

Focus on Children's Standpoint and Build Experience

Scenes——Practical Research on Morality and Rule of Law

Classrooms in the Lower Grades of Primary Schools

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Abstract: Life experience and moral practice are the most important ways of moral learning and moral implementation. In the teaching of lower grade morality and rule of law courses, the students are connected with the reality of life, and the teaching content is carefully designed, starting from the students' life experience and learning interests, to explore and provide time and space for students to explore and experience independently, and to guide students through exploration and learning. Interaction, experience and perception, to obtain their own emotional experience. At the same time, it deepens students' intimacy to the learning content, inspires students' curiosity, and exerts students' subjective initiative, so as to determine students' dominant position in the classroom.

Keywords: Children; Experience; Morality

1. Preface

The unified edition of primary school morality and rule of law textbooks carries on the basic idea of "return to life" in the moral education curriculum reform in the new century, pursuing a moral education classroom that connects with life, gets close to life and walks into life. In recent years, as an important part of our primary school education, morality and rule of law curriculum is the key to implement the fundamental task of moral and cultivating people, and occupies a prominent position in the national curriculum. Teachers should consciously undertake the educational mission entrusted by The Times, focus on the actual life and psychological needs of primary school students, and help students solve the relationship between themselves, others, the collective, the state and society through moral and rule of law courses, so as to promote the healthy growth and all-round development of students.

For the discipline of morality and rule of law in primary school, the sublimation of students' spiritual and moral fields is an important goal to be achieved. This spiritual and moral pursuit is difficult to achieve without the accumulation of children's life experience. This means that children's experience itself is an important teaching resource in the teaching of morality and rule of law in primary schools. How to integrate the curriculum content effectively according to experience directly affects the realization of the educational goal of moral and legal discipline. The best classroom comes from life, allowing students to discover, experience, understand and feel in real life situations, which can make them get more profound impression. Not long after the unified edition of Moral and Rule of Law textbooks was put into use, the exquisite illustrations, vivid stories and interesting life scenes in the new textbooks are very popular with students, and most of the contents in the lower years are closely related to students' study and life. How to make good use of teaching materials to make students more interested in moral and rule of law classes, so that they can gain something in every moral and rule of law class and bring this gain to life is worth every moral and rule of law teacher's constant exploration and research.

The author finds that, since the use of the unified edition textbooks, constructing real life situations and creating vivid experience scenes for students in Daoism classes, so that they can learn from experience, can best stimulate their interest in learning. Students are

willing to learn in a relaxed atmosphere, and can put what they learn into practice, realize the unity of knowledge and practice. Therefore, teaching based on children's life experience is particularly important in the moral and rule of law classroom. The author combined with the usual teaching practice, carried out the following aspects of exploration:

2. Life experience, let classroom teaching reflect the childlike innocence

Morality exists in children's life, and in every aspect of children's life. The formation of children's moral character mainly comes from their experience, understanding and perception of life. Only educational activities derived from children's actual life can trigger their inner moral emotion rather than surface moral experience and moral cognition rather than false. Therefore, good character formation must take place in the course of a child's life, not outside of it.

In moral and rule of law textbooks, there are many examples close to children's lives. Teachers can adjust and optimize these examples according to students' learning conditions and psychological characteristics in classroom teaching, so that students will be more interested in learning and willing to apply what they have learned to life. Make the classroom and life more closely connected. The author tries to start from the actual life of students, according to the actual needs of students, create close to students' life experience situation, to provide students with a different kind of real experience. For example, the lesson "Flowers and Grass Are Really Beautiful" in the second volume of the first grade coincides with the school's spring social practice activities, which can organically combine the teaching content with the spring social practice activities. This semester our spring social practice activities are arranged in Taihu Luguang Happy Farm, which is a place with lush flowers and beautiful environment. There are many beautiful plants in the farm for everyone to watch, and there are a lot of places to pay attention to when watching, such as caring for flowers and trees, to protect their own safety, and so on, which are in line with the learning content of this lesson. Therefore, in the design of the teaching plan, we can list the examples of students' visit to Taihu Luguang Happy Farm. Students experienced real play scenes and had real play experience, which narrowed the distance between them and the textbooks, ignited their interest in classroom learning, and internalized the theoretical knowledge learned in class into their own moral experience. Finally, this is not only a lesson on morality and rule of law, but also a lesson on life experience. When students encounter similar situations in life, they will also apply what they have learned to real life situations to realize the integration of knowledge and practice. Also such as in the teaching of second grade volume 13 lesson "my hometown mountains and water" a period, before class layout of a preview homework, while the National Day period walk your hometown, take a look at the natural environment of home, feel the unique beauty of your hometown in your eyes. Therefore, in the teaching of this lesson, the students are eager to speak, you introduce the characteristics of their hometown to the students, showing the love of their hometown in the words, internalize what they have learned in class.

3. Situational experience makes the teaching process full of childlike interest

Guiding children to love life and learn to be a man is the core of moral and rule of law curriculum. The curriculum of lower grade should lay a good foundation for children to form a positive attitude towards life and practical survival ability through the profound, moral, scientific and life enlightenment education. In the teaching of ethics and rule of law, creating positive and appropriate situational experiences for students will help them to generate learning motivation in a relaxed and refreshing environment. Therefore, in the design of teaching, we can combine the content of teaching materials with the actual life of students to create a real and vivid situation experience, and through practical activities such as watching movies, role playing, simulation of the situation, let students be in the middle of it.

For example, when designing the teaching of the second volume of the first grade, Don't Do "Little Sloppiness", the author took advantage of the fact that most teachers of morality and rule of law were full-time teachers in addition to language number. Before the study of this course, the author organized a discipline exercise and asked students to correct the exercise by themselves and analyze the advantages and disadvantages of the exercise independently. At the same time, according to the practice of organizing class exchange, let the good students say how to do the problem is to do, the performance is not ideal when the students do the problem is how to do, compare the difference between the two, and then lead to the theme of this class - do not do "little sloppy". In the implementation of this teaching link in class, students from the beginning to see the worry of the practice, to the analysis of the gains and losses of the practice, and finally to know the teacher's intention, in this emotional transition, students gain a lot and leave a deep impression. In the lesson of "We have Spirit", the teacher can make a video of each class doing morning exercises and activities between classes, and

then ask the students to compare in class, which class looks the most spirit, which class looks the least spirit, what is the reason, how to achieve spirit. As the material comes from life and is closely related to each student, the students were very active in participating in the discussion and expressed that they should be full of spirit when doing morning exercises in the future. Through the real representation of one situation, let the students feel the same, and gradually understand the truth in the situation experience. For another example, when teaching Lesson 10 "We don't Throw Away" in Volume 1 of Grade 2, ask students to look at a group of photos of the campus, the same place, one group is clean, one group is messy, and then say their feelings. In addition, students were asked to observe and compare photos of clean and dirty public places such as neighborhoods, parks and movie theaters to describe the different feelings of being in the two environments. Through teaching activities, students can realize the importance of not littering and caring for public environmental health, and understand that maintaining public health is a responsible and civilized performance. Students can find uncivilized phenomena in life from different angles and Spaces, maintain environmental health related to study and life, and help students develop good public health habits.

4. Game experience makes teaching design full of innocence

The lower grade of primary school is the visual stage of the development of action thinking, and the lower grade students' ability of language expression and abstract thinking is very limited. Therefore, in teaching, traditional teaching methods are difficult to attract students, unable to obtain the ideal educational effect. The author believes that games are an effective way of learning, which is very useful for cultivating children's emotions, allowing children to experience the fun of collective life, understanding rules and learning scientific knowledge, etc., so that students can learn by playing and playing in school. At the same time, through the innovation of game activities, students can experience the fun of "re-creation", so as to stimulate students' desire to learn.

For example, in the first class of the second volume of the teaching of the first grade "We love to be neat", let the "left hand seven, right hand seven, two small hands compare" children's song, into a small mirror, through this mirror, to find the untidy places around us, such game activities greatly stimulate the interest of students, so that students have a great enthusiasm in the learning process. I learned how to be consistent. Another example is the lesson 13 "I want to Play with you" in the second volume of the first grade. Games can be used for classroom teaching. At the beginning of the class, students were allowed to combine games freely, and then they were allowed to talk about their feelings and experiences. The teacher instructed why some groups played happily and some groups played unhappily. Then again, let the students freely assemble the game, and let them communicate different feelings after they finish. Through communication and experience in the game, students can know how to get along with classmates, but also can feel the happiness of group activities. There is no boring lecture in such class, so that students learn how to play games happily, and impact the sparks of wisdom in the game, show the nature of life. For example, in the sixth lesson "Class Life has Rules" in the first volume of the second grade, students are asked to design civilized chess in groups. Students determine which belong to "reward forward", which belong to "punishment backward", which belong to "stop playing once" and so on according to their usual behavior. After the design, the group as a unit to play games together. After you play, continue to talk about what you learned during the game. Such a design, starting from students' favorite games, not only stimulates students' interest in learning, but also makes students realize the importance of rules in the game. In addition, especially in the process of making civilization chess, students carry out effective learning through DIY, group cooperation, access to information and other ways. This learning is based on students' life experience and social experience, and based on students' independent thinking, which has direct significance for the improvement of their learning ability.

5. Practical experience will make Daoism courses full of children's love

Moral learning is the psychological basis for establishing moral learning curriculum model, the core value of experience, and the spiritual path for the formation and development of experience. If we only pay attention to classroom teaching, students will only stay at the superficial level of learning, for the internalization of ideological and moral quality is not much help. Therefore, teachers should, on the premise of ensuring safety, organize practice outside the classroom, lead students out of the classroom, into life, participate in various practical activities in the society, expand the vision of students in the practical experience, so that they get true knowledge and feel happy.

For example, the author in teaching the second grade volume of the third lesson "Happy Celebration of National Day" this lesson, assigned a question after class, ask to find people around how to build our country, how to celebrate the festival. The teaching also

designed a questionnaire, let the students with the content of the questionnaire, find around people from all walks of life, can be doctors, drivers, sanitation workers and so on, learn about their work and their National Day plan. After visiting and investigating, students learned that people in these special positions do not have a holiday or rest for the construction and development of the motherland, they celebrate the National Day in their own unique ways. Through practical experience, students' admiration for workers struggling in the front line rises. After the author taught Lesson 16 "New Changes in Hometown" in the first volume of the second grade, teachers could assign homework to students after class, so that students could record the "new changes in hometown" in their eyes from four aspects: clothing, food, housing and transportation. Students carry out the project investigation activities with the practical assignment list, driven by the task objective. During the investigation, the students exercised their abilities in interview, investigation, writing and other aspects. While deepening their understanding of the teaching content, they also had a profound perception of the rapid changes in their hometown, which aroused their affection for their hometown. For another example, in the second grade of teaching volume 11 lesson "Everyone line up", according to the content of the simulation exercise. Four scenes of museum, subway entrance, escalator and supermarket were designed. Ten students were invited to participate in each scene. Let the children know that there are different ways to queue in each scene: children in a hurry can pass quickly on the left side of the escalator, line up at the gate of the museum according to the order of first come, line up at the subway station scattered at different doors, line up at the supermarket checkout consciously according to their own way. Through field exercises, students know that the seemingly simple queuing also contains deep truth. In the simulated queuing, they can find and solve problems.

6. Conclusion

The teaching of morality and rule of law is a process to help students internalize the knowledge they have learned and put it into practice. It is also an important way to promote students to form good moral character. The moral and rule of law class in the lower years of primary school creates a vivid learning atmosphere for students, creates a real experience scene, and guides students to actively participate in learning, be willing to explore, and be diligent in doing things, so that they can get the most authentic experience. At the same time, through the construction of experience scenes, students can strengthen the ability to collect and process information, acquire new knowledge independently, analyze and solve problems, communicate and cooperate, experience scientific processes and methods, cultivate the spirit of innovation and practical ability, and let students experience the sense of the body, the sense of the heart, the sense of understanding, sublimation in the perception. So as to achieve the teaching effect of empathy and follow one's heart, so as to make the moral and rule of law classroom more down-to-earth and childlike.

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