

Research on Teaching Form of High School Ideological and Political "Knowledge Classroom - Activity Classroom - Open Classroom"

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Abstract

With the development of curriculum reform, the ideological and political course in senior high school has constructed the teaching form of "knowledge classroom-activity classroom-open classroom", which has realized the transformation of teaching methods from "point line one-way" to "Three-dimensional three-way" to "open multi-way". The advantages and disadvantages and development logic of the three teaching forms are as follows: "knowledge classroom" is conducive to the improvement of teaching quality, but ignores students' initiative and creativity; "Activity classroom" pays attention to the formation of students' values and the improvement of their emotions while transmitting knowledge; "Open classroom" focuses on cultivating "people with all-round development". The three classroom forms advance layer by layer and cooperate with each other, which is conducive to cultivating students' core quality of Ideological and political discipline. Only reasonable transformation and seamless connection can promote the ideological and political curriculum reform in senior high school to develop in a deeper direction.

Keywords

Literacy Goal; Teaching Form; Curriculum Reform.

1. Introduction

Since the founding of new China, basic education has experienced eight curriculum reforms, and each curriculum reform has new requirements for curriculum objectives. Among them, the Interim Regulations for middle schools (Draft) and the Interim Regulations for primary schools (Draft) in 1952, Outline of basic education curriculum reform (Trial) in 2001 and Chinese students' development core literacy in 2016, they are a symbolic text of the reform of curriculum objectives of basic education in China. The expression of curriculum objectives can be condensed into "double basic objectives", "Three-dimensional objectives" and "core literacy objectives". Accordingly, China's ideological and political teaching in senior high school has also experienced the transformation of teaching forms of "knowledge classroom", "activity classroom" and "open classroom". This transformation is not only the real process of the development process of Ideological and political teaching reform in senior high school, but also in line with the law of Ideological and political teaching reform.

2. The Historical Logic of Ideological and Political Teaching Reform in Senior High School

2.1. Logical Structure of "Point Line Unidirectional" Target based on "Double Base Target"

Marked by the Third Plenary Session of the 11th CPC Central Committee, China has ushered in the spring of educational reform and development. As a programmatic document for the teaching reform of primary and secondary schools, the syllabus sets the direction and objectives for the formulation of teaching materials and the norms and requirements for teachers' teaching around the "double basic objectives, namely basic knowledge and basic skills". It reflects the concept of "knowledge-based" and highlights the orientation of "rigidity" and "technology". Teaching materials, as the direct embodiment of the syllabus, carry out "logical compilation" and construct the knowledge framework under its requirements. Teachers, as the direct spokesperson of teaching materials, impart the subject knowledge in teaching materials to students, and students passively accept and memorize knowledge. Therefore, this kind of teaching structure based on "one-way goal" and "two-way goal" can be called "one-way acceptance".

This goal structure of Ideological and political course in senior high school is reflected in taking economic, political common sense and basic philosophical views as the basic content, advocating "practicing middle school", forming a "political reading guidance method" based on "self reading", "teaching reading", "homework", "review", pursuing the memory of basic political knowledge, laying a solid political foundation for students, and believing that "practice makes perfect". Under the guidance of the "double base" goal, the teaching view of Ideological and political education in senior high school is that teaching is giving, the focus of teaching is the transmission of Ideological and political knowledge, teaching focuses on the teaching of Ideological and political teachers, not the learning of students, and focuses on the self performance of Ideological and political teachers; Teachers' view shows that teachers are the source of knowledge and impart the knowledge covered in Ideological and political textbooks; In the view of students, students are the container of knowledge and passively accept the knowledge transmitted by teachers; The teaching effect pursues accuracy and absoluteness. The knowledge of Ideological and political discipline is an indisputable truth and the basis of students' ability training. In short, the "point line one-way" target structure adheres to the "discipline based" curriculum view, which deduces a series of consistent whole set of teaching systems.

2.2. Logical Structure of "Three-dimensional and Three-dimensional" Target based on "Three-dimensional Target"

The proposal of "Three-dimensional goal" is not to completely deny the "double basic goal", but to critically inherit and innovate the "double basic goal", expand the curriculum goal from one-dimensional to Three-dimensional, and change the traditional curriculum goal with teachers as the main body into the curriculum goal with students as the main body in line with modern quality education. It not only pays attention to the teaching of basic ideological and political knowledge and ability, but also pays attention to the cultivation of students' noble personality and sentiment. The Three-dimensional goal aims to promote students' active learning and all-round development, and lay the foundation of lifelong learning. Here, "teachers' teaching" is the condition, "students' learning" is the key. In the view of teaching, teaching is acquisition, the focus of teaching is students' learning and students' self-expression, and the focus of teaching is the process and method of students' acquiring knowledge. Students' view shows that students are active processors of knowledge, and each student will have a unique view of knowledge. From the perspective of teachers and students, teachers are just mentors of student

activities, and teachers serve students. In terms of teaching methods, teaching is determined by learning, learning is the basis of teaching, and teaching methods should adapt to learning methods. In the view of teaching evaluation, we should evaluate teaching by learning, pay attention to how we learn, and emphasize the capacity and quality of students' autonomous learning. Compared with the "point line unidirectional" goal logic based on "double base goals", there are obvious differences between the two.

However, the biggest change in the logical structure of "Three-dimensional and Three-dimensional" goal based on "Three-dimensional goal" is to take students as the center and starting point. Under the Three-dimensional goal, the goal of students' knowledge and skills determines the breadth of teaching. In the process of imparting students' knowledge and skills, teachers should guide students from knowledge, understanding to application, and finally master knowledge and skills step by step. Students' process and method objectives determine the effectiveness of teaching. Teachers guide students to experience more and more valuable learning processes and imitate, operate and transfer knowledge layer by layer. Students' emotional attitude and value goals determine the depth of teaching. Teachers pay attention to the formation of students' values and emotional sublimation level by level, whether students have emotional resonance, and the development of students' personality. In the ideological and political classroom of senior high school, it is particularly important to cultivate students' emotional attitude and values. The three dimensions promote each other, complement each other and develop in a balanced way to form a unified organic whole, so as to cultivate students into a quality person with all-round and Three-dimensional development from inside to outside, rather than just a knowledge savings tank.

2.3. Logical Structure of "Open and Multidirectional" Goal based on "Core Literacy Goal"

"Three-dimensional goal" emphasizes organic unity. Only the teaching of realizing the integration of Three-dimensional goals can promote the harmonious development of students. The lack of teaching of any dimension goal will damage the development of students. In order to achieve the core task of "cultivating morality" on the stage. Compared with the Three-dimensional goal, literacy has more internal and ultimate significance. Literacy is the product of quality and education, and the combination of nature and habit. Core literacy includes three levels (cultural foundation, social participation and independent development). The core of its structure is to take students as the center and extend from inside to outside. "Cultural foundation" is not only the basic quality of students, but also the foundation of students' all-round development. Without cultural foundation, "social participation" and "independent development" have nothing to depend on; "Social participation" is to transform cultural knowledge into practice, guide practice by theory, and let students achieve the unity of knowledge and practice and apply what they have learned, which is the fundamental significance of learning; "Independent development" is the ultimate embodiment of students' self-improvement and personality development. However, in the teaching process of cultivating "core literacy", students' needs for each item are equal. It is such a complex relationship that every element of "core literacy" affects each other and is indispensable to each other.

As far as high school politics is concerned, it includes four aspects: "political position" is the internal soul, which is conducive to students to establish the correct position of dealing with people and doing things; "Scientific spirit" is the basic condition, which focuses on cultivating students' spirit of respecting the laws of nature and science; "Awareness of the rule of law" is an important content to cultivate students to participate in social life and do things according to law within the scope permitted by law; "Public participation" is a behavioral expression, which enables students to actively participate in social activities and cultivate students'

awareness of participation. Therefore, four aspects constitute the important content of the core literacy of Ideological and political discipline. The four are complementary, interrelated and indispensable to promote the overall improvement of students' Ideological and political core literacy. According to the different emphases of the four core qualities, meet the individual needs of students as much as possible and constantly realize the adult talent of students. Under this core quality goal, the ideological and political course in senior high school aims to cultivate students' ability, character, ideology and practical exercise. Based on students' life and reality, it respects the needs of students' cognitive development and emotional development, so that students can get comprehensive and all-round development. Therefore, it forms the goal logical structure of "open polynomial".

3. Teaching Evaluation of Three Teaching Forms of Ideological and Political Education in Senior High School

In the process of implementing the "double basic goals", the ideological and political course in senior high school embodies the teaching form of "knowledge classroom", focusing on the transmission of specific ideological and political knowledge; In the process of implementing the "Three-dimensional goal", it embodies the teaching form of "active classroom". While transmitting knowledge, it pays attention to the formation of students' values and the improvement of their emotions; In the process of implementing the "core literacy goal", it reflects the teaching form of "open classroom" and pays attention to cultivating "people with all-round development". Since the Ministry of education put forward the double basic goal in 1952, after more than 60 years of reform and development, the three teaching forms of Ideological and political course in senior high school have a certain historical progress under their respective era background, but various problems have also been exposed in practice. Therefore, the theoretical reform is forced to move forward to the deep water area. Combined with specific teaching cases, this paper evaluates the advantages and disadvantages of the three teaching forms.

3.1. Comment on the Teaching Form of High School Political "Knowledge Classroom" under the "Double Basic Goal"

Teaching fragments of "knowledge classroom"

What is empiricism? Once upon a time, there was a story about a donkey crossing the river. It said that a donkey crossed the river with two heavy bags of salt, but it made him dizzy. It happened to be a river. When crossing the river, it accidentally fell into the water and struggled for a long time, but it still failed. It was desperate. It simply fell into a rotten pot and rested in the water. After a while, it felt that the salt on its back became lighter and lighter, and it was able to stand up effortlessly. The donkey was very happy and was very glad that he had gained a valuable experience. A few days later, he walked again with two bags of cotton on his back. It happened to be by the river. He remembered the last scene and said, "why don't I make the cotton on my back lighter?" So he deliberately jumped into the water and lay in the water and rested motionless as last time. After a moment of silence, he thought that the cotton must be lighter. He was excited to stand up, but he could never stand up.

After listening to the donkey's story, we think it is too narrow. From a philosophical point of view, the donkey has made an empirical mistake. The starting point of empiricism is narrow local experience, which is often manifested in contempt for the guidance of theoretical knowledge.

Taking the above teaching fragments as an example, the "knowledge classroom" under the "double basic objectives" advocates the teacher-centered teaching concept, emphasizes the authoritative position of teachers in teaching, and students are the obedience of teachers. In the

classroom, focus on solving the problems of "what to teach", "how to teach" and "how to teach". The atmosphere of classroom environment is relatively depressed and closed. On the one hand, teachers' continuous teaching of political philosophy knowledge is conducive to the penetration of knowledge and the improvement of teaching quality, but on the other hand, they do not pay much attention to students' learning situation and the process of students' self generating knowledge and active learning, but only reflect the track of Teachers' "teaching" in the process of classroom teaching. Therefore, this is the rigid application of past experience to solve problems, while ignoring students' independent thinking and exploration. The mistake of "knowledge classroom" is that it pays too much attention to the teaching of theoretical knowledge and ignores the combination with students' reality. Cramming and indoctrination classroom makes students passively accept knowledge and skills, and can not give full play to students' initiative and creativity. From the perspective of knowledge theory, the knowledge classroom based on the "double basic goal" overemphasizes the book knowledge. Starting from the book, it makes mistakes similar to all taking knowledge as the core, relies on the theory of indoctrination to solve all problems, and ignores the interaction and connection with students.

3.2. Comment on the Teaching Form of High School Political "Activity Classroom" under the "Three-dimensional Goal"

Take the teaching clip of "the relationship between whole and part" as an example:

Teacher: before class, I want to ask a classmate to help the teacher complete a small manual operation. Now the teacher has a paper cup in his hand. Please fill the cup with water and pour the water into the glass next to it.

Student operation.

Teacher: let's do some damage. I'll cut a gap in this cup with scissors. Please pour the water in the glass back into the paper cup.

Student operation.

Teacher: did you find any problems?

Student: the water that the cup can hold can't be filled after the cup is cut a notch.

Teacher: actually, the experiment we do is actually a simulation of a phenomenon, that is the famous barrel theory. Its core content is that the amount of water in a barrel does not depend on the highest piece of wood on the barrel wall, but on the largest piece on the barrel wall. Philosophically, what philosophical principles does this reflect? This is what we want to learn: the relationship between the whole and the part.

In this case, the teaching process is dominated by students. Through simple practical operation, teachers enable students to understand knowledge in the process of participating in activities. Compared with the "knowledge classroom", the "activity classroom" forms a democratic classroom atmosphere, and the classroom environment is relatively harmonious, relaxed and open. Each student has his own unique views on knowledge. Therefore, the so-called student is the "processor" of knowledge. In the classroom, focus on solving the problems of "what to learn", "how to learn" and "how to learn", greatly mobilize students' initiative and creativity, guide students to think, discover, create and solve problems independently, inspire students' thinking, emphasize the "interaction" of teaching process and the "dynamic generation" of teaching resources. The teaching goal of "activity classroom" is to increase the basic quality goal on the basis of basic knowledge and basic ability. The focus of teachers is the process and method for students to acquire knowledge, focusing on students' learning and self-expression. As for the ideological and political course in senior high school, it mainly focuses on the combination of students' growth needs and the guidance of Ideological and political direction. However, in teaching practice, the concept of paying attention to the comprehensive and harmonious

development of students has not been implemented, resulting in the unbalanced development of Three-dimensional goals.

3.3. Comment on the Teaching Form of "Open Classroom" of Ideological and Political Education in Senior High School under the "Core Literacy Goal"

Situation: in China, is the new corona-virus vaccine paid by the state or by individuals. A hearing is needed. Please design a hearing plan for a province to hold a hearing on whether the government will pay for the new corona-virus vaccine. And write an application report for the applicant.

Activity 1: at the hearing, consumers, governments, experts and deputies to the National People's Congress will speak respectively. Please choose an identity and write an outline of your speech. Within 200 words.

Activity 2: the new corona-virus vaccine is an important means to prevent the new corona-virus. However, building a strong community epidemic prevention network is the first line of defense. As middle school students, how to help the community improve the ability of prevention and control, and put forward their own suggestions.

The unique feature of this case is that the teaching design starts from the cultivation of the core literacy of the political discipline, which not only teaches the basic learning methods and enables students to have learning ability, but also opens up the teaching time and space and improves the teaching efficiency. Break through the thought of "humanism" and pay attention to openness. Students enrich their knowledge by writing an outline of their speech and putting forward suggestions on how to help the community improve its prevention and control ability. At the same time, they are closely connected with students' actual community life practice to improve their social practice ability. Connect with the core literacy of Ideological and political discipline in senior high school, and cultivate students' awareness of public participation. Realizing students' independent development is the ultimate pursuit of "open classroom". Obviously, the "open classroom" takes the core quality as the core. Compared with the "activity classroom", it cultivates people with all-round development, and takes a big step in the reform idea and direction. It is the key for education to return to people.

4. Three Forms of Thinking and Political Teaching Reform in Senior High School

To sum up, Chinese scholars have made a multi-disciplinary perspective and multi-dimensional analysis of the famous teacher studio, and achieved fruitful research results, but on the whole, its theoretical research and practical exploration are still in the primary stage. As the concept of famous teacher studio has gradually become a common understanding in the field of basic education and higher education in China, the research on it has gradually changed from theoretical research to empirical research. In view of this, this paper looks forward to promoting this research in the future from three aspects of research subject, content and method.

Based on the "double base" goal, a "point line one-way" goal structure is formed. Under the guidance of this goal, the classroom form forms a "knowledge transmission based" knowledge classroom. Due to less attention to the teaching resources generated in teaching and ignoring the guidance of students' value, the "activity classroom" based on the "Three-dimensional" goal has stepped onto the historical stage, Transform the one-dimensional space of "knowledge classroom" into Three-dimensional space. While imparting knowledge, we pay more attention to the guidance of values and mobilize students' learning initiative. However, in the process of practice, the implementation of Three-dimensional goals is uneven. The open classroom based on "core quality" makes the elements of teaching interact with each other, implements the

requirements of Building Morality and cultivating people, and cultivates "people with all-round development".

Since the curriculum reform of Ideological and political course in senior high school, from "knowledge classroom", "activity classroom" to "open classroom" is a spiral and gradual process. Compared with the former, the latter has both inheritance and transcendence. It is a process of improving the core literacy from subject knowledge standard to "people-oriented". Students with certain knowledge and skills do not necessarily achieve the goal of "core literacy". They must go through a certain transformation process, which is the reason for the reform and evolution of the three teaching forms of Ideological and political education in senior high school. With the in-depth development of teaching reform, the voice of "open classroom" aiming at cultivating discipline core literacy is rising day by day. Only by adopting appropriate paths and reasonable transformation can we promote the reform and development of Ideological and Political Curriculum in senior high school.

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