

# Analysis on the Application of Situational Teaching to “Morality and Rule of Law” in Junior High Schools

Xialin Xu\*

Marxist College, Henan Polytechnic University, Jiaozuo 454003, Henan Province, China

\*Corresponding author: Xialin Xu, xuxialin5282@163.com

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**Abstract:** With the continuous development of the curriculum reform, situational teaching, which is fitted to promote the development of quality education, is increasingly showing its unique advantages. Situational teaching is the negation of the traditional teaching method. This teaching model is supported by constructivism and the theory of humanism. This paper explores the operational links of “Moral and Rule of Law” in junior high schools and discusses the practical significance of situational teaching for the education in China.

**Keywords:** Situational teaching; Constructivism; Junior high school; Moral and Rule of Law

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## 1. Introduction

With the continuous development of the new curriculum reform, traditional teaching methods face difficulty in adapting to modern talent training requirements. As a new type of teaching model in the context of the new curriculum, situational teaching can effectively improve the quality of teaching of “Moral and Rule of Law” in junior high schools. Through the experience of students, they will gain rational cognition, emotional identification, and psychological internalization of ideological and political theory as well as improve their ability to analyze and solve problems in practice <sup>[1]</sup>. In traditional teaching activities, teachers have absolute dominance in classrooms, while students can only learn and accept what the teachers teach – passive learning. Therefore, putting forward a new teaching model has become the central task in promoting teaching reform.

## 2. Theoretical basis and characteristics of “Moral and Rule of Law”

Situational teaching refers to typical scenes, exclaiming children’s warm learning emotions, leading to a teaching model that actively participates in the teaching process <sup>[2]</sup>. Situation is the starting point and theoretical kernel of contextual learning <sup>[3]</sup>. In the practice process, the creation of optimized teaching situations promotes the initiative development, overall development, and harmonious development of students. It is the theoretical support and theory of humanism. Context construction, collaboration, session, and significant construction are the four major elements or four major properties in the learning environment. It is emphasized that knowledge is relative, and students cannot rely solely on teachers to master knowledge. They should be encouraged to perceive and test certain theories. Situations that are conducive to students should also be created on the basis of knowledge. The new knowledge highlights the

importance of using context construction knowledge. It opposes single decisions made by teachers, focusing on students' autonomous experience and ultimately achieving meaning construction. In addition, the humanistic theory represented by Maslow and Rogers emphasizes the dominant position of students, advocates appropriate situations with students as the center, attaches importance to students' emotions, desires, and values in situational teaching, as well as guides students to actively think, perceive, and comprehend knowledge with humanized methods.

Situational teaching can effectively improve students' intelligence by making full use of situations to mobilize learning motivation <sup>[4]</sup>. "Moral and Rule of Law" in junior high schools is a practical classroom, focusing on teacher-student relationship in a relaxed and pleasing environment.

- (1) The relationship between teachers and students is harmonious. This teaching method is especially important in the classroom for both teachers and students. In situational teaching, students are in the main position. During the teaching process, students will come to truly understand the teachers. As the subject, students assist in this kind of teaching.
- (2) The environment is relaxing. One of the main features of this teaching method is that it creates a space for students to think freely. Learning and thinking with oppression will limit thinking; hence, it will be difficult to absorb knowledge. Cognitive activities have experience, and human behavior efficiency and psychological excitement levels are its feasible theoretical basis. The potential and thinking scope will only be expanded in a relatively relaxed environment.
- (3) Inspiration. Compared to other teaching methods, situational teaching used for "Moral and Rule of Law" in junior high schools has an inspirational feature that stimulates deeper thinking. Creating a relaxed situation, teachers can communicate equally to maximize students' thinking.

### **3. Application of situational teaching in "Moral and Rule of Law"**

The teaching model of "Moral and Rule of Law" in junior high schools can greatly strengthen students' interest and the classroom atmosphere. Situational teaching is a combination of educators, situations, and students. In classroom settings, students are the main body of learning, whereas teachers are the roots. The operating mechanism of situational teaching mainly includes three aspects.

#### **3.1. Creating situations to stimulate interest**

Life-oriented situational teaching emphasizes more on the relationship between situation and personal daily life experience. Applying life-oriented situational teaching to the usual teaching process can enable students to combine theory with practice, deeply understand the principles found in books, and further think about how to apply these principles flexibly and skillfully in life. Students' exposure to life situations created by teachers does not only advocate the learning of associating oneself with various life experiences and resonating with them, which are conducive to reducing the difficulty of teaching and promoting the teaching efficiency of ideological and political courses. Interest is the best teacher; the induction of learning motivation is the first element of situational context teaching. According to teaching tasks and teaching objectives, teachers can create an emotional, active, vivid, and philosophical atmosphere, to stimulate students' emotions. Teachers need to first fully understand the level of life experiences and cognitive levels in formal teaching. Following that, ensuring that the teaching situation is familiar, students can then identify similar experiences from their own personal experience. The teaching situation created by junior high school political classes must be specific and lively to encourage participation. It provides many sensory stimulations in addition to information stimulation. In that way, the students will be immersive and grow in knowledge. It also helps cultivate their ability and sentiment. There are many ways to create contexts, such as life showcase, physical demo, sound and dynamic situation, performance context <sup>[5]</sup>.

### **3.2. Emotion substitution, situational experience**

Teachers should encourage students to actively participate through performances, games, conversations, hands-on operations, etc., in the atmosphere of creation, doing all kinds of intellectual activities in love. It is important to adhere to political and academic unity, respond to students with thoroughness, convince students thorough ideology, and guide students with the strong power of truth. “Moral and Rule of Law” has a large number of theoretical elaborations, logic interpretation, and philosophy, but to really cultivate students’ inner mind, it is a must to introduce actual cases related to social life and enrich the teaching content with practical problems, so that the classroom is full of vitality. The courses must encourage collision between teachers and students. By discussing polymer thinking and disregarding divergent thinking, teachers and students can gain better experience through the debate. Teachers should create a situation that is close to students, have significant impact, encourage students to take the initiative to think about the democracy of the boldly, and facilitates the discovery of real knowledge. In the continuous interaction between students and real-life situations, students’ confusions and deficiencies will be fully revealed. Teachers can take advantage of this opportunity to make classroom inquiry the key point, so that students can form moral concepts and internalize correct values into their hearts as well as externalize them into actions.

In teaching contents related to the development of global economy, teachers can show students video materials of developed countries through multimedia devices before the introduction of the main knowledge points and provide detailed explanations, such as the process of assembling the parts of an aircraft in various countries, so as to stimulate students’ thinking of the production process; following that, they can then introduce theories relevant to economic globalization. The attraction to video materials may increase students’ participation. After explaining about the topic, teachers should use multimedia courseware for training via exercises. Teachers can ask questions to stimulate students’ active thinking. If the students obtain the correct answer, the courseware will produce a certain sound, indicating victory. In case of a wrong answer, an encouraging voice will be produced from the courseware itself. Through such a way, students may come to truly understand the development trend of the global economy and improve their own ability to apply knowledge points; in addition, this measure will help clarify China’s attitude toward economic globalization.

### **3.3. Asking questions at the right time and making clear key points**

The element of time is important in the process of asking questions. In case teaching, teachers should put forward questions to students, so as to clarify the focus of the lesson. Teachers should also interpret and analyze cases and policies in an in-depth manner, present life situations and internal principles clearly, as well as pursue high school ideological and political education from small to big, point to point, concrete to abstract, phenomenon to essence <sup>[6]</sup>. The teaching of governance should be carried out from “simple to deep.” In regard to the timing of questioning, first, from the perspective of teaching, difficult points, key points, new and old knowledge, as well as transformation points should be selected; second, put forward questions when the students do not pay attention or if their thinking is deviated or influenced. In addition, teachers should ask questions based on the students’ cognitive ability and phased thinking. It is also important to ensure that the problem raised is of moderate difficulty. If the demarcation point of the textbook and the students are prone to cognitive conflicts, they should be encouraged to discuss to come up with a solution.

### **3.4. Consolidating and summarizing the situation**

Teachers should summarize at the end of every lesson as it helps students gain a sense of the emotional

tone of the learning content from the situation, consolidate their knowledge, and promote their development. The ultimate goal of situational teaching of “Moral and Rule of Law” in junior high schools is to internalize morality in students’ hearts. Prior to the end of situational teaching, the summary and sublimation of the teaching content based on the situation are necessary. Timely summary is the sublimation of the whole moral education course, and the context created is a layer of extension, extending to a deeper layer. The teachers’ gentle tone, refined language, expectant eyes, and friendly gestures are all part of moral education. This is the so-called “being upright and acting without orders.” Teachers’ words and deeds will be projected on students, thus strengthening their moral appeal; the situation will extend to the life of students, and students with the unity of knowledge and action will be trained. Therefore, in situational teaching, teachers need to design teaching activities while positioning students as the center, combine teaching contents and objectives, as well as organize their teaching around the needs and development of students, so as to reflect the effectiveness of situational teaching <sup>[7]</sup>.

#### **4. The practical significance of integrating situational teaching into “Morality and Rule of Law” in junior high schools**

The new curriculum reform and “quality education” position students as the center of the classroom, cultivating high-quality talents through comprehensive development. This requires the transformation of teaching methods and traditional teaching modes. Situational teaching involves the creation or design of a situation in line with the teaching objectives. It shortens the time and narrows the gap between knowledge and life, linking abstract theory with the real world <sup>[8]</sup>. This teaching method realizes the transformation of the role of teachers and improves students’ independent learning ability. It has important practical significance in creating a classroom atmosphere. Situational teaching generates an active classroom atmosphere through context, thus mobilizing students’ interest. In junior high schools, “Moral and Rule of Law” highly focuses on students’ education. Many units discuss from three aspects: individual, society, and the country. However, it is still not possible for students to fully understand some of the concepts and principles, considering their cognitive ability and life experience. If teachers describe and explain these concepts and principles in plain language, students may be easily “exhausted”; thus, students who have difficulty in applying knowledge migration will favor using theoretical theories instead in real life. What then is the learning effect of students in classrooms, which can only be reflected by examination results. Teachers who teach “Morality and Rule of Law” should consolidate the educational idea of “small classroom, big curriculum,” actively combine the knowledge and teaching resources of different disciplines, purposefully introduce or create vivid and concrete scenes with certain emotional color, so as to arouse students’ experience, assist students in their effort to understand the teaching materials, and develop their psychological function <sup>[9]</sup>.

#### **5. Conclusion**

In a word, situational teaching does not only permeate emotional education, but it is a form of teaching thought and realm. Situation teaching helps to awaken students’ conscience, tap into students’ inner potential, encourage students to explore independently under the drive of curiosity, and develop students’ knowledge, skills, and emotional value in an all-rounded way <sup>[1]</sup>. In junior high schools, teachers must first choose an appropriate situation. The selection must be done in accordance with textbook information and students’ cognitive ability. In addition to that, actual cases should also be selected, and students, as “owners” of the class, should be guided to explore and learn independently. They should also be encouraged to be more exposed to news; in that way, their awareness of current affairs can be improved. In effort to do so, teachers need to stimulate students’ interest in learning, so that students will be able to learn effectively and

quickly. After contextual discussions, teachers need to summarize, correct any errors made, address the unsolved problems raised during the contextual analysis process, offer appropriate affirmation to new ideas that are put forward by students, and understand the students' learning situation to achieve an efficient classroom effect.

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