

Analysis on the Strategies of integrating labor Education into the teaching of Morality and rule of Law in junior high school

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ABSTRACT. The new era of primary and secondary education requires to comprehensively strengthen labor education. The junior high school "Morality and rule of law" course has a natural connection with labor education, which is an effective way to integrate labor education. The integration of the two is not only necessary to promote the overall healthy growth of students, but also has the possibility of mutual integration. Highlight labor education, keep the course standard guidance; Set up the labor scene and optimize the classroom teaching; To implement labor practice and strengthen the unity of knowledge and action, this paper takes the lesson "Rich Social life" in the first volume of the eighth grade "Morality and Rule of Law" of Pep Edition as an example to explore and analyze the strategy of integrating labor education in the junior high school "Morality and rule of Law" from these three dimensions.

KEYWORDS: *Junior high school; Morality and the rule of law; Labor education*

1. Junior high school "morality and the rule of law" the necessity of integrating labor education

In March 2020, the Central Committee of the Communist Party of China and The State Council promulgated the Opinions on Comprehensively Strengthening Labor Education in Universities, Primary and Secondary Schools in the New Era, which requires each school section of universities, primary and secondary schools to formulate different content of labor education according to the educational objectives and characteristics of students in each school section. In July the Ministry of Education on the issuance of the "college and primary school labor education guidelines (trial)" notice, and the specific implementation of primary and secondary labor education has been stressed. Labor education is a new requirement of the Party for education in the new era and an important part of the socialist education system with Chinese characteristics, which is of great significance. At the same time, it also clearly points out the possibility of integrating the curriculum of "Morality and rule of law" with labor education in junior high school from the perspective of

cultivating complete and comprehensive people and the "five education programs simultaneously".

2. Possibility of integrating labor education with morality and rule of Law in junior high school

"Junior high school students are at an important stage of rapid physical and mental development, learning and participating in social public life, and at a critical stage of the formation of ideological and moral values". Therefore, teachers are required to provide timely, correct and effective guidance and help in the formation and development of students' ideological and moral character and three views. "Paper will sleep shallow, never know the matter want to practice", for the junior middle school students, is the same as words are essential, labor education concept part already have the knowledge, more is to let the students grasp in the hands-on practice to master, in the junior high school of the curriculum characteristic, morality and the rule of law of the People's Republic of China Ministry of Education in 2011 "the compulsory education thought personal character curriculum standards," the junior middle school thought moral character class nature of course, made the following aspects of features, including the ideological content, humanism, practical, comprehensive, whether it is a practical emphasis on labor, or comprehensive integration of various content resources, In fact, it contains the possibility of the integration of this course and labor education.

From the point of view of "five education simultaneously", labor education is not only a part of "moral, intellectual, physical, aesthetic and labor" comprehensive development education, but also has the function of integrating various education. "The essential meaning of labor education refers to a purposeful, planned and organized comprehensive education that cultivates educatees' various qualities through participation in labor practice activities". As a comprehensive education, its knowledge and practice both profoundly demonstrate the value of labor, which is highly consistent with the pursuit of "Morality and the Rule of Law" in junior high school.

2.1 Labor education in Morality and the Rule of Law

The report to the 19th National Congress of the Communist Party of China (CPC) states that "we should fully implement the Party's education policy, fulfill the fundamental task of establishing moral integrity and educating people, develop quality-oriented education, promote fairness in education, and train socialist builders and successors who are well developed morally, intellectually, physically and aesthetically."

The ideological and moral course of junior high school is guided by the socialist core value system, aiming at promoting the formation and development of correct ideological concepts and good moral qualities of junior high school students, and laying a foundation for students to become qualified socialist citizens with ideals,

morality, culture and discipline .Learning the way to participate in social public life also includes the acquisition of basic labor skills; To understand the interdependence between human survival and ecological environment.

2.2 Morality and the Rule of Law in Labor Education

Labor education itself is an important way to fulfill the fundamental task of cultivating people with moral integrity and to cultivate "well-rounded people". Moral education in primary and secondary schools clearly puts forward that the basic content should be "love the motherland, love the people, love labor, love science, love socialism", and carry out the education of socialist public morality, social common sense and the cultivation of civilized behavior habits ." Labor education has more comprehensive educational functions such as morality, intelligence, physical fitness and beauty cultivation." Therefore, in the arrangement of junior middle school labor curriculum, ideological and political education can also be cross-integrated to promote labor education and the development of "Morality and the rule of law" curriculum.

3. Based on the characteristics of junior high school labor education and "Morality and the rule of law" curriculum integration strategy

3.1 Highlight labor education, keep the course standard guidance

In junior middle school ideological and political lesson teaching, adhere to the course standard guidance, focus on junior middle school students' labor consciousness and basic skills training, cultivate students' social responsibility, is the key to junior middle school ideological and political lesson integration of labor education. Taking "Rich social life" as an example, the basic requirement of the curriculum standard is to guide students to form positive and healthy pro-social behaviors through classroom teaching. Therefore, the role of labor as a bridge or a support to achieve this requirement cannot be ignored. Generally speaking, in the course of classroom teaching, the teaching objective determined by the course standard plays the function of "guiding, motivating and evaluating", and is the "top-level guidance" for overall teaching practice. Therefore, we should do a good job in such top-level design, integrate labor education into the curriculum teaching objectives, and play the leading role of the curriculum teaching objectives.

In the analysis of the teaching objectives of "Rich Social life", the curriculum standard is firstly interpreted. This class corresponds to "Actively adapt to the development of society" in the curriculum standard "I and the country and society". The basic requirements of the curriculum standard are "pay attention to the development and changes of society, enhance the interest and emotion of caring society, and develop pro-social behaviors". "Knowing the social basis of responsibility"; "Active participation in public life."

Then, under the guidance of the course standard, the content of the textbook

should be deeply analyzed and the teaching objectives of this frame should be condensed. This textbook is to show the rich and colorful social life, make students feel the social life and know that they are a member of the society, then grow up in the social classroom, and finally form a positive and healthy pro-social behavior. We have made clear the core requirements of this class from the curriculum standard. In connection with the learning situation of students at this stage, eighth grade students are both in the stage of rapid physical and psychological development, with sufficient curiosity and thirst for knowledge for new things, but there are also developmental differences in individual attitudes. For the participation in social life, for the social affinity, for the cognition of social work life, most of the students are in a positive state, willing to participate, willing to participate; But there are also some students lack of emotional awareness, behavioral practice escape phenomenon. Therefore, based on the analysis of the above curriculum standards and combining with labor education, the teaching objectives are designed as follows:

In terms of emotion, attitude and value goal, make good use of the material of working life, let the students feel the rich and colorful social life; Thus to establish a positive view of labor and attitude towards life, to form a correct understanding of labor and society, understand that labor is an important way to grow up and serve the society. In terms of ability goal, contact basic labor skills through this lesson, gradually improve the ability to adapt to the society and participate in the society; Through after-class housework, community service, and appropriate production tasks, let students experience the realization of personal value in labor and society. In terms of knowledge objectives, this lesson is used to understand the interdependence between individuals and society, and between individuals and labor. Understand the meaning of socialization, understand that society is a training ground for personal growth; Understand the manifestation of prosocial behavior, and master the basic knowledge methods of participating in social labor life.

Education through labor value in the teaching goal, is the junior middle school thought political class integration practice labor education as a first step, for the purpose of this lesson, labor is the good way of contact between students and society, in order to target as the guidance, the labor practice runs through the whole teaching process in this lesson, lead the students in learning the coordinated development of a known cordiality line.

3.2 Set up labor scenes and optimize classroom teaching

The implementation of teaching objectives requires effective classroom teaching and the combination of curriculum knowledge with the carrier of "labor situation", which is not only conducive to the achievement of labor education objectives, but also conducive to the optimization of ideological and political classroom teaching in junior high schools. "Labor scene" is related to labor activities, mainly including composed of picture video, case data and so on related material, living close to the students to this class, need to use labor situation creation, infiltration in the situation I connected with society, unicom, man and society, core knowledge of pro-social behavior.

In labor scene Settings, you first need to select situational material, in the practice of the teaching goal guidance to choose the life the most fit into this class of "man and society" education situation of labor, which in turn will be structured design, the service in classroom teaching, guide students in comprehension and cognition of labor to create a happy life in the situation analysis, contact person and society, contribute to the formation of man's socialization and pro-social behavior. In the "I and the Society" frame teaching, focusing on the two themes of "feeling the social life" and "We are all members of the society", relevant materials are further enriched and selected based on the textbook, as shown in the following table:

Table 1

link	Situational topics	Scenario content
Link 1: Feel the social life	Li Ming's Saturday	<p>Situation 1: Li Ming and grandpa go for a run in the park at 6:30 am on Saturday (picture + schedule)</p> <p>Scene 2: At 8:20 am, Li Ming and his mother go to the vegetable market to buy some vegetables (picture)</p> <p>Scene 3: At 3:15 p.m., Li Ming and his classmates went to the nursing home to visit the elderly (picture + text)</p> <p>Scene 4: At 8:10 PM, Li Ming and his father watch "Great Nation Craftsman" and discuss (video) together.</p>
Link 2: We are all members of society	China Dream labor Beauty	<p>Situation 1: All members of society with different roles in the fight against COVID-19 in 2020 are contributing to the country with their own labor and strength(video)</p>

When implementing the second frame of "growing in the society" teaching, teachers should carry out teaching activities closely around the two key words of "social classroom" and "pro-social behavior", and select the corresponding materials with the labor situation as the starting point.

Table 2

link	Situational topics	Scenario content
Link 1: Grow up in the social classroom	Labor stimulates the mind and practice leads to growth	Situation 1: The Life of a Seed(video)
Link 2: Develop prosocial behaviors	Close to the labor society to shape a healthy personality	Situation 1: Collect materials of previous social practice activities of the class in advance,such as labor experience,research and study travel,community service,etc,and edit them into videos for classroom play(video)

In general, the starting point of the creation of labor situation and selection of

materials in this class is to effectively serve the teaching objectives of this class. While acquiring basic knowledge and ability, students should develop correct emotional attitudes and values, and clearly understand the close relationship among individuals, labor and society. On the one hand, the labor scene material of this class is not only rooted in the textbook, but not detached from the actual learning situation. Meanwhile, it focuses on the current hot spots, extends appropriately, and fully mobilizes students' attention and thirst for knowledge. At the same time, we made a structured creation of the scene. According to the cognitive logic of junior high school students, we deepened students' thinking step by step from shallow to deep, from perceptual cognition to rational cognition, and left space for students to explore in the scene. Finally, the selection of scenes is mainly based on pictures and videos, supplemented by text, to fully ensure the experience of the scene and the validity of classroom teaching.

3.3 Implement labor practices and strengthen the unity of knowledge and practice

Ideological moral education is an activity type, the essence of which is "through the teaching practice to guide and cultivate students to form a correct concept of value, as the ideological and political discipline essential character and key ability", the internalization and practice cannot be divided, it requires teachers must be guided in knowledge at the same time, lead students to practice in the doing. The plan emphasizes that "labor education should be incorporated into the whole process of talent training, and should be carried out through all sections of primary and secondary schools. It should pay attention to the actual effect of education, realize the unity of knowledge and practice, and promote students to form a correct world outlook, outlook on life and values." Therefore, in order to integrate labor education into middle school ideological and political courses, in addition to the embodiment of relevant teaching objectives and the setting of classroom scenes, it also needs to rely on the implementation of after-class labor practice tasks. Let the students form the positive and healthy emotional attitude values in this lesson, can be strengthened in the labor practice. "Rich social life" for the purpose of this class labor practice tasks, can experience through daily life work, productive labor, community service, labor and other forms, for example, can let the student practice in the following work tasks, each choose a completed during the weekends, to experience their relations with others and the society.

Table 3

Labor task	The task outline
One: living and working	Help the family to buy life supplies, approached the elderly care home to teach the elderly to use the Internet.
Two: Production labor	Under the guidance of parents, with the knowledge learned in this lesson into the workplace, to factories, farmland to help parents to work.
Three: Community labor	Contact with the community reality, as an intern reporter for community governance to put forward opinions and suggestions and follow up to solve problems.

For the labor practice task of this lesson, one is to be rooted in the full understanding of students' learning situation, guide students to mobilize their own experience and experience teaching resources from the surrounding life; Two is to pay attention to the summary, can not rush through, to let students in the labor practice in time to share, from which to realize their own harvest, experience their own growth and value; The third is to pay attention to the students' emotional changes, to the possible in the labor practice of other emotions timely counseling, attention to the failure of students experience, positive education. Finally, teachers should communicate more with parents before the project is carried out, and remind them of the educational resources, social support conditions and possible safety risks involved in the project.

4. Conclusion

Junior middle school stage is a critical period for the formation of students' world outlook, outlook on life and values. In this stage, the implementation of labor education is of great significance for the healthy growth of students. As the main field to implement labor education, schools need to master the advanced form of labor education, which should be integrated into every course at every stage. For junior high school "Morality and rule of Law" course, good integration of labor education is also of profound significance for the optimization and development of its own curriculum, which is conducive to the joint development of "Morality and rule of law" course and labor education in the new era junior high school, so as to realize the simultaneous development of five educations and cultivate well-rounded people.

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