Reflections on the Cultivation of Core Competencies in the Classroom Teaching of “Ethics and the Rule of Law” in Junior High School

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Abstract
As an educational discipline focusing on morality, the rule of law, and values, "Ethics and Rule of Law" plays a crucial role in the compulsory education stage of junior high school. It is of great significance in cultivating students' core qualities that are essential for personal lifelong development and meeting the demands of social development. This paper integrates various effective educational resources and emphasizes the efficient use of the classroom within the context of basic curriculum teaching. It aims to infiltrate students' thinking with moral quality, concepts of the rule of law, and emotional education, in order to enhance students' social responsibility and patriotism, and further develop students' self-literacy. The curriculum aims to guide students in deepening their understanding and expanding their practical abilities, in order to cultivate core competencies in junior high school ethics and rule of law.

Keywords
Junior high school, ethics and the rule of law, core competencies, teaching, cultivate

1. The significance of core competencies to the ethics and rule of law curriculum in junior high schools
Core literacy refers to the personal abilities formed by students in the process of receiving an education that is suitable for personal lifelong development and meets the needs of social development (Ai Jing & Xiong Jianwen, 2018). Junior high school is a critical period when students' values are in plasticity, and "Ethics and the Rule of Law" helps students correctly establish the three views and correct students' behavior norms by educating students in outlook on life, values, patriotism, and collectivism, and is the best carrier for students' moral development. Therefore, we need to ensure that the curriculum can keep up with the pace of social development and the times, to fully realize the comprehensive qualities of the curriculum to help students "comprehensively use the (inter)disciplinary concepts, thinking patterns and inquiry skills nurtured by specific learning styles, structured (inter)disciplinary knowledge and skills, and dynamic systems including world view, outlook on life and values, in the process of analyzing situations, asking questions, solving problems, and communicating results" (Ran Bingquan, 2019).
2. Problems in the cultivation of core competencies in junior high school ethics and legal system courses

The ethics and rule of law course correctly cultivates and guides students' outlook on life, values, and awareness of the rule of law, so that they can apply theory to social practice to achieve self-protection awareness and development awareness. However, there are still many problems in the teaching of this course.

First of all, some students and parents still do not pay enough attention to this course. Students and parents are affected by the education of the exam, and the score has become the gold standard for the importance of the subject, and the score on the subject of ethics and the rule of law directly leads to the focus of students and parents, which greatly reduces the learning requirements of students for the subject, and neglects the cultivation of their core literacy.

Secondly, the curriculum teaching is too theoretical and lacks practice. Ethics and the rule of law is a discipline that involves the ideological and psychological growth of students and shoulders the task of educating people. For example, in the second volume of the eighth grade, students will be exposed to professional theories such as "economic ownership" and "democratic centralism", which are more abstract for thirteen and fourteen-year-old students, and if this abstraction is not understood, it will create a great sense of distance between students and the subject. This distance often requires teachers to build bridges with appropriate teaching methods. However, in the actual teaching, teachers' teaching of knowledge is mainly "indoctrination", more to explain the content of the exam and ignore students' understanding of knowledge. Adopting the method of simple teacher lecture and student hooking leads to students only swallowing and peeling alive knowledge, resulting in indigestion.

Abundant theoretical knowledge needs to be deeply rooted in people's hearts to get emotional sublimation, but the knowledge teaching of this discipline is still based on classroom teaching in the classroom, with students' understanding of key theories as the teaching focus, too one-sided explanation is difficult to make students think more deeply about knowledge and life, and their development problems, and then it is difficult to further sublimate their emotions, affecting students' practical ability and personal literacy. There is a saying among the students: "Morality and the rule of law are hard and tiring, it is very difficult to learn, the whole book is a knowledge point, and you have to turn the book and memorize."

Finally, there is still room for improvement in the teaching skills of professional ethics and rule of law teachers. The course content of ethics and rule of law is a systematic discipline integrating psychology and law, and the course teaching should pay special attention to integration and expansion, so the knowledge scope and teaching skills of teachers in this discipline are more demanding. At present, the number of teachers of ethics and rule of law in this discipline is still insufficient, and some schools even adopt teachers from other disciplines to substitute for teaching, these non-professional teachers lack a professional foundation such as political theory or law, so there may be errors in theoretical understanding or unclear explanations in actual teaching activities, which is not conducive to students' mastery of knowledge and affects the implementation of core literacy of the subject.

3. Thinking on the path of cultivating core competencies in the Ethics and Legal System Curriculum

3.1 Make full use of teaching materials

The content of teaching materials is an important medium for teachers to effectively integrate subject knowledge with students' ability requirements. The current ministry-edited junior high school ethics and rule of law textbook innovatively integrates the latest concepts of the current curriculum reform, fully demonstrates the latest achievements and cutting-edge facts of contemporary theoretical research, and pays special attention to the promotion of socialist core values and the immersion of traditional culture. Therefore, we must make good use of the teaching materials in our hands, give full play to the educational function of teaching materials, let the basic concepts of the new curriculum reform be practiced in classroom teaching, fully nourish students' hearts, and give play to the role of teaching materials as a channel for cultivating students' core literacy (Li Kang, 2019).

3.2 Integrate disciplinary resources

The content of the junior high school textbook "Ethics and the Rule of Law" organically integrates morality and law, mental health, national conditions, and common sense, fully reflects the cognitive, emotional, and learning development characteristics of middle school students, and provides rich suggestions and countermeasures for the key problems faced by adolescents in the process of growing up (Wang Limin, 2019). However, the protagonist of the traditional classroom
is the teacher, and the student is only an observer, due to the lack of practice, it is difficult for students to establish contact with the knowledge of the textbook and put themselves in understanding of the connotation and literacy spirit of knowledge. This passive teaching method leads to the boring learning of students and the inability of teachers to teach. Therefore, teachers should effectively integrate the teaching content with relevant interdisciplinary resources when preparing lessons, so as to enhance the depth of classroom teaching, broaden the breadth of students' knowledge, and better cultivate students' core literacy.

For example, in the teaching content of civil rights and duties in the second volume of the eighth grade, the curriculum standard is to train students to clarify their legal rights and consciously fulfill their obligations. Rights and obligations involve knowledge in relevant legal fields, and if the content is only explained literally or directly trained in relevant legal provisions, it will be difficult for students in adolescence to understand, it may be more difficult to clarify their rights and obligations, fail to achieve teaching goals and cultivate students' legal literacy. Therefore, this part of the teaching content needs to be combined with relevant legal expertise, through vivid examples, the rights or obligations combined with corresponding legal cases can be analyzed, through the image of real cases, in order to better deepen students' understanding of the content of the textbook, enhance students' legal concepts, and achieve the core literacy of this discipline.

### 3.3 Attach importance to classroom teaching

#### 3.3.1 Aggrandizement knowledge explained

The cultivation of students' core competencies needs to be gradual, and knowledge cannot be instilled as the only teaching method (DING Zijun, 2019). In teaching, it is necessary to provide students with a space for independent learning and show students the teaching difficulties and goals of the course before the start of the class, so that students can carry out learning with a purpose, find problems, and solve problems by themselves, so as to cultivate students' initiative and enthusiasm in their daily learning process. Secondly, the link of cooperative inquiry is added, so that students can form cooperative groups in small groups to carry out the learning and inquiry process together, so that students can constantly change their roles in cooperation, and cultivate students' communication and cooperation skills through role conversion and group communication.

For example, in the lesson "Rational Use of the Internet" in the eighth grade, the teaching goal of this lesson is to enable students to distinguish the pros and cons of the Internet, learn to identify Internet rumors and spread positive energy on the Internet. The Internet is a field that students can often contact in their daily lives, students understand the network and use the network, so students have a deeper understanding of the "benefits" of the network, but the drawbacks in the network students may know, but they are more inclined to ignore or avoid talking about it. This lesson is to let students understand the "disadvantages" of the network, to fully understand the network, and to make better use of the network. Let students think independently, identify and solve problems, and explore ways to make appropriate use of the network through group work with the objectives of this lesson. This student-centered teaching method has a positive effect on students' knowledge mastery and ability literacy.

#### 3.3.2 Intensive course exercises

Ethics and the rule of law is a value judgment discipline that guides students' thinking and helps students, and this course needs to enable students to learn and think. However, minors lack certain social experiences and cannot make correct judgments about the problems and choices encountered in daily life, so they need to have theories to guide them. In addition to allowing students to solve theoretical knowledge in the classroom, the ethics and rule of law course should also use what they have learned to solve problems other than textbook examples through classroom exercises, develop a habit of reflection, and enable them to flexibly use theoretical knowledge in daily life to help them identify right and wrong, make correct decisions, and integrate the knowledge they have learned into the field of life, so as to improve their core literacy in the application of ability.

For example, in the lesson "Rational Use of the Internet!", classroom activities are conducted based on the content of "the Internet being a double-edged sword". First, students are asked to discuss the activity topic "Please list what are the right and wrong behaviors in the network" in small groups, give examples each, and present the results through group discussion and elected representatives. Then, work as a class to discuss the results of each group's discussion and come up with your own other ideas. Through group discussion, students can understand whether their concepts are correct and whether they need to change or improve so that students can use a dialectical perspective to look at problems in life and make their own life choices more rationally and reasonably. In this independent experience link, students truly become the "leaders" and "explorers" in the classroom, they experience, discover, solve, acquire, and form their own knowledge framework in the activity, so that students' learning emotions can be enriched, learning ideas can be expanded, and classroom teaching can form more real and effective for students' quality.
### 3.3.3 Strengthen after-school outreach

The classroom where students grow and exercise is not only in the classroom but also an important way for students to enhance their moral and legal literacy. Therefore, the cultivation of core values should also make full use of extracurricular platforms, such as allowing students to participate in vivid and interesting social practice activities such as career experiences and community volunteers, and apply the theory in the classroom to practice in the activities to supplement the shortcomings of classroom learning, and exercise and expand their abilities from various aspects so that the core literacy of the course can be strengthened.

For example, after studying the lesson on "Caring for the Society", students are assigned extracurricular practical activities of "Little Volunteers", so that students can participate in activities that help and contribute to society and others. Students can choose to help their family share household chores in daily lives and study, and provide help to friends and classmates as much as they can; Or participate in volunteer activities within the community, such as "garbage sorting, caring for the elderly" and other activities; Students can also participate in various social activities, such as working as a docent in a museum, as a policy propagandist in an activity center, etc., so that they can experience their sense of personal responsibility to society and a sense of achievement in helping others in practice, cherish today's harmonious society more, enhance students' social responsibility and patriotism, and further sublimate students' self-literacy.

### 4. Conclusion

As educators of ethics and rule of law courses in the modern era, we must adapt to the changing times by developing teaching methods that better align with the characteristics of contemporary students. This will enable students to learn joyfully, equip their minds with theory, apply it to real-life situations, and continually enhance their overall learning abilities. Through the core literacy of ethics and rule of law courses, students can achieve comprehensive development and become pillars of China in this new era.

### References