

# *Taking "Ideology and Morality and the Rule of Law" as an Example to Explore Efficient Classrooms*

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**Abstract:** The classroom is the main battlefield of education, and education reform can only be truly developed if it goes deep into the classroom. Therefore, the basic education reform triggers the classroom revolution and the trend of creating effective classrooms is gradually taking shape. As the main channel of school moral education, "Ideology and Morality and the Rule of Law" shoulders the important task of cultivating and improving students' ideological and moral literacy. The purpose of this paper is to take the teaching of ideology and morality and the rule of law as the main line, to explore the efficient classroom teaching mode in middle schools through investigation, research and teaching practice, and to find a way to stimulate students' interest, cultivate students' abilities, and improve teaching quality. This paper uses the questionnaire survey method to investigate the classroom efficiency by taking "Ideology and Morality and the Rule of Law" as an example. The experimental results show that the current construction of efficient classrooms for ideological and moral and rule of law courses in universities is not satisfactory, and there are many problems such as lagging teaching subject literacy, weakening the subject status of teaching objects, messy teaching structure and systems, and messy teaching evaluation standards. To this end, establish the teaching concept of efficient classroom, strengthen the teaching quality of teachers, practice the modern and new concept of students, and highlight the dominant position of students.

## 1. Introduction

Under the influence of exam-oriented education, the main characteristics of traditional classrooms are: teachers take the initiative to teach and students passively accept [1]. That is to say, the way teachers impart knowledge is often through language, narration, and behavioral questions and answers. In such a teaching mode, students' learning status cannot be fully reflected and respected [2]. In this way, even if they have their own cognition in the learning process, they often dare not or have no chance to express it. In a word, the traditional classroom seriously restricts the enthusiasm, initiative, and creativity of students and cannot meet the needs of quality education, and the phenomenon of classroom inefficiency is prominent.

Based on the discussion and research in efficient classrooms, scholars at home and abroad have

started research on him, and have accumulated a lot of theoretical results over the years. The subjects of the Sowik-Krogulec A study were 40 older adults studying English at a third-age university in Wroclaw. In the study, participants were asked to choose the answer that had the greatest impact on their later foreign language learning. Participants also wrote additional comments explaining their choices. The analysis showed that teachers and teaching materials were considered the two most important factors affecting language learning. The third most important factor in creating a good classroom environment is related to other students (n=17) [3]. Boonchuay K uses two methods to apply text embedding to classification. The first method uses fastText classification. According to the results, fastText provides the best overall performance; its highest F-value is 0.8212. The second method uses traditional classifiers to construct text vectors for classification. For k-nearest neighbors and naive Bayes, this method provides better performance than TF-IDF. For naïve Bayes, the geometric mean of the second method performed the best at 0.8961. The performance of TF-IDF is better than the second method using decision trees [4]. Through the regulation of university ethics and the rule of law classroom time and the improvement of classroom teaching efficiency and effectiveness, teachers can be promoted to improve the teaching methods and means of ethics and rule of law teaching, so that the results of the new curriculum can be implemented.

Taking "Ideology, Morality, and the Rule of Law" as an example, this paper analyzes the reasons for the low efficiency of the classroom, proposes new ways to explore efficient classrooms for teachers and students, and uses the questionnaire survey method and interview method to classify the information. This paper proposes specific strategies for constructing efficient classrooms of ideological ethics and the rule of law in universities.

## **2. Taking "Ideology and Morality and the Rule of Law" as an Example to Explore the Research of Efficient Classroom**

### **2.1. Classroom Inefficiencies**

(1) The teacher copied the text, the students were not interested

The traditional teaching mode is often that the teacher reads according to the textbook, the students listen, and the auxiliary is displayed with pictures, teaching materials, and reference books. If teachers cannot exert their subjective initiative, internalize, connect, and reorganize the knowledge they teach, and use innovative methods to teach, they are just blindly gnawing on textbooks on the basis of rote imitation, and letting students memorize them by rote, students will naturally have to interest. The teaching effect is naturally not ideal [5]. If teachers are unable to engage and motivate students in the classroom, students' interest in learning will decrease [6].

(2) Teachers "fill the classroom", and students lack opportunities to do it

There are many knowledge points in the teacher's class, and the capacity is large, but there is very little for the students to actually do it. Teachers teach in the traditional way, and some teachers even think that group interaction and discussion are a waste of time. To achieve the teaching goals, teachers often teach as much knowledge as possible in a class, let students take a lot of notes, and do a lot of exercises after class. In this way, students cannot really understand the teaching content, which restricts students' thinking and leads to the disconnection between students' theory and practice. This is especially evident in the disciplines of ethics and the rule of law: the principles of being willing to help others, being kind to others, etc., are blurted out and spoken better than anyone else, but when they really meet people in need in society, they are indifferent to those who need help, indifferent [7].

## **2.2. Taking "Ideology and Morality and the Rule of Law" as an Example to Explore the Path Selection of Efficient Classroom Investigation**

### **(1) Innovative import design**

To improve the efficiency of classroom teaching, it is necessary to expand the knowledge capacity within one class, and to ensure that students can accept and absorb knowledge. Therefore, "entry design" plays an essential role in the entire teaching process. A good introduction design can quickly bring students into the classroom. The creative introduction of teachers is like the prelude to a beautiful drama, it is like the prelude to beautiful music, it can stimulate students' interest in learning, enlighten students' thinking, and lay the foundation for mobilizing students' good interest in learning. The textbooks under the new curriculum concept are full of many situational materials. Teachers try to establish a good situation in their usual classroom teaching, especially in open class activities. Needless to say, focusing on creating situations can make students want to learn naturally, stimulate their intrinsic motivation to learn, and make them feel immersed in learning. Students focus on creating situations that can help students connect knowledge to life and build a "scaffolding" of the knowledge system for students' learning. Teachers should focus on the creation of situations, guide students to experience the learning process, and let students learn knowledge and problem-solving methods, rather than draw conclusions directly. Teachers should focus on the creation of situations, avoid a single, traditional explanation of knowledge, and instill knowledge without cultivating a humanistic spirit. Overemphasizing formality and asking meaningless questions when asking questions is not helpful to improve the efficiency of the classroom [8].

### **(2) Innovate teaching methods and create situations**

Situational teaching method refers to the vivid and specific scenes that teachers intentionally introduce or create, with a certain emotional color and image as the main body, so that students are immersed in the classroom situations created by teachers, and they can learn and think "on the spot". Exploration, combined with the psychological development state of students, uses appropriate methods to create teaching situations. Situational teaching is to further improve and deal with the social and life impact of students. Such as travel, eating, communication, adventure, etc. are all in the case of specific scenes in the teaching content, there must be implicit prompts. Provide timely guidance to students to help students determine their deficiencies [9].

## **2.3. Taking "Ideology and Morality and the Rule of Law" as an Example to Explore Strategies for Efficient Classroom Investigation**

### **(1) Innovative teaching steps, using inquiry-based teaching**

The so-called inquiry-based teaching is a teaching based on students' active inquiry and thinking. In the teaching process, with the guidance of teachers, students' autonomous learning ability and mutual cooperation ability are cultivated and exercised [10-11]. Let students use their existing knowledge, system reasoning, and deduction to solve problems on the one hand, and solve practical problems that are difficult to solve with the help of groups, collectives, and other Rendriou quantities on the other hand [12].

### **(2) Emphasis on after-school development and reflection**

As a front-line educator, only by constantly reflecting on one's own teaching can we make new breakthroughs, make the classroom more efficient, and make every class "boutique". Teachers spend more energy on pre-class preparation and previews, but often ignore after-class expansion and reflection [13-14]. Teachers can summarize and reflect on the gains and losses in the classroom in a timely manner, and adjust teaching strategies in time, so that the classroom can become increasingly efficient. On the contrary, failure to summarize and reflect on time often affects the effect of education and teaching.

### 3. Taking "Ideology and Morality and the Rule of Law" as an Example to Explore Efficient Classroom Investigation and Research

#### 3.1. Investigate Subject

This questionnaire takes students and teachers as the survey objects and adopts a combination of questionnaire survey and personal interviews to understand the current situation of the current high-efficiency classroom of morality and the rule of law in universities. The survey selected 6 middle schools A, B, C, D, E and F in M City for investigation. The investigation period was one month.

#### 3.2. Object of Investigation

In the selection of respondents, considering the teaching differences between public schools and private schools, urban schools and rural schools, A middle school (150 questionnaires), B middle school (50 questionnaires), C middle school (150 questionnaires) and students and teachers of 6 middle schools in D middle school (150 questionnaires), E middle school (50 questionnaires) and F middle school (50 questionnaires) were selected as the survey objects. A total of 600 student questionnaires were distributed and 580 valid questionnaires were returned. The effective rate was 96.7%; 100 teacher questionnaires were collected, 100 valid questionnaires were recovered, and the effective rate was 100%; in addition, one teacher was selected for interviews in each school. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

Among them, formula (1) is the single population test, which is the sample mean, s is the sample standard deviation, and n is the number of samples. Formula (2) is a double population test, the sum is the two-sample variance, and the sum is the sample size.

### 4. Analysis of the Results of Constructing an Efficient Classroom of University Ethics and the Rule of Law

#### 4.1. The use of Ideological, Moral and Legal Teaching Materials

Presenting behavior refers to the classroom teaching behavior focusing on the teacher's presenting knowledge and demonstration skills, which is embodied in language, sound, and image, and action. Its presentation methods are divided into efficient, inefficient, and ineffective. The newly established university textbooks on ethics and the rule of law have some new concepts and orientations for "activity planning", that is, the activities of the textbooks are not just the demonstration, experience or extension of the text, but the transmission of "knowledge". get. Function. Activities such as "Use Your Experience", "Explore and Share", and "Related Links" in the textbook provide the premise for teachers to carry out these activities according to the actual teaching situation and make teaching behaviors flexible and diverse.

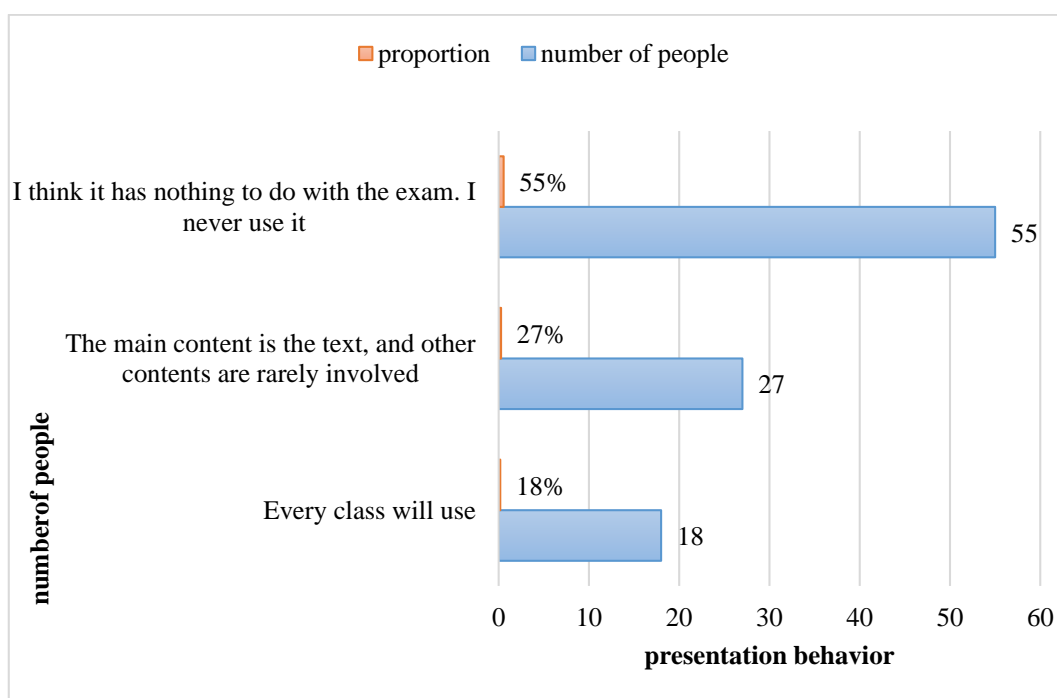


Figure 1: Use of activity content in Ideological and moral and rule of law textbooks.

The survey results in Figure 1 show that the behavior of teachers is relatively rigid. Teachers unilaterally "indoctrinate" and explain the knowledge points of the text, but they pay less attention to the knowledge of extracurricular extension and the improvement of students' abilities (accounting for 18%). Teaching effect efficiency cannot be achieved naturally.

#### 4.2. Teaching Evaluation: Evaluation Criteria are Messy

The evaluation of ethics and rule of law teaching in colleges and universities mainly refers to the evaluation of students' learning situation and thinking state in teaching. "Promoting the development of students, promoting the development of teachers" is the basic concept of the new curriculum evaluation of classroom teaching, "learning teaching" is to use students' "learning" to evaluate teachers' "teaching". Following this concept, the evaluation criteria for an effective university moral education and rule of law classroom should be reflected in the following points: First, the quality of classroom teaching is high—the core objectives and development goals are harmonized; the classroom teaching strategies are organically combined; the third is the ideal classroom learning outcomes: the harmony and unity of students' emotional state, teacher-student communication state and teaching goal achievement state. From the analysis of the survey results in Table 1 and Figure 2, we can see that there are still the following problems in the current classroom teaching, evaluation of university ethics, and the rule of law: First, the evaluation subject is dislocated. In today's classrooms, it is common for teachers to be the authority of evaluation and the only subject of evaluation. Survey data show that teachers are the main body of evaluation as high as 60%. Second, the evaluation method is unified. Emphasis on quantitative evaluation and neglect of qualitative evaluation; overemphasis on evaluation methods such as tests, interviews, observations, and development of record bags are rarely used. According to the survey results, 95% use homework and tests as evaluation methods, and 0% use growth record bags for evaluation. Finally, the content of the evaluation is one-sided. The assessment of knowledge and skills is overemphasized, and the assessment of comprehensive quality is neglected; it only focuses on the assessment of students' learning and does not reflect the assessment of teachers' teaching. The

survey results show that the proportion of the written test, that is, the evaluation of knowledge and skills, is as high as 85%, and the proportion of teachers who are the main body of teaching evaluation accounts for 57%.

Table 1: The method of teaching evaluation.

evaluation method	teacher	Teachers mainly students occasionally participate	Mutual evaluation among students	Student self-assessment	Mutual evaluation between teachers and students
number of people	275	250	120	15	290
Proportion (%)	28.95	26.32	12.63	1.58	30.53

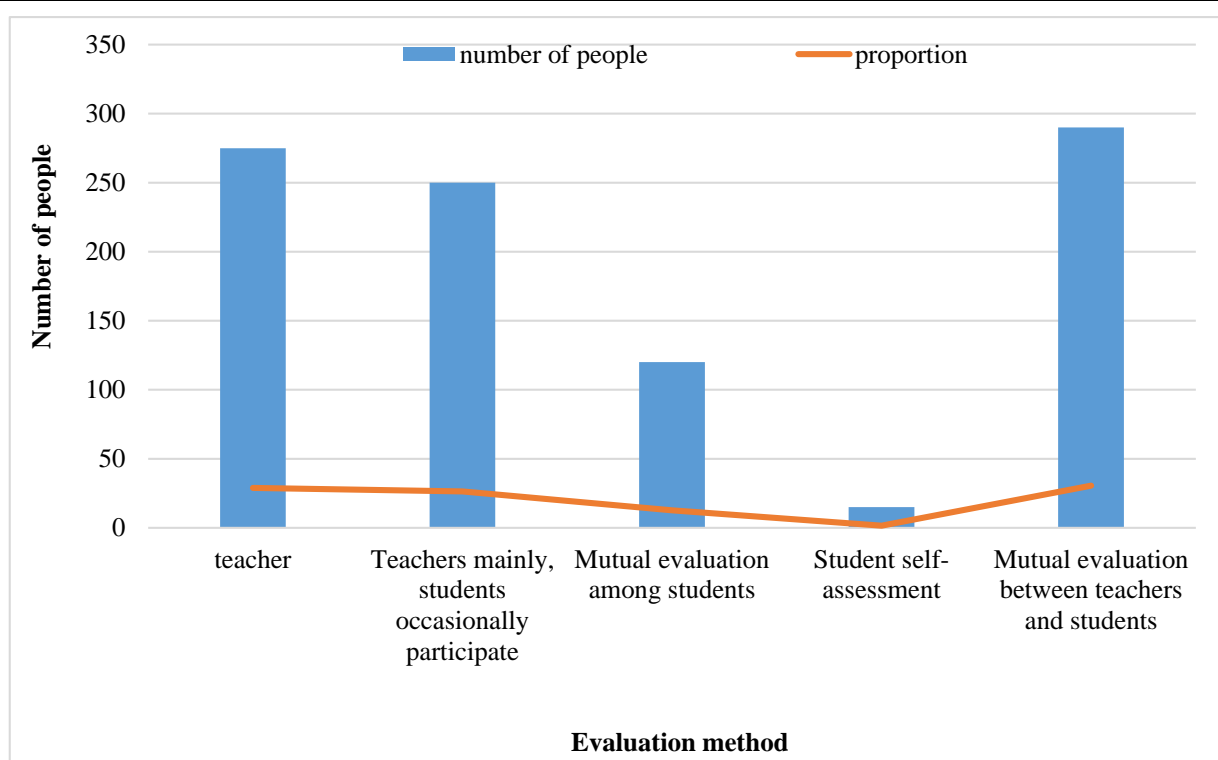


Figure 2: Teaching evaluation method.

## 5. Conclusions

At present, the construction of high-efficiency classrooms for ideological, moral, and legal courses in universities is not satisfactory. There are many problems such as lagging teaching subject literacy, weakening the subject status of teaching objects, messy teaching structure and system, and messy teaching evaluation standards. Taking the ideological and moral education and the rule of law education in universities as an example, this paper investigates the efficiency of classrooms and finds the factors of low classroom efficiency. To this end, establish the teaching concept of efficient classroom, strengthen teachers' teaching quality, practice a modern and new concept of students, highlight the dominant position of students, weaken the multiple influence of exam-oriented education, optimize the teaching structure system, build an efficient classroom evaluation system, and standardize efficient classroom standards. It will inevitably become an important strategy for constructing an efficient classroom of ideological ethics and the rule of law in universities.

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