

# Discussion on the Integration of Civil Code Special Education into Ideological and Political Course Rule of Law Teaching

Cheng Guo

Zhengzhou Business University, Zhengzhou 451200, China.

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**Abstract:** The combination of special education on civil law and legal education in ideological and political courses can further enrich the content of legal education, improve the rigor of legal education, and guide students to flexibly apply legal knowledge. This article mainly focuses on the importance of integrating civil code thematic education into the rule of law teaching of ideological and political courses, the effective path of integrating civil code thematic education into the rule of law teaching of ideological and political courses, and the precautions for integrating civil code thematic education into the rule of law teaching of ideological and political courses. It focuses on exploring new paths for the rule of law teaching of ideological and political courses in conjunction with civil code thematic education, and hopes to provide some reasonable suggestions. Highlighting the importance of legal education in ideological and political courses, we aim to attract and cultivate students through rich and colorful legal education in ideological and political courses.

**Keywords:** Civil Code; Ideological and Political Courses; Rule of Law Teaching; Effective Path

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## Introduction

The teaching content and objectives covered by ideological and political courses both involve knowledge of the rule of law and are closely related to rule of law teaching. In recent years, under the background of ideological and political education reform, rule of law teaching has also begun to enter the reform stage. In traditional legal education of ideological and political courses, the overall atmosphere is relatively serious and students' acceptance is not high. After introducing the special education of the Civil Code, teachers can adjust the legal education system of ideological and political courses based on the content of the Civil Code, introduce more up-to-date content into the classroom, highlight the "daily" and "contemporary" nature of legal education, change students' stereotypes of legal education, and make more and more students willing to learn legal knowledge, actively explore legal phenomena, and consciously abide by national laws and regulations.

## 1. The importance of integrating special education on civil code into rule of law teaching in ideological and political courses

### 1.1 Enriching the content of legal education

The infiltration of specialized education in the Civil Code can bring a series of high-quality resources and enrich the content of legal education in ideological and political courses in universities. Specifically, after introducing special education on the Civil Code, university teachers can combine the theories and application scenarios in the Civil Code to explain more legal knowledge beyond textbooks, highlight the "social" nature of legal education in ideological and political courses, guide students to move from textbooks to society, and internalize legal knowledge into their own behavioral norms. In addition, integrating into the special education of the Civil Code is actually a sublimation of the legal content of ideological and political courses. In traditional legal education of ideological and political courses, some teachers are accustomed to carrying knowledge of the rule of law without conducting in-depth exploration and expansion. Around the content of the Civil Code, university teachers can have more space to expand their knowledge of the rule of law in a reasonable manner. In this way, the knowledge of the rule of law that students absorb not only comes from

textbooks, but also from monotonous theories.

## **1.2 Improving the rigor of legal education**

The intervention of special education on the Civil Code can further highlight the "rigor" of legal education in ideological and political courses in universities. Specifically, on the one hand, the content is more rigorous. The Civil Code is an important reference, and special education on the Civil Code is equivalent to teaching guidance. It can remind university teachers, urge them to standardize teaching content in a timely manner, convey more rigorous knowledge of the rule of law to students, and avoid problems such as "conceptual confusion" and "logical confusion" among students; On the other hand, the application is more rigorous. Regarding the practical application of rule of law knowledge, some students lack a certain level of life experience, show insufficient rigor, and do not know how to correctly protect themselves and maintain social order through rule of law knowledge. After receiving special education on the Civil Code, college students can learn more about specific practical application scenarios and apply legal knowledge in specific contexts. This kind of exercise can cultivate the rigorous style of college students and continuously improve their practical application abilities.

## **2. The effective path of integrating special education of civil code into rule of law teaching in ideological and political courses**

### **2.1 Strengthen case analysis**

In the special education of the Civil Code, some typical cases are involved. Teachers of ideological and political courses in colleges and universities can carry out "rule of law Case method" in combination with cases. For example, in the case of "Jiao Zuo Female Teacher Yao Yanyan", Yao Yanyan went through multiple stages on the path of safeguarding her rights, from confusion to experimentation, and then to seeking help. At the beginning, Teacher Yao Yanyan did not know which department or procedure to use to protect her rights. Around this case, there has been a heated discussion among various sectors of society, and people from various fields have put forward their own opinions. In this case, there are multiple legal issues involved, such as, to which department are rights protected? How to comply with the rights protection procedures? How to protect personal privacy? How to protect the reputation of the unit? These issues are all worth paying attention to. Teachers of ideological and political courses in universities can introduce relevant knowledge of the rule of law around this case, helping students better understand the theory of the rule of law and apply it.

### **2.2 Conducting online teaching**

The popularization of information technology tools has brought new paths for ideological and political course teachers in universities, which is beneficial for teachers to carry out special education on the Civil Code. Specifically, on the one hand, implementing micro course education. Teachers of ideological and political courses in universities can use video editing tools to integrate relevant content of the Civil Code and create "Special Micro Courses of the Civil Code", implement micro course education, convey accurate and core knowledge of the rule of law to students, improve the efficiency of students' processing of rule of law information, and ensure the quality of students' learning; On the other hand, carry out multimedia education. By combining multimedia tools, teachers of ideological and political courses in universities can design "Civil Code Special Multimedia Courses" and carry out a series of multimedia teaching work. Compared to traditional teaching methods, multimedia courseware has rich content and is full of "dynamism" and "fun". It can enhance students' understanding, guide them into a specific learning situation, and actively face rule of law learning with a proactive and innovative attitude, abandoning stereotypes about rule of law knowledge.

## **3. Notes on integrating special education of civil code into rule of law teaching in ideological and political courses**

### **3.1 Pay attention to student feedback**

After the civil code special education enters the ideological and political classroom, teachers should create more opportunities for students to express themselves and pay attention to "student feedback". Specifically, are students interested in the content of the Civil Code conveyed by teachers? This is a phenomenon that teachers should pay attention to and observe. Based on student feedback,

teachers should optimize lesson plans, appropriately add interesting content, and avoid empty and boring ideological and political classrooms that deviate from the interests of most students. In addition, is the teaching method scientific and reasonable when analyzing the relevant content of the Civil Code? This is also an issue that teachers should attach great importance to. When students propose some teaching method reform suggestions, teachers should conduct rational evaluation and actively adjust, ultimately forming novel and interesting teaching methods, reducing the difficulty of understanding the relevant content of the Civil Code, helping students clarify their learning ideas, and continuously improving learning effectiveness.

### **3.2 Pay attention to life connections**

When explaining the relevant knowledge of the Civil Code, ideological and political teachers should pay attention to "life relevance". Specifically, on the one hand, provide examples of daily life. Based on the content of the Civil Code, ideological and political course teachers should return to daily life and endow their teaching with a more lively atmosphere. For example, ideological and political teachers can provide representative examples of life, linking the "content of the Civil Code" with "phenomena of life", making abstract content more concrete and helping students better understand the content of the Civil Code; On the other hand, strengthen daily life applications. After explaining the relevant knowledge of the Civil Code, ideological and political teachers can assign some "applied learning tasks" to exercise students' application abilities and reveal the practical application value of civil code knowledge. Moreover, in practical applications, students no longer stay at the stage of "talking on paper", but instead use the resources and channels around them to deeply analyze and actively solve problems. This is a process of active learning and continuous innovation of knowledge.

### **3.3 Pay attention to teaching summary**

Due to the complexity of the content involved in the Civil Code, ideological and political course teachers need to make necessary deletions and integrations to implement the "teaching summary" work. Specifically, starting from the "knowledge summary", ideological and political course teachers can focus on the content of the Civil Code, sort out the knowledge system, and present the relationships between various knowledge systems. During this process, teachers can also mark key and difficult knowledge sections to guide students on "how to understand, remember, and apply". After this stage, the knowledge of the Civil Code in students' minds will become clearer, which is beneficial for students to establish a "holistic" perspective and interpret the knowledge of the Civil Code more comprehensively.

## **4. Conclusion**

In summary, integrating the special education of the Civil Code into the legal education of ideological and political courses can provide students with more inspiration, help them establish legal thinking, and strengthen their legal awareness. During this process, relevant teachers can actively try to: ① strengthen case analysis; ② Carry out online teaching; ③ Design practical activities. At the same time, relevant teachers should carefully grasp various teaching details based on the actual situation, pay attention to "student feedback", "life relevance", and "teaching summary". Especially in the "teaching summary", teachers should encourage students to summarize independently and comprehensively, lead students to carefully review the learning process, and remind them to always maintain a "humble" and "rigorous" learning style.

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