

## Analysis on the Misunderstanding of the Current Junior Middle School Students' Ideological and Moral Courses

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### Abstract

In 2016, the textbook of "ideology and morality" was renamed as "morality and the rule of law" in junior high school. The content of the textbook was updated to enrich the content of mental health, the rule of law and national conditions according to the characteristics of the grade. Junior high school students can feel that the learning content is more close to life, and they can personally experience the role of ideological and moral courses in promoting their own development. However, due to the influence of subjective and objective factors such as students' improper learning attitude, teachers' backward teaching concepts and means, family education failure, examination policy scheme to be strengthened [improved] and frequent social problems, students feel great difficulty and pressure in learning ideological and moral courses. There are also some students learning attitude is not correct, do not pay attention to the study of thought product course. Based on the analysis of students' understanding of ideological and moral courses, this paper points out the causes and consequences of students' improper understanding of ideological and moral courses, and seeks solutions.

### Keywords

Junior high school students; Moral education; Understanding; The reason; Methods.

## 1. SOME JUNIOR HIGH SCHOOL STUDENTS' IMPROPER UNDERSTANDING OF IDEOLOGICAL AND MORAL CLASSES

### 1.1. Some Students Think That It Is Easy to Learn the Thinking Class and the Exam Is Simple

In recent years, the implementation of open-book exams in politics for senior high school entrance examinations has caused students to form a misunderstanding when studying ethics and rule of law: the examinations are simple to answer questions, so normal study does not need to work hard, thus gradually losing interest in learning this subject [1]. Many students become lazy after learning that the ideological and moral class in junior high school is an open-book exam, and they are not active enough in their studies and not serious enough in their studies. Their study is just listening to the teacher, marking the key points, and completing the homework. Apart from that, there is almost no place for self-study. When asked why they didn't work hard, many students would use the open-book exam as a shield, thinking that the open-book exam is just copying the knowledge points in the book, and there is no need to memorize too many knowledge points. The test format that blames everything on ideology and morality is The paper is open, so this course is easy to learn, and the exam is simple and no effort is required.

## **1.2. Some Students Think That Taking the Thinking Class Is to Listen to the Teacher, No Need to Participate**

Some junior high school students believe that the ideological and moral class is the teacher's saying that the students listen to the model, and it doesn't matter whether they even take the class seriously. Just memorize the handouts and do the papers when they are about to take the exam. During my internship, the teacher played the courseware in the classroom and prepared a lot of interesting multimedia materials. Some students would ignore or even laugh casually. During the discussion organized by the teacher, many students took the opportunity to chat and did not care about the tasks assigned by the teacher; At that time, some students will be in a daze, and even do things that have nothing to do with class study, such as reading extracurricular books and writing homework. The students think that anyway, the teacher is in class reading with a straight face, or casually put some courseware to deal with it, and does not respect the teacher's labor results.

## **1.3. Some Students Think That the Thinking Class Is All about the Principles, and It Is Not Very Useful**

The ideological and moral class promotes beautiful moral concepts and correct political thoughts, but real life is not all smooth sailing. Some students are in divorced families, some are from relatively poor families, and some have experienced domestic violence and school violence. These special students have encountered difficulties. Due to the physical and mental development of this age group and the limitations of objective reality, it is difficult to use their subjective initiative to internalize the theories in the books into their own spiritual power. They believe that this knowledge cannot solve the problems in real life. Empty and big, with no substantive effect.

## **2. REASONS THAT CAUSE JUNIOR HIGH SCHOOL STUDENTS TO HAVE AN IMPROPER UNDERSTANDING OF IDEOLOGICAL AND MORAL CLASSES**

### **2.1. The Impact of the Entrance Examination Policy and the Improper Management of Campus Arrangements**

In the junior high school stage, the middle school entrance examination is the most important examination. The national high school entrance examination policy focuses on the three subjects of Chinese, mathematics, and English, and adopts small school entrance examinations and open-book examinations to conduct academic proficiency tests in three subjects other than the main subjects. Compared with the main course, the ideological and moral class has a lower score; compared with the science, it is easy to understand and memorize. Therefore, students will think that the ideological and moral class can be memorized before the exam. Even if the exam is not successful, the total score is only 60 points. It will not have much impact, as long as you use your work in the main class and get good grades. Due to the influence of the examination policy, students' understanding of ideological and moral classes remains at the level of "it doesn't matter whether they learn well or not", and ignores the inner qualities of the ideological and moral classes to guide students to the formation and development of correct ideological and moral character, and to shape a positive, healthy and progressive personality. effect. In addition, the school's arrangements and management will also encourage students to have this kind of improper understanding. First of all, in the arrangement of courses, only 2 to 3 classes per week are arranged for ideological and moral classes, sometimes because of school sports meets, spring and autumn outings and other activities will be washed away, and some schools even use ideological and moral classes to strengthen the examination week. Students consolidate their knowledge in three subjects other than mathematics. All kinds of behaviors will make students think that the thinking class is just an unimportant class. It does not matter

if the score is low and the school curriculum is not enough, so it does not matter if the exam is good. The second is the safety management of the campus. In recent years, campus bullying has also become a social issue that cannot be ignored [2]. The junior high school ideological and moral class contains content about family affection and campus friendship. If a student has experienced domestic violence and campus violence, they will have negative emotions and will be resistant to the mental health and moral emotions in the book. When the content corresponds to my own experience, I feel empty and useless.

## **2.2. Failure of Family Education and Frequent Occurrence of Domestic Violence**

Family education is the first education a child receives, and family education plays a pivotal role in the development of a child. Many parents send their children to school to allow them to compete with other students. They regard achieving excellent exam results as the only purpose of learning, and do not care much about their children's emotional changes. In the junior high school ideological and moral test, 60 points are counted as the total score. Many parents are obsessed with allowing their children to get high scores and blame the children for "I don't know how to learn such a simple subject as ideological and moral". On the contrary, some parents don't pay much attention to ideological and moral lessons. , I think that the ideological and moral class is different from the number of languages, the total score is not high, it does not matter if you do not learn well, and it will also cause students to not pay attention to the ideological and moral class. Once a family's education fails, it will deteriorate to a certain extent and become a serious social problem, that is, domestic violence. In recent years, domestic violence incidents have occurred frequently and young people are in a critical period of physical and mental development. Whether they are directly or indirectly subjected to violence, it is a problem that cannot be underestimated [3]. Domestic violence puts young junior high school students in the position of victims and seriously affects the mental health of junior high school students. The ideological and moral textbooks for the first year of junior high school cover the content of family love, and the textbooks for the second and third year of junior high school involve legal content. Students who suffer from domestic violence believe that learning ideological and moral knowledge can not change the status quo in light of their own experience, and they cannot experience family love, dare not use legal weapons to defend their rights, and become more resistant to learning ideological and moral courses over time.

## **2.3. Teachers' Teaching Methods Are Backward and Fail to Implement the Principle of Teaching Students in Accordance with Their Aptitude**

The teaching methods adopted by junior high school political teachers in the actual teaching process are more accustomed to the transmission of knowledge, and the degree of information modernization is insufficient [4]. The textbooks of ideological and moral courses are mostly theoretical knowledge, which requires students to further internalize themselves after mastering it. Therefore, whether the teacher's teaching can help students understand is very important. If the teacher's classroom teaching is boring and boring, the efficiency of students' listening to the class will decrease. Many teachers use multimedia, but only use multimedia to display the content of teaching materials, and few have their own understanding and ideas. Some teachers blindly rely on multimedia presentations in the classroom, lack of explanation, and place the classroom on another level of monotony and boring. For students who have just entered junior high school, there is a process of adaptation. Some students have strong adaptability and quickly follow the pace of teachers, but some students seem to be struggling. The content of the ideological and moral courses in junior high schools is different from that in elementary schools. In addition to the knowledge of ethics and morality, it also includes political, legal and other aspects. In addition, students have never experienced a formal ideological and moral test, and many students have no way of starting with this subject. Therefore, it is very important to find a learning method that suits them and develop learning habits. Different

students are suitable for different learning methods and learning habits, which requires teachers as guides to help different students find their own learning methods. In reality, teachers focus on classroom teaching, ignoring the individual differences of students. "Crawling" teaching causes students to follow the crowd blindly, unable to find a learning model that suits them, study hard but the results are too low, and gradually lose confidence. Also no longer attaches importance to the study of ideological and moral courses.

### **3. WAYS TO CHANGE JUNIOR MIDDLE SCHOOL STUDENTS' IMPROPER UNDERSTANDING OF IDEOLOGICAL AND MORAL EDUCATION**

#### **3.1. Speed up the Reform of the Entrance Examination System and Strengthen the Construction of Campus Management**

For students, studying at school is the fundamental task, and the exam will be a checkpoint for testing their academic ability. Therefore, it is necessary to reform the examination system as soon as possible, fundamentally improve the status of the ideological and moral courses, and let the school realize the significance of the ideological and moral courses, and no longer regard the ideological and moral courses as a "subject" and adjust the class time at will. Only when the school starts to pay attention can it attract the attention of students. In 2018, Jiangsu Junior High School Achievement Test issued a new policy. In addition to Chinese, mathematics, English, and physical education, history, physics, chemistry, ethics and the rule of law will all be included in the admission points. The policy is expected to be implemented in 2020. I believe that after this, schools in various places can pay more attention to ideological and moral courses, and students can also change their thinking that ideological and moral courses are not important. The frequent occurrence of campus violence is closely related to school management. This requires the school to pay attention to campus security, do a good job in campus inspections, and carry out ideological education in time when signs are found, link book knowledge with practical problems, and exhort students to use them correctly. Way to solve the problem. At the same time, the school also needs to strengthen the construction of campus culture, add civilization slogans in corridors and classes, and conduct seminars and exchange meetings to make students aware of the seriousness of campus violence, so as to understand the truthfulness of morality and the rule of law in the ideological and moral textbooks. Sexuality and importance are truly able to get rid of the shackles of the teaching of scientific and cultural knowledge and implement the ideological and moral class into the educational function of the subject itself.

#### **3.2. Attach Importance to the Educating Function of Family Education and Optimize Family Style**

For the solution of social problems, the author believes that family and school education should be started. Family education practice activities are the main way of family education. Practice activities should reflect pertinence and effectiveness. They should be based on family background and establish a wide-ranging relationship between family elders and children, so that children's ideological sentiment can be cultivated and moral quality can be improved. The junior middle school ideological and moral class advocates traditional Chinese virtues, educating students to respect teachers, cherish classmates, and be good citizens who are pro-society and respect the law. This requires parents to lead by example, let the children witness these qualities of truth, goodness and beauty with their own eyes, and learn from the example of adults. In an important speech, General Secretary Xi Jinping pointed out the importance of family tradition [5]. Only by giving minors a good environment for survival and development can the development of family education be promoted. In addition, parents should change their minds and not use their children's academic performance as the only criterion for evaluating

children. At the same time, it is necessary to make it clear that the ideological and moral course is a standard course, not a "secondary" or "useless" subject, so as to teach children to attach importance to the learning of the ideological and moral course, and not to use the score to measure value.

### **3.3. Teachers Change Teaching Concepts and Teaching Methods, and Use Appreciation Education**

To meet the needs of curriculum reform, teachers should change their concepts, cultivate students' thinking ability, practical ability and sense of social responsibility, so that students can grow in inquiry, and shift their focus to promote the mastery of students' learning methods and the cultivation of learning ability, so that teaching can truly achieve The state of "teaching is for not teaching" [6]. Students are studying in school, and the high expectations of teachers and parents on them are the motivation for students to learn. Teachers should strengthen the combination of ideological and moral theory teaching and practical teaching [7], cultivate talents needed by society, and let students understand that learning ideological and moral courses is to change their own self-cultivation and contribute to the country, not just to deal with exams. As a teacher, first of all, performance should not be used as the only criterion for judging students. Facing students with relatively weak learning ideological and moral abilities, they should help rather than blindly blame; second, the principle of teaching students in accordance with their aptitude should be implemented, and teaching and problem solving should be targeted, Prescribe the right medicine to solve the students' learning difficulties. Teachers of ethics and rule of law should also implement the concept of "quality education", and strive to "teach people how to fish", and strive to make teaching have a lasting and long-term impact on students [8]. The teaching of politics in junior high school can take advantage of multimedia network technology to present important ideological and political issues to students in an intuitive way, so that students can understand ideological and political issues from a clearer perspective, and deepen their impression and understanding of ideological and political theories [9]. Through my internship experience, I believe that the classroom teaching of ideological and moral courses is inseparable from modern information technology. Ideological and moral classes emphasize theoretical knowledge. Junior high school students are still young and have poor self-control. It is difficult to concentrate students' attention only by explanation. Therefore, teachers can carry out innovative education, so that the teaching model of morality and the rule of law can innovate, so as to improve students' learning level of morality and rule of law. Facing adolescent students, teachers should take into account the psychological changes of students, and use correct teaching methods to solve the problems of students' fear of difficulties and rebellious psychology. Therefore, I think teachers can use appreciative education. This kind of "affirmative action" education respects the differences of students, while also achieving the most effective use of students' abilities, establishing a benign teacher-student interaction, and encouraging students Get comprehensive development [10]. Teachers' appreciation is the motivation for students to learn. When students are tired of learning, encounter difficulties and withdraw during the process of learning Sipin class, Sipin class teachers can not only use book knowledge to guide students to adjust their mentality, but also according to different The characteristics of students are to be praised in the classroom, to encourage students to explore knowledge, to change the impression that students are "stern", "stern", and "not good at speaking" to the teacher, and to reduce the sense of isolation. When the students are appreciated, they will be more active and confident in learning the thinking class, and the education function of the thinking class will be realized in a real sense, helping junior high school students to get through adolescence.

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