

Research on the Interactive Relationship between Junior High School Moral and Legal Education and Chinese Thematic Learning

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Abstract: This paper explores the interactive relationship between junior high school moral and legal education and Chinese thematic learning. It analyzes the characteristics and advantages of each in the educational process and deeply analyzes the existing problems. By discussing issues such as the differences in the goals of moral and legal education and Chinese teaching, students' low participation, and limitations in teacher resources and teaching methods, this paper proposes optimization strategies for integrating the two. Specific recommendations include designing cross-disciplinary courses, enhancing students' interest and engagement, and strengthening teacher collaboration and professional development. The study shows that the organic integration of moral and legal education with Chinese thematic learning not only helps improve students' overall quality but also promotes the development of critical thinking and creative thinking, providing practical guidance and theoretical support for the reform of junior high school education.

Keywords: Moral and legal education; Chinese thematic learning; Cross-disciplinary integration; Education optimization

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Introduction

With the deep implementation of quality education concepts, educational reform in junior high schools is gradually moving toward a cross-disciplinary and comprehensive development direction. Moral and legal education and Chinese learning, as important components of basic education, play a crucial role in cultivating students' moral awareness, legal literacy, and language expression skills. Although these two areas have common goals in cultivating students' overall quality, their organic integration still faces many challenges in practical teaching. Moral and legal education focuses on teaching law and ethics, while Chinese thematic learning emphasizes cross-disciplinary knowledge integration and the cultivation of students' independent learning abilities. These differences make it easy for the two to become disconnected in actual teaching. This paper will explore the interactive relationship between moral and legal education and Chinese thematic learning, analyze existing problems, and propose corresponding optimization strategies. The aim is to provide effective theoretical guidance and practical suggestions for educators, promoting the deep integration of junior high school moral and legal education with Chinese teaching and enhancing students' overall quality^[1].

1. Characteristics of Junior High School Moral and Legal Education and Chinese Thematic Learning

1.1. Systematic and Practical Nature of Moral and Legal Education

Moral and legal education in junior high school emphasizes the cultivation of students' practical abilities, focusing on the integration of theoretical knowledge with real-world applications. Through activities such as mock trials and social surveys, students are able to understand the basic principles of law and the social value of ethics in practice. This practical approach not only allows students to apply legal knowledge in real social situations but also helps them develop problem-solving skills. Through such hands-on activities, students not only learn the fundamentals of ethics and law but also cultivate innovative thinking and action skills in addressing real-world problems^[2].

At the same time, moral and legal education emphasizes the integration of morality and the rule of law, helping

students establish correct values and behavior standards. In the learning process, students not only understand the moral and ethical principles behind the law but also experience the humanistic spirit embodied in a rule-of-law society. This combination makes moral and legal education not only about imparting knowledge but also about shaping students' moral values and legal thinking. By integrating moral and legal education into Chinese language classes, students can better internalize legal knowledge and ethical principles into their own behavior standards, forming a comprehensive system of quality education.

1.2.The Comprehensive and Innovative Nature of Chinese Thematic Learning

Chinese thematic learning is a cross-disciplinary learning model that emphasizes the integration of knowledge, skills, and abilities. Through thematic teaching, students can delve deeper into various subjects under a unified theme, combining knowledge from different disciplines. Unlike traditional teaching that solely relies on textbook content, thematic learning encourages students to actively seek answers through the exploration of real-life issues, which effectively stimulates their interest in learning and enhances their understanding and mastery of knowledge. In this process, students not only learn language expression skills but also apply their knowledge to real-world problems, improving their overall quality^[3].

In Chinese thematic learning, great importance is placed on students' independent learning and thinking abilities. Thematic learning encourages students to explore topics with a problem-oriented approach, motivating them to present their own views and fostering critical thinking and innovative awareness. Unlike the traditional single-subject teaching model, thematic learning makes the learning process more flexible and the learning objectives more diversified. Through this approach, students not only gain a better understanding of Chinese knowledge but also improve their overall abilities through cross-disciplinary integration, laying a solid foundation for their future learning and life.

1.3.Synergy and Complementarity between the Two

The integration of moral and legal education with Chinese thematic learning can effectively promote the enhancement of students' comprehensive quality. Moral and legal education not only emphasizes the integration of law and morality but also strengthens students' sense of social responsibility and legal awareness, while Chinese thematic learning helps students improve their language expression and thinking abilities. The combination of the two provides a broader framework for the study of ethics and law, allowing students to demonstrate stronger abilities in language expression and social practice. Through this integration, students can gain a more comprehensive understanding of the relationship between society, law, and morality, enhancing their overall qualities.

The integration of moral and legal education with Chinese thematic learning strengthens the interaction between moral thought and language expression abilities. In moral and legal education, students need to understand legal texts and also express their opinions clearly and persuasively, while Chinese thematic learning fosters students' language organization and expression skills, facilitating this interaction. Through this interaction, students can not only improve their language expression abilities but also gain a deeper understanding of the connotations of law and morality. This integration also promotes the joint development of students' critical and innovative thinking, enabling them to analyze and solve social problems more comprehensively and rationally.

2. Problems in Moral and Legal Education and Chinese Thematic Learning in Junior High School

2.1.Disconnect Between the Content of Moral and Legal Education and the Goals of Chinese Learning

There is a certain disparity between the content of moral and legal education and the goals of Chinese learning, primarily reflected in the different course objectives and teaching content. Moral and legal education mainly focuses on cultivating students' legal awareness and moral judgment, while Chinese learning emphasizes improving language skills and literary literacy. The lack of effective integration in the arrangement of teaching content and methods leads to a

fragmented curriculum, making it difficult for students to perceive the connection and interaction between the two subjects. Teachers also face significant challenges in the implementation process. Due to the lack of cross-disciplinary training and teaching resources, it is difficult to organically combine moral and legal education with Chinese teaching, which negatively impacts the overall effectiveness of education.

2.2.Low Student Engagement in Moral and Legal Education

Student engagement in moral and legal education is relatively low, primarily manifested in their lack of interest and insufficient motivation for active learning. Due to the traditional format of moral and legal education and the absence of real-life cases closely related to students' daily lives, students fail to feel the direct value of learning, which leads to low interest in legal and moral knowledge. Students often lack an awareness of the connection between legal knowledge and Chinese learning. The traditional, single-format approach of moral and legal education, which lacks innovation, interaction, and practical elements, further reduces student participation and negatively impacts the achievement of educational goals.

2.3.Limitations in Teacher Resources and Teaching Methods

Teachers' mastery of teaching methods in moral and legal education is inadequate, primarily due to the lack of cross-disciplinary teaching training and innovative teaching methods. There is insufficient collaboration between Chinese teachers and moral and legal education teachers, and a lack of mechanisms for jointly designing and implementing teaching plans, leading to a disconnection between the content and methods of both subjects. Additionally, due to insufficient teaching materials and resources, teachers face significant challenges in the classroom, lacking effective materials to support the integration of cross-disciplinary content. These limitations significantly reduce the effectiveness of moral and legal education and negatively affect the overall effectiveness of Chinese thematic learning.

3.Optimization Strategies for Moral and Legal Education and Chinese Thematic Learning in Junior High School

3.1.Strengthening the Integration of Moral and Legal Education with Chinese Courses

To effectively strengthen the integration of moral and legal education with Chinese courses, cross-disciplinary curricula can be designed to break down the boundaries between subjects, focusing on the combination of theory and practice. For example, legal-related real-life cases can be introduced in Chinese courses. By analyzing the legal and ethical issues behind the cases, students can combine Chinese knowledge with legal concepts and understand the importance of language expression in the legal field. Teachers can also integrate moral and legal education into Chinese learning by using methods such as mock trials and role-playing, allowing students to apply their language skills and legal awareness in real-life scenarios, thus enhancing their ability to apply knowledge comprehensively.

Emphasis should be placed on cultivating students' critical thinking and innovative awareness. Through cross-disciplinary teaching, students can be encouraged to reflect on and evaluate the knowledge they learn, forming their own viewpoints. For instance, students can engage in debates on legal issues, discussing the boundaries between morality and the rule of law, which helps enhance their critical thinking skills. This integration not only helps students gain a deeper understanding of the relationship between law and morality but also fosters their innovative thinking and development. By closely combining theory with practice, students will experience the dual value of law and language in real-life situations, gradually improving their overall quality.

3.2.Enhancing Students' Interest and Engagement in Moral and Legal Education

Enhancing students' interest and engagement in moral and legal education is key to achieving educational effectiveness. Teachers can stimulate students' interest by using case-based teaching and interactive classrooms. By incorporating current legal events and cases from real life, students can understand the practical application of law, making the learning more meaningful. For example, teachers can organize students to analyze legal cases in the news, exploring the moral and legal issues behind them. This approach not only increases student interest but also helps them understand

the interaction between law and morality. Interactive classrooms, where students engage in discussions and role-playing, enhance the fun and engagement of the class, stimulating students to think and explore independently.

It is also crucial to strengthen social practice and field learning to enhance the practical perception of education. By organizing students to visit courts, law firms, or participate in social welfare activities, they can experience the power of rule of law in real social environments and understand how law operates and the role of ethics. Social practice not only enhances students' understanding of moral and legal education but also deepens their impression of the knowledge through practical experience, increasing their interest and participation in the subject. Organizing a variety of extracurricular activities, such as mock trials and debates, can broaden students' horizons, help them better understand the rule of law and moral norms in society, and inspire them to further explore moral and legal education.

3.3.Strengthening Teacher Collaboration and Professional Development

To enhance the effectiveness of moral and legal education, strengthening teacher collaboration and professional development is essential. First, it is necessary to improve training and cooperation between moral and legal education teachers and Chinese teachers. Teachers play an important role in cross-disciplinary teaching, and improving their teaching skills is crucial for effectively integrating moral and legal education with Chinese courses. Schools can help teachers acquire more advanced teaching concepts and methods through regular training and academic exchanges, thus enhancing their cross-disciplinary teaching abilities. Collaboration among teachers is also a vital way to improve teaching effectiveness. Chinese and moral and legal education teachers can design teaching plans together, integrate the curriculum, and form a collaborative teaching force to ensure the continuity and depth of educational content.

Improving teachers' cross-disciplinary teaching abilities and promoting resource sharing are also key optimization strategies. Teachers need to be proficient not only in Chinese or moral and legal education but also in cross-disciplinary teaching, enabling them to flexibly apply knowledge and methods from different subjects in the classroom. Schools should encourage teachers to share teaching resources and experiences in teaching research activities, thereby improving overall teaching quality. Improving textbook construction and supporting the innovation of teaching methods should also be prioritized. By enriching textbook content, emphasizing practicality and interactivity, and providing teachers with more innovative teaching materials and methods, teachers will be better equipped to carry out their teaching work, ultimately enhancing teaching quality. These measures will help advance teachers' professional development and promote the effective integration of moral and legal education with Chinese learning.

4.Conclusion

The organic integration of junior high school moral and legal education with Chinese thematic learning not only helps enhance students' moral awareness and legal literacy but also promotes the development of language expression and critical thinking abilities. Although there are still some issues in the teaching process, such as fragmented course content, low student participation, and limitations in teaching methods, these problems can be effectively addressed through strategies such as designing cross-disciplinary courses, enhancing student interest and engagement, and strengthening teacher collaboration and professional development. Optimizing the integration of moral and legal education with Chinese courses will not only help students better understand social rule of law and moral norms but also provide them with a comprehensive space for intellectual development. Therefore, the optimization strategies proposed in this paper are of significant reference value for current junior high school educational reform and provide practical insights for further promoting the deep integration of moral and legal education with Chinese thematic learning.

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