a comprehensive understanding of students and enhancing students' own understanding of themselves,

thereby stimulating students' creativity, enthusiasm, and initiative in learning.

6. Conclusion

The purpose of education is not to determine how much knowledge students need to master, but to enable them to acquire life skills and abilities on the basis of learning knowledge. The life-oriented teaching of high school politics can effectively cultivate high school students' political practice ability, political application ability, and political exploration ability. Linking ideological and political theories with our daily lives, inspiring students' enthusiasm for learning high school politics, and enabling them to truly internalize and externalize the theories they have learned.

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