

To Strengthen the Moral Construction of Students in Junior Middle School Based On the Ideological and Political Teachings

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Abstract: The junior high school stage, as a key stage of China's talent training, plays an important role in the process of talent training. At the same time, junior high school teaching is the most widely used teaching level in China, and its teaching level affects the comprehensive quality of our nationals to a certain extent. Ideological and political teaching at the junior high school stage is very important. As a key course for cultivating students' good moral quality, ideological and political courses is the core of strengthening ideological and moral construction of students in junior high school. Therefore, this article will discuss how to strengthen students by combining some existing problems and countermeasures in ideological and political teaching in junior middle school. Ideological and moral construction.

The junior high school stage is the beginning of students entering adolescence. During this period, students' independent consciousness, world outlook and values gradually begin to take shape. It is a golden period for the cultivation of students' basic literacy and various abilities. If teachers can be psychologically and spiritually Correct regulation and guidance of students will have a profound impact on the development and growth of students. Therefore, teachers should grasp this golden period for the cultivation of students, strengthen the penetration of ideological and moral consciousness in ideological and political teaching, and truly realize Teachers' education work [1]

1. Problems Existing in Ideological and Political Teaching in Junior Middle Schools

2.1 1.1 Students' Ideological And Political Teaching Objectives Are Ambiguous

The junior high school stage is the beginning of students entering puberty. During this period, students' self-awareness begins to form, and their rebellion gradually begins, which brings some troubles to teachers in management. Therefore, the ideological and political lessons in the junior high school phase are more focused on helping the school management environment, that is, more on building a stable campus environment, and ideological and political teaching includes the education of ideological morality and the study of political thought. This kind of teaching The method neglects these two points, resulting in a single ideological and political lesson teaching goal and no significant effect on the growth and development of students [2]. At the same time, the ideological and political education at the junior high school level includes psychological education, ideological and political education and moral quality education for students. The school's construction of these education is not clear enough, which leads teachers to teach ideological and political courses during teaching. The inaccurate teaching objectives have brought certain interference to ideological and political teaching.

2.2 1.2 There Are Too Much Focus On The Test Results

Although the quality education in my country has been implemented for a long time, but the ideological and political course as a subject in the junior high school stage is a subject with a volume test is still difficult to break away from the pursuit of test scores. In the actual teaching of ideological and political courses, the traditional evaluation method based on scores still exists, leading teachers to focus more on leading students to memorize the teaching materials, resulting in

stereotypes in teaching content and methods, from teachers to students. The importance of examination results greatly reduces students' interest in ideological and political courses, which in turn leads to a reduction in efficiency [3]. Although this single evaluation method can help students to improve their test scores, it is difficult to improve the actual teaching effect, and the ideological and moral education for students has been delayed. At the same time, the teacher's investigation of the student's learning situation only depends on the test scores, but the level of such test scores does not reflect the students' actual level of ideology and morality. It will also affect the learning self-confidence of some students with poor grades, which in turn affects In terms of learning efficiency; a vicious circle is eventually formed [4].

2.3 1.3 Some Of The Teachers' Professional Qualities Still Need To Be Enhanced

The professional level of teachers is usually the decisive factor that affects the quality of teaching, and the same is true in ideological and political teaching. As a practical subject, the ideological and political courses at the junior high school level are mostly from life, and they also need to return to life. Therefore, linking life in teaching and strengthening students' practical ability is to improve the teaching of this subject. The best means of efficiency, however, the survey results with students as the main body show that a considerable part of the teachers' teaching content in ideological and political classes deviates from the reality of life, and more often talks about it in general, which brings a certain degree to students' understanding of ideological and political knowledge. The difficulty of the students can not be combined with the actual consciousness that is not practiced in life and can not help students form a complete and systematic knowledge system [5]. At the same time, the general teaching content will reduce the students' attention to this course. If teachers lack high professional quality, they will not be able to lead students to learn ideological and political knowledge better. Similarly, low professional qualities cannot guarantee teachers' self-esteem. Higher requirements will result in teachers not thinking about progress in their work, which will not promote the progress and improvement of teaching work. The junior high school stage is a critical period for the formation of the students' three outlooks. During this period, students' understanding of some social problems or life phenomena will have a greater impact on the three outlooks. If teachers do not guide them in time, it is difficult to ensure that students can form the correct The three views have a huge impact on their future development [6].

2. Strategies for Strengthening the Construction of Students' Ideology and Morality in Ideological and Political Teaching in Junior Middle School.

2.4 Change Teaching Concepts And Increase The Emphasis On Ideological And Moral Education

To strengthen ideological and moral construction in ideological and political teaching, teachers' teaching concepts should be updated first. Only teachers who have established correct teaching concepts can be targeted in the teaching. Teachers should realize the importance of ideological and moral education for students at the junior high school level. It is clear that the teaching purpose of the ideological and political course in junior middle school should be mainly education, and it is essential to cultivate students' good ideological and moral cultivation in order to further feedback to the construction of the campus environment [7]. In the middle school education syllabus, it was clearly pointed out that the junior middle school politics class occupies an important position in the moral education of students. It can help students to establish correct political thoughts and healthy values of life and good ideological and moral cultivation. As the main position for students to build ideological and moral education, teachers should deepen their understanding of ideological and political teaching, adapt to the people-oriented education concept in the new curriculum reform, and pay attention to the development of students' emotional attitudes and psychological changes And master in time, use various teaching materials flexibly in teaching, increase students' enthusiasm for participation in classroom teaching, and realize the all-round development of students in ideological and political teaching.

2.5 Make Full Use Of Life Materials For Combined Teaching

As mentioned above, much of the knowledge in the ideological and political classes at the junior high school level comes from life. At the same time, students will eventually give back to life after learning. Teachers should master this feature of ideological and political teaching and refer to them in preparation for the lesson. The actual fragments in daily life are combined with the actual life to teach [8]. The content that can be displayed in the textbook is extremely limited due to space limitations. If the teacher relies too much on the content in the textbook to make the teaching more one-sided and thin, and the repeated use of the content of the textbook will also reduce the interest of students in classroom teaching, resulting in a single tedium. Of classroom teaching cannot attract students' attention. Therefore, teachers should pay attention to the excavation of life materials and combine teaching with daily life in teaching, which can not only increase the persuasion of the teaching content but also increase the students' interest in the teaching content, and at the same time, the students also have a strong sense of substitution for life fragments and can effectively enhance students' enthusiasm for participation [9]. For example, when cultivating students' morality, teachers can combine news and current affairs to teach, and show students the social hot events to stimulate discussion among students. After the students' sense of participation in classroom activities gradually increases, their emotions can also get a certain degree. Mobilization and proper guidance and summary by teachers at this time can help students realize the great contribution of good moral cultivation to the stability of the social belt, and then realize the construction of ideological and moral qualities for students in ideological and political lessons.

2.6 Improve On The Student Autonomy, Strengthen And Guide Effectively

Students in the junior high school stage already have a certain degree of self-thinking. The teaching mode led by teachers in this period is no longer applicable. If teachers use their status to strictly discipline students, they will only stimulate students' rebellious psychology and teaching effect. On the contrary, it is counterproductive, so during this period, teachers should face the students' self-consciousness and independence consciousness, and leave more space for students in teaching activities. However, it should be clear that this teaching model that gives students more autonomy is not about letting go of students' learning, but that teachers are more inclined to guide and standardize the role of teaching in teaching activities, by increasing students' interest in ideological and political classes, To improve students' learning enthusiasm, and at the same time, guide students to understand the correct ideological and moral values in the process of student learning, and guide students to learn autonomously on ideological and moral concepts. For example, the teacher can guide students to actively discuss by showing students the events that resulted in the passing of Guangzhou Xiaoyueyue by 18 passers-by who turned a blind eye and eventually passed away on the spot, and propose themselves to the indifference of passers-by and the huge fault of the driver in the incident. In the view of the teacher, the teacher guides the students to summarize the lessons brought to people through this incident, encourages the students to be a person with correct ideology and morality, and promotes the progress of social civilization.

2.7 Teachers Lead By Example And Convince Others By Reason

Although the junior high school students have a more rebellious personality due to adolescence, they have no essential problems. Therefore, teachers should pay attention to respect for students during ideological and moral education during this period, and teachers and students should be in a harmonious and equal position. For communication, after the students make mistakes, teachers cannot expect to restrain students by blindly tough discipline. They must strengthen communication with students through equal communication, so as to convince people with morality and morality [10]. At the same time, students in junior high school still have the psychology of imitating the behavior of elders. Teachers should pay attention to the development characteristics of students, be strict in self-discipline in daily life and learning, and play a leading role by setting correct images for students. For example, you can't be late or leave early in the classroom. If you disagree with the students in the teaching process, you must respect the students' opinions. Dialectically analyze the

students' views on the basis of equal exchanges. In addition, you must allow and encourage differences when analyzing teaching cases. Do not try to suppress the open thinking of students. This period is the best time to cultivate students' thinking habits and abilities. Students should be encouraged to think from multiple angles. Teachers of this kind of ideas that are contrary to the mainstream should reverse the students' views through rational analysis and fundamentally realize the ideological and moral construction of students [11].

Conclusions

Students in the junior high school stage are the decisive period for the formation of ideological and moral concepts, but with the enhancement of students' self-consciousness during this period, they will have their own views on social phenomena, and these independent views are difficult to guarantee that they are all correct, so this period teachers are very important for the guidance of students. As a key position for teachers to carry out the ideological and moral education, teachers should also concentrate on the importance of ideological and moral education and continuously improve their own level in practical teaching, and to always reflect on the teaching work in a timely manner, as to contribute their own strength to the ideological and moral construction of junior high school.

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