

How To Teach Law Knowledge In Chinese Junior Middle School

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Abstract:

For protecting themselves well, the students in junior middle school should have certain law knowledge from classroom. For teaching the law lesson well, the teacher should know the appropriate target location, and master all the content in a system. Then, for getting effective teaching, the teacher could chose the useful methods such as case teaching, situation teaching, discussion teaching, guiding teaching and so on.

Key words: law knowledge class teaching useful methods

Junior middle school students physical and mental development is not mature social vulnerable groups, their growth in the modern country under the rule of law, should have certain legal knowledge to better protect themselves, to help others. Their law knowledge learning and accumulation mainly concentrated in the ideological and political class. It is worth to find the way to optimize the teaching resources for improve teaching efficiency. This paper combined with the authors teaching experience, analyze the related problems.

1. The importance of law knowledge teaching in junior middle school

The students in junior middle school, although gradually mature in mind, the world does not have enough rational judgment ability, easy to follow blindly to integrate with various improper words and deeds, even hurt in the ignorance and infringement. This requires legal knowledge to guide and standardize the thoughts and behaviors of middle school students, provide safeguard their legal rights. Deng Xiao Ping once pointed out: "the law education should start from baby, primary, secondary to the education."¹ Implement legal knowledge, a professor at the church in the process of teaching is very important.

In addition, to grow in today's era of the construction of the socialist market economy further, and the interaction of competition rules change, they need to have, including legal quality, comprehensive ability, grasp the social dispute criteria, standardize self, effectively maintain the rights and interests. And the first step of legal quality education is the accumulation of law knowledge. Can promote legal knowledge accumulation efficiency of classroom teaching should be taken seriously.

2. The goal and positioning of law knowledge teaching in junior middle school

In the process of teaching, the arrangement of the class, content distribution and method of application are the goals of teaching. Reasonable teaching goal orientation will make classroom teaching smoothly.

First of all, the classroom teaching should make students master the common sense of legal system in our country. Knowledge is the foundation of ability and quality, and the legal knowledge of classroom teaching for junior middle school immediate goal is to make its master the knowledge of the law. The current teaching material content mainly is closely related to daily life, the legal system that legal common sense. Therefore teaching immediate goal is to make students grasp the sense of legal in a system. Can make it clear what standards to regulate the thought and behavior.

Second, the classroom teaching should be made to develop good habits of research method. A good habit, learning efficiency can raise more than half. Legal knowledge teaching should not only explain the knowledge, but also the learning method of teaching, make students form the good habit of good study content of legal norms, can make it in a positive psychological tendency to accept the new law knowledge. Limited to the class, the teacher could not exhausted all the legal knowledge, but can through intensive training class, make the students master the method, a good habit, this is the deep goal of teaching.

Moreover, the classroom teaching should make students form the modern legal consciousness. The accumulation of knowledge is internalized by heart, sublimation of consciousness, the formation of stable quality. Legal knowledge teaching is to make students form the modern legal consciousness. The need to foster high school students' positive attitude for cognitive law; A law-abiding, respect the good habit of legal norms; Let them learn through legal channels to solve the problem, to protect ourselves and help others. The three levels of system is completed, is teaching to aim high.

3. The classification of law knowledge teaching in junior middle school

Middle school ideological and political teaching involves the "constitution", "criminal law", "general principles of the civil law", "public security management punishment law" minors protection law ", "compulsory education law", "environmental protection", "consumer rights and interests protects a law", "labor law", "marriage law" and so on knowledge of legal norms. Its content is various, low and middle school students' cognitive ability, class time is very limited, it is difficult to fully detailed in the teaching process, can be reference to China's current legal system structure, optimize the combination of all content, points projects, the substantive law and procedural law legal theory to explain.

First of all, the legal theory project mainly to let the students know why research method. Around this theme, this topic mainly focuses on: method of production and the social function, the socialist democracy and legal system, the relationship between the connotation and realistic significance of the rule of law and legal norms and civic life closely related. And on this basis, the junior middle school life is closely related to the list and summary of the legal phenomenon, let students realize the value of legal norms, and positive legal knowledge to produce strong interest in learning. The rest can do secondary is introduced.

Second, the project of substantive law mainly makes students clear learn what content. The project is the main part of the legal knowledge, mainly according to the different rights and obligations, can be respectively according to the constitution and administrative law, criminal law part, civil and commercial law and economic law part explain the content of four plate combination. Part of the constitution and administrative law needs to focus on rights and obligations of the relationship between state and citizen, promote students awareness of the national management and set up the consciousness of the rights of citizens; What part of the criminal law needs to focus on life cannot be; Civil and commercial law and economic law part need to focus on why can live and think the specification of the standard, and to adapt to the market economy, the legal

orientation of social life. According to the situation of the students accept ability of each part of level adjustment.

Finally, the procedural law project mainly let the students learn how to use. Of realization of the project is the legal relief path, focus on specific to summary criminal procedure law, civil procedure law, administrative procedure law of the joint action system, such as "the system whereby the second instance is final", "public trial", "collegial system" and " challenge system", to distinguish between three different litigation respectively unique, make the students understand litigation dispute resolution process, and learn to choose corresponding litigation relief for different problems, and set up the correct concept of judicial independence and litigation justice.

4. The methods of law knowledge teaching in junior middle school

In the life of people, almost always will use legal knowledge. Middle school students legal knowledge of classroom teaching is based on the reality of life experience, focus on students' development needs, the legal knowledge is closely combined with student life, scientific application of various teaching methods, the organic combination of knowledge logic and the logic of life. The stand or fall of teaching method applied to some extent determines the success or failure of teaching. So-called "teaching application, teaching different method"², in addition to the traditional teaching method, teachers can also refer to the following teaching methods, and properly combined application efficiency

4.1. The application of case teaching

"With case" teaching, based on law cases described in the event the basis of the situation, let the student through into the role of events and problems, in particular the cognitive link, through the process to solve the problem, make the students master legal knowledge from inductive or deductive reasoning method of teaching. The method through the typical cases happened in real social life briefly, the abstract theory into the specific image of the legal knowledge, increase the vitality of the classroom, interest, enhance the students' interest in learning. This method is often used to make up for a lack of traditional teaching of dull and boring. Using this method need to teacher's choice and life is closely related to the case, for processing and preparation, the corresponding knowledge and prior notice; The case presented in the form of using multimedia in the classroom and, and analyzes the legal information in the case, summarizes the legal knowledge to solve the problem. In this process, teachers need to pay special attention to apply many to a drawing atmosphere, arouse the initiative of students, to guide the positive thinking, involved in the case the solution of the problem, as much as possible to achieve better teaching effect.

4.2. The application of situation teaching

The situation teaching through provide students with a relatively complete and real scene, restore the legal background of knowledge, and restore the origin vivid artistic conception, make the students learning needs and interests is blended in among them, active learning, comprehension, to actively construct the legal knowledge of teaching methods. This method is based on the psychological experience of the way, through the development of students' mental activities to impart knowledge, can realize the students' subjective feeling and legal knowledge fusion, rise to rational knowledge, make the student intelligence also get development. Application of this method requires teachers to mining high school education is conducive to feelings of legal knowledge in the textbooks, teaching language, or through which was very infectious, prompting students hearts resonate, can achieve the emotional experience; Or through the means such as multimedia, creating vivid, lifelike images or video, let the student feel to the content of the legal knowledge and ideas, or through the scene performance, lets the student participate in personally experience, and so on. In a word, teachers

need to according to the different legal knowledge, taught by design presents the different scenarios, let students enter the corresponding artistic conception, emotion and legal knowledge fusion, improve learning efficiency.

4.3. The application of discussion teaching

In debate teaching method "is under the teachers to organize and guide the students to actively participate in classroom teaching activities, surrounding a particular opinions and legal issues, such as dialogue, exchanges and even debate, the resolution to get clear legal knowledge teaching method. This method makes the learning process continues" problem thinking one distinguish a solution - harvest "positive state, accord with cognitive law, at the same time, the active atmosphere also is suitable for the middle school students, vigor can meet its positive explore the psychology of curiosity and hope to gain recognition, can overcome the disadvantages of traditional infusion mode negative students' learning attitude, broaden students legal knowledge acquisition path and thinking skills. Teachers in the application of the method, special attention should be paid to determine before class discussion of legal issues related to the high school life, make the most of students have words to say; discussion should let the students read teaching material before or show student materials, discuss methods in view of the thesis, such as group discussion, group discussion or debate, etc. in the discussion should pay attention to mobilize enthusiasm and create atmosphere, inductive, guide students to distinguish the point of view, to reach a consensus in the law, after discussion and summary so that the students as far as possible through discussion distinguish the legal knowledge of get distillation.

4.4. The application of guiding teaching

The guiding teaching method in the ideological and political teaching in middle school classroom knowledge education and ideological and moral education comprehensive education task, on the basis of the legal knowledge from the rest of the ideological and political class teaching content, accommodation in classroom education corresponding link of teaching methods. This method can make students' knowledge of the law and the ideological and political or even other subjects education, form the organic knowledge system, rather than legal knowledge to a single isolated. Teacher above all when using this method can combine legal knowledge and the moral education, legal knowledge and moral sense is to adjust social between individuals and between individuals and society behavior, legal knowledge is national force of constraint, moral sense is individual self-discipline, lets the student in both comparisons deeper knowledge of the law. Teachers can also be legal knowledge and the education of psychological health, to lead the middle school students lack sense of social phenomenon, the legal knowledge as the standard to evaluate, in their thoughts and words and deeds to the society in a confusing, can act as the guidance, psychological balance, stable mood, from to avoid blind and extreme process of legal knowledge accumulation. Teachers can also timely legal knowledge and ability, intellectual education, combining to make the students feel its application and learn about everything important in life.

Reference

1The selected works of dengxiaoping" 2 [M "Beijing: people's publishing house, 1994:163

2Wang Xiaojian "art education" [J], 2002 (4)