Analysis of the "Three-three Teaching Mode" in Ideological Morality and the Rule of Law

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Abstract: In the Internet era, the traditional indoctrination teaching mode of "Ideological Morality and the Rule of Law" is facing serious tests and challenges. How to improve the classroom teaching effect is an important topic for ideological and political teachers. The "three-three teaching mode" is adopted, and the class time is divided into three parts: "teaching-into brain", "feeling-into heart" and "experience-into action". The content and mode of class are adjusted accordingly. This teaching mode reduces the time for teachers to lecture in class, pays attention to students' psychological feelings, and increases the link of students' performance and experience.

Keywords: Three-Three Teaching Mode; Teaching - into the Brain; To Feel - to Go into the Heart; Experience - Getting into Action

I. INTRODUCTION

In the 2021 edition, Ideological and Moral Cultivation and Legal Basis has been renamed Ideological and Moral Cultivation and the Rule of Law. Ideological Morality and the Rule of Law is an ideological and political education course for college students to educate marxist world outlook, outlook on life, values, morality and legal concept. In recent years, due to the impact of the Internet, the change of college students' ideology and psychology and other factors, the traditional teaching content and teaching methods have been unable to meet the "post-00s" college students eager to discuss social hot issues and their own ideological and psychological changes.

Current problems existing in the teaching process of main performance is: first, in terms of teaching content, teaching material of "thought morals tutelage and legal foundation" with consistent style, is to a certain extent, more pay attention to the integrity and the requirement of the higher level of system, relatively ignored the current social reality and the actual ideological and psychological condition. The sensitive spiritual world of college students and the rich and colorful information on the network, so that students urgently need to discuss and solve, if not timely and correct guidance, is bound to affect the teaching effect and the formation and development of the three views of college students. Secondly, in terms of teaching methods, teachers usually adopt indoctrination and preaching methods, ignoring the autonomy and exploration of students, while the three-dimensional space on the Network poses a great challenge to the monomial teaching method. How to "win" the mobile phone, how to make students look up and listen to the lecture, has become a new problem troubling university teachers. A staged in the university classroom "battle for position" gunpowder smoke.

In order to grab students' attention and enhance the timeliness of basic courses, we must enrich the teaching content and optimize the teaching mode. In the course of teaching, the author has carried on the exploration of "three-three teaching mode" and achieved good classroom effect.

II. THE BASIS OF THIS COURSE DESIGN

Ideological Morality and the Rule of Law is a door the courses of ideological and political education of college students, compared with other ideological and political education courses, this course theory of knowledge is relatively strong, even if there is a new theory of knowledge in the course, it is easy to learn to understand, at the same time this class has a distinct feature of living close to the social reality, close to the students. So, I think, the emphasis of this course is to let students grasp the teaching material on theoretical knowledge at the same time, more important is to let students to learn content from the emotional identification, and then consciously implement into practical action, which is from "the brain" to "the heart", and then to "the line", realize students "cognition, emotion, meaning," the four degrees of growth.

It is relatively easy to solve students' "knowledge" by simply imparting knowledge, but it is a difficult thing to go from "knowledge" to "emotion" and then to "action". The so-called "simple way, easy to know but difficult to do", so how to let students learn knowledge "into the heart" and "action", is the focus and difficulty of this lesson.

III. THE IDEA OF THIS COURSE DESIGN

According to the above teaching concept, this course design mainly discusses and carries on the "experiential teaching mode", namely in the whole teaching organization process, reduces the teacher's classroom teaching time, but pays more attention to the student's psychological feeling, increases the student's classroom discussion, group sharing and personal performance and experience links. In terms of class hour arrangement, teachers' teaching time, students' feeling time and students' experience time each basically occupy one third, so it can also be called "three-and-three teaching mode", which is embodied as follows:

1. Teaching - Into the brain: teachers use one-third of the time to elaborate, explain the basic concepts, basic principles, key points and difficult points.

2. Feeling -- Immersion: Based on the knowledge and ideas in the textbook, students can find out the videos and stories of current social events and typical characters and share them, so that students can have emotional identification and ideological resonance.

3. Experience - Line into: is to let students to understand teaching material in knowledge and concept, on the basis of college students as main body, through the sitcom acting, poetry reading, lecture, hot social sharing, good good movie to share, to experience personally learned knowledge, and with the social reality, and combined with the reality of each their own thoughts, further implement into action.

International Journal of Trend in Research and Development, Volume 8(5), ISSN: 2394-9333
www.ijtrd.com

Available Online@www.ijtrd.com

I J T R D | Sep – Oct 2021
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IV. THE CHARACTERISTICS OF THIS COURSE DESIGN

(I) Taught - Into a brain: the curriculum reform in strict accordance with the teaching material content and logic system on teaching, but as far as possible concise teaching time, with about one-third of the class to teach and the chapters in the text of materia medica, let the students according to the logic in the teaching material system to study, the difficult of the partial content to let the students to learn through self-study.

(II) Feeling - To the heart: Because there are few pure knowledge points “Ideological Morality and the Rule of Law”, there are more ideas and ideas that students know but often cannot do. In order to go from “knowledge” to “action”, emotional identification and ideological resonance are the most crucial. So I spend a lot of time to collect before teaching can cause the students identification and resonance case, video, stories and use the means of "moistens everything silently", let the students psychological identity and resonance in, this is the place where the most time and energy, because of the Internet era, filled with a huge mass of data and information network, normal students, If it is not easy for students to identify and resonate, I think three points should be paid attention to:

First, videos, stories and cases should have a certain depth of thought. Although it is just a simple story or video, it contains profound truth, which makes students feel refreshed and enlightened.

According to this principle, I selected some classic speech videos from I am a Speaker, such as What Young People can do for the World, A Country is Strong, a Teenager is Strong, A Family is Under Heaven, My Idol and so on, all of which had very good effects.

Second, videos, stories and cases should be "fresh" or particularly classic. College students like to accept new things and often don't listen to what they have been told many times. And "fresh" videos or stories can better attract their interest and attention. You can also use it if it's really classic and worth reading or thinking over and over again.

In accordance with this principle, I selected stories from the fight against COVID-19, such as the "Fan Circle girl" and the "Di Bar Netizen" who went to defend Hong Kong on the Internet, and the best brother of A Zhong.

Third, the videos and stories should be close to the ideological learning and real life of freshmen. In the process of teaching, it is particularly important to find the "contact point" between the knowledge learned and the ideological status of college students, because freshmen are often the "confused period and adaptation period" of college students. One of the most important goals of the course ideological Morality and Rule of Law is to help freshmen adapt to college life, so "Who is my idol? "Follow the truth of your heart."

(III) Experience -- Entry: various attempts and explorations have been made in the aspect of "experience-entering into practice" in the comprehensive reform of this course, mainly adopting the following ways:

A. Integrate situational drama performance and micro-film art into the class

The creation of the teaching situation of sitcom is to organically infiltrate the theoretical knowledge into the selected scene. Students take the initiative to participate in classroom teaching through the links of scene deduction and rational thinking, independently discover, analyze and solve problems, so as to fully display themselves and develop their potential to the maximum. Thus, it can be seen that the introduction of sitcom teaching mode in the course of “ideological morality and rule of Law is conducive” to the organic combination of theoretical teaching and practical teaching, and helps students grow up in four dimensions of "knowledge, emotion, intention and behavior".

In the classroom operation, we carry out the following three links: teaching and task arrangement, writing and performing scene drama, discussion, evaluation and summary.

First of all, teachers teach, and then guide learning according to the classroom related content, access to relevant data, topic selection, according to the number of topic selection needs to determine the group members, reported to the teacher for approval. Then rehearse in groups. After careful preparation, perform according to the progress of the course.

After the performance of situational drama and micro-film, timely evaluation and feedback must be given. The teacher should first give a simple comment, which should not only fully recognize the efforts made by students, but also properly point out the existing problems. Students can express their feelings and experiences in class. In this respect, the voting and scoring function in the online teaching platform of "Duofenyi" is very suitable. Students can use mobile phones to score, which is open and transparent, saving time and greatly enhancing the initiative and enthusiasm of students to participate. The evaluation results are included in the student's usual grades.

In this course design, the course sharing group performs the melodrama "Waiting". Since there is a reference video, students are asked to rehearse in advance. When the teacher teaches relevant content, students are asked to perform on the stage.

B. Integrate the sharing of social hotspots and good books and movies into the class

In order to let students have a correct understanding of the current hot social issues, and to let students read more books on humanities and social sciences and watch some classic movies, we also designed the teaching mode of sharing social issues and sharing good books and movies. Is the hot issues of the current society, or see a good book and a good movie, at the same time, the content has relationship with the course content, you can proceed to quote teacher, the teacher review, think appropriate, you can group, group division of labor cooperation, some schoolmates check information, have students do PPT, some classmates to share platform.

In this course design, students in the course sharing group are asked to watch the movie "No Questions" and the TV series "Together" in advance after class to prepare the content to share. Then, when the teacher teaches this part of the content, they will share the movie and their feelings on the stage to give students more inspiration.

After sharing, students will talk about their feelings, and then vote and score on the platform. The evaluation results will be counted into students' daily homework scores.
C. Integrate poetry reading and speech art into the class

In my teaching process, I also use the teaching mode of poetry recitation and speech to inspire and induce students in the artistic form of recitation and speech.

Group students according to their own for the first Ideological Morality and the Rule of Law the understanding of the course itself, for poetry creation (can also select the existing poetry), or write a more brilliant speech (can also be based on other people's speech speech), quote to modify and guidance teacher, after several times after the rehearsal, in the teachers' teaching to the content of this part, Get on stage for a recital or speech.

In this course design, I asked the sharing group to learn liu Yuanyuan's "What Young People can Do for the World", Liang Zhi's "My Idol", Xiong Hao's "Home Country World" and other speeches after class, and made appropriate modifications on the basis of the original speech. When I taught relevant content in class, I asked students to give speeches on stage.

CONCLUSION

In today's Internet era, if daunted or teachers, let the students passively accept, has gone far cannot adapt to the current reality, now, some scholars put forward "the class" class is reasonable, and the author thinks that for the course Ideological Morality and the Rule of Law, due to the particularity of this lesson, using the above "experience type teaching mode", the "three-point classroom" model is more suitable.

References


