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An analysis of ecological civilization education Strategy in Morality and Rule of Law in junior high School

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Abstract: The construction of ecological civilization is related to the sustainable development of the Chinese nation. To carry out ecological civilization construction, we must carry out ecological civilization education. Junior high school students are the main force of social development, junior high school "Morality and rule of law" course is the main front of cultivating junior high school students' ecological civilization accomplishment. Carrying out ecological civilization education in the course of Morality and Rule of Law in junior high school has three major values: the value of The Times, the value of the course and the value of educating people. However, in the actual teaching process, there are difficulties in such aspects as the urgent need to implement the teaching objectives of ecological civilization, the urgent need to improve the teaching content of ecological civilization and the urgent need to update the teaching methods of ecological civilization. Therefore, we should implement teaching objectives, improve teaching content, optimize teaching methods and so on to improve the teaching effect of ecological civilization education.

Keywords: Ecological civilization education; Morality and rule of law; Course teaching.

1. Introduction

At the Sixth Plenary Session of the 19th Central Committee of the CPC, the CPC Central Committee once again stressed that Lucian waters and lush mountains are gold and silver mountains, and made unprecedented efforts to promote ecological progress, pushing the work of ecological progress to a new level. The construction of ecological civilization cannot be separated from the education of ecological civilization to the public. Junior high school students in the stage of physical and mental development need to cultivate their core socialist values through ecological civilization education. Junior middle school students' educational work of ecological civilization is an ongoing matter of our country. The "Morality and Rule of Law" textbook contains many contents about ecological civilization education, which is also aimed at helping junior middle school students to better understand ecological civilization knowledge through curriculum. However, although such education work has been carried on, it has not achieved good results.The text will explore the path of teaching objectives, contents and methods in the moral and rule of law classroom teaching of junior high school in order to achieve the classroom effect of increasing ecological civilization education.

2. The value implication of ecological civilization education in moral and legal course teaching of junior high school

2.1. Educational value: It is helpful to cultivate junior high school students' ecological civilization literacy

Junior high school is a critical period when students begin to have self-awareness and start to think and act independently. At this stage, the transmission of the connotation of ecological civilization education and relevant theoretical content to junior high school students can play a positive role in the construction of junior high school students' ecological civilization values. With the development of their independent consciousness, junior high school students have begun to contact with social problems independently. Therefore, the ecological and environmental problems they observe in life, whether consciously or unconsciously, will leave a certain impression on them. However, they do not have the consciousness to deal with or reflect on these ecological and environmental problems, showing a state of no concept. Therefore, with the help of textbook knowledge and classroom practice, the knowledge seeking mentality of junior middle school students is used to arouse their attention to ecological issues. Under the transmission of teachers' value, they are made to realize their responsibility and obligation to build ecological civilization. Under the promotion of the sense of responsibility and obligation, they begin to solve the adverse ecological problems in life spontaneously. Realize the transition from internalizing theory to externalizing action. The theoretical study and practical activities of ecological civilization education in the moral and rule of law course of junior high school can play an effective role in educating people, constructing the right concept of ecological civilization of junior high school students and cultivating good ecological civilization accomplishment.

2.2. Curriculum value: It is helpful to implement the relevant requirements of the curriculum standards

Our country has entered the critical period of development construction of socialist modernization, and education as the source of development continues to optimize education by the way of curriculum reform. In the new curriculum reform, the teaching content and teaching objectives have been greatly reformed, but the educational purpose of cultivating new people and cultivating new people of The Times is still unchanged. The implementation of ecological civilization education in moral and rule of law courses in junior middle school has gradually strengthened the value orientation of Taoism course and cultivated the core quality of students. In

the process of continuous improvement of the curriculum implementation, higher requirements are put forward for the quality standard, guidance and the connection of learning section content. Ecological civilization education involves moral education, legal education, ideological education and many other aspects. Through in-depth study of theoretical knowledge and continuous cultivation of value thoughts, high school students can deepen political identity, strengthen moral cultivation, establish the concept of rule of law, cultivate sound personality and pay attention to the consciousness of responsibility in the process of education and teaching. In compliance with the basic social morality to optimize and develop their own personality, to become the modernization of the requirements of qualified builders. In the moral and legal course of junior high school, ecological civili zation education strictly implements the relevant requirements of the curriculum standards, cultivates talents with various qualities, and realizes the curriculum value.

2.3. The value of The Times: help to conform to the objective needs of the development of The Times

In the new era, survival and development are still the focus of attention of all countries in the world, and the community of human destiny and its core common values organically unify the relationship between man and nature, man and society to explore the solution to the problem of survival and development, which contains the unity of survival value and development value. The harmony between man and nature and between man and society requires all countries to emphasize the construction of ecological civilization. The ecological civilization education in the morality and rule of law course of junior high school conforms to the needs of the development of the current era, and transmits the concept of "green development" and the human system civilization of "harmonious and win-win coexistence between man and nature" to junior high school students through theoretical education and value transmission To unify morality and norms in the spiritual thoughts of junior high school students. As the effective force in the new era, junior high school students should promote the development of The Times and become the mainstay of the development of The Times. They should cast the ideological foundation of the construction of ecological civilization through the study of theoretical knowledge, and fulfill the requirements of the construction of ecological civilization in practice constantly, so as to help the natural ecology get better development with practical and influential behaviors. The development of The Times calls for the joint efforts of all countries. As the defender of the international order, China applies various international common concepts to the development of the people. Based on education, it complies with the objective needs of the development of The Times and contributes its own strength to the development of The Times.

3. The dilemma of ecological civilization education in moral and legal course teaching in junior high school

3.1. The teaching goal of ecological civilization needs to be implemented urgently

As a result of the implementation of the national educational examination system, the training goal of most junior middle schools has been somewhat deviated, and the educational goal has naturally deviated. In addition to undertaking the task of stage evaluation, the examination has also become an important indicator to judge students' individual ability. "Score cultivation" has become the top priority of school teaching work. In such an educational environment, teachers naturally ignore the teaching objectives and make the completion of the requirements of teaching objectives superficial. The specific performance is that both young teachers and teachers with higher qualifications focus on students' memory ability rather than understanding the connotation of knowledge. The content of ecological civilization education accounts for a relatively small proportion in the examination papers, and the content is very small. Therefore, most of the teachers only omitted the contents of ecological civilization education and let the students understand them as superficial knowledge. Meanwhile, for the contents of ecological civilization education involving a small number of high school entrance examination points, the students were only required to highlight the key knowledge and complete the test questions through mechanical memorization, which lacked systematic teaching and value transmission. This kind of teaching process focuses on the mastery of knowledge points, rather than the understanding of the content. Under the setting of such curriculum objectives, junior middle school students will not have clear knowledge of ecological civilization and do nothing in practical activities, so they will not be able to achieve the teaching objectives that meet the requirements of national education, making quality education empty talk.

3.2. The teaching content of ecological civilization needs to be improved

At present, there are two problems in the teaching content of the ecological civilization education in the moral and legal courses of junior high school.On the one hand, ecological civilization education is an activity jointly carried out by ideological education and labo r education. It can be interpreted from the perspective of ideologica l and political education, and the education of ecological moral awar eness, norms and practice to the masses is the key content of ecologi cal civilization concept education. However, most teachers lack prac tical knowledge in the classroom and spend all their time on theoreti cal knowledge learning. On the other hand, the wide scope of ecologica l civilization should also be one of the key points of ecological civ ilization education. Besides the protection of environment and organi sms, which are the basic cognition of the public, green, reasonable c onsumption and peace and equality education should also be added. At p resent, in the moral and rule of law classroom teaching of junior hig h school, teachers obviously put the emphasis of ecological civilizat ion education on the protection of animals and plants and the living environment. In the face of the content of consumption and the concep t of peace in the textbook, they failed to explore and analyze the es sential root causes for the ecological civilization education of stud ents, resulting in a single lack of teaching content. Junior high scho ol political teachers must realize that their own knowledge of ecolog ical civilization should not stay at the shallow level of cognition, but should have a deep exploration of the content of ecological civil ization education and a systematic and comprehensive understanding of the nature and rulesTo continuously improve the content of ecologi cal civilization

education in teaching practice, which is the profess ional knowledge and ability quality that teachers as educators should have.

3.3. The teaching methods of ecological civilization need to be updated

For the construction of ideological and political courses, teaching is to cross the river, the method is the bridge, to improve the quality of teaching, the right method is the key factor. The moral and rule of law textbooks for junior middle school give teachers great flexibility in the compilation of ecological civilization education content and leave more room for creative teaching methods. After the reform, the new textbooks add many practical education activities, which provide a lot of help for the connection of theory with practice and the application of theory into practice. However, it is very difficult to find distinctive teaching methods in the classroom mode of moral and rule of law courses in junior high school. Most teachers, especially those with higher qualifications, still carry out the traditional theoretical teaching mode by themselves. On the one hand, they lack the ability to develop new teaching methods. On the other hand, it is reflected in the ideology, that is, to scorn the "student subject" required by the education reform, and think that students cannot explore the learning content by themselves. Abilities and ideas hinder teachers' exploration of teaching methods of ecological civilization education. Students' understanding of ecological civilization only remains at the level of knowledge theory, and it is difficult to arouse students' interest in learning, resulting in ineffective ecological civilization education. Meanwhile, the lack of teaching methods of practical activities makes it difficult for students to have practical feelings about the symbiotic relationship between human beings and nature. And virtually weakened the environmental protection consciousness.

4. The strategy of ecological civilization education in the moral and legal course teaching of junior high school

4.1. Target orientation: Find out the key points of ecological civilization education in the moral and legal course teaching of junior high school

The key point of finding the correct teaching objective is the premise of teaching development. The moral and rule of law course in junior high school has clearly defined core literacy objectives, overall objectives and learning section objectives, which requires teachers to master the teaching objectives from three dimensions, refine the teaching objectives according to the teaching grade, students' learning situation, teaching content and other situations, and form the curriculum objectives to find the key points of teaching in each class. Students should be educated in knowledge, practice and thought with the key contents of different classes, instead of showing non-standard curriculum objectives requiring mechanical memorization in the content of high school examination points in response to the national exam-oriented education. Taking the sixth chapter of the ninth grade textbook "Building a Beautiful China" as an example, the teachers first make clear that the teaching goal of this chapter is to focus on the students to correctly view the ecological problems of our country, and on the basis of this, help the students to strengthen the cultivation of socialist values, make contributions to the development of the country from an individual level, and consciously practice ecological civilization action in daily life and social interaction. Secondly, according to the overall goal, identify the key goals that must be achieved after the completion of this class. According to the goals of the three dimensions involved in this chapter, teachers can define the key goal as cultivating students' ability of practicing ecological civilization and enhancing their sense of belonging to the country. Teachers should conduct theoretical analysis and practical expansion on the key points of the target in classroom teaching, so as to conduct the transmission of ecological civilization values to students, so that students can realize the internalization of the mind and the externalization of the practice in life.

4.2. Content optimization: Make clear the supporting points of ecological civilization education in the moral and legal course teaching of junior high school

One of the distinguishing features of ecological civilization education from other education is that it comes from and belongs to nature, and it has an inseparable connection with nature, which gives a revelation to the development of educational activities: we must understand its connotation and value through activities in nature. Therefore, the supporting point of the ecological civilization education content in the moral and rule of law course of junior high school is the value education based on practical activities., let the students feel the basic concepts of ecological protection, green development and world peace in the work, sublimate the main idea of education with personal experience, and achieve the perfection of the teaching content. Practical activities are an important way to continuously improve the content of education. Students' problems in practice are easier to continuously sublimate the content of ecological civilization education, and truly implement the teaching content. Taking the second frame of "Serving the Society", Unit 3, Lesson 7, in the textbook of the first volume of eighth grade as an example, the teacher positioned the teaching activities of students as tree-planting activities or garbage cleaning activities under the premise of clear goals. In practice, the teacher focused on the communication with students, constantly raised questions or guided students to raise questions, and changed from serving the society to protecting the environment, from protecting the environment to the green development of the country. Finally, it sublimates to the sustainable world peace and development, promotes the deepening of the teaching content with students' interest, and realizes the comprehensive and systematic teaching of the teaching content in the teaching practice.

4.3. Method guidance: Grasp the development point of ecological civilization education in moral and rule of law course teaching in junior high school

The innovation and diversification of teaching methods have always been the key content of education reform. The effect of classroom teaching has an important relationship with teaching methods. Therefore, teachers should study the innovation and diversification of teaching methods and change the traditional single-theory teaching methods. Teachers should grasp the characteristics of ecological

civilization, grasp its abstract and concrete connotation, make use of modern information media and other teaching media in teaching, make use of students' physical and mental development characteristics and teaching environment skillfully apply and transform teaching methods, and realize the diversified application of teaching methods. Taking "Facing Development Challenges" Lesson 6, Volume 1, Grade 9 as an example, teachers can use situational teaching method in the teaching process, select different students to play different ecological crises, state the nature of the harm and make debate and comparison, so that students can deeply understand the severity of the ecological crisis; It is also possible to use case teaching method combined with teaching method and problem teaching method, and use teaching media to show ecological crisis cases in the form of pictures and videos, so that students can think about the cases while giving theoretical lectures and raising further questions, so that students can expand their thinking while thinking, deepen their awareness of environmental crisis in the process of generating answers , and consciously practice ecological protection activities in the process of crisis consciousness. In order to improve the effectiveness of ecological civilization education, we should innovate and use teaching methods wisely.

5. Summary

Ecological civilization education is an important content of modernization construction in our country. As new students of the era construction, junior school students should establish ecological civilization concept from a young age, firm civilization consciousness in thought and practice civilization concept in action. The moral and rule of law course in junior high school, as the main front of cultivating morality and cultivating people, bears the heavy responsibility of ecological civilization education. Therefore, it is necessary to pay special attention to a series of problems in the teaching process. Teachers, as the transmitters of theory and practice, should formulate reasonable teaching objectives according to the national education documents, refine the curriculum objectives, and constantly strengthen their professional knowledge and skills. Flexible grasp of a variety of teaching methods, so that junior high school moral and rule of law classes to truly implement the effect of ecological civilization education, help junior high school students to deepen the theoretical background, establish the belief in ecological civilization construction and protection responsibility consciousness, to practice the concept of ecological civilization based on life actions. Based on the classroom teaching of ecological civilization education for junior high school students, this paper proposes a series of problems in teaching. There are some redeeming points in the corresponding strategic analysis of the problems, but there are still shortcomings. In the future, we will continue to explore ways and methods in specific educational and teaching practices, and consider the overall elements of classroom teaching to help ecological civilization education play a better role.

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