

Research on the Path of Integrating High Quality Animation into High School Civics Class—The Year of the Rabbit as an Example

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Abstract: high quality animation has been developing rapidly in recent years and is gradually applied in the field of teaching. The high quality animation represented by "That Year, that Rabbit, those Things" has many values and can be integrated into the teaching of high school Civics class through teaching methods, teaching contents and teaching practices.

As one of the favorite cultural carriers of students, animation and cartoons can be used to develop a new field in the application of animation in the teaching of high school Civics and Political Science class by using its appeal to students. The objective historical facts and ideological concepts presented by high quality animation can strengthen young students' identification with the mainstream ideology of China, improve their confidence in their own culture, and enhance the effectiveness of the Civics class.

1. The integration path of high quality animation and high school Civics class

1.1 Integrating high quality animation into teaching methods

The new high school standard emphasizes that the reasonable use of teaching methods is conducive to creating a good classroom teaching atmosphere, mobilizing the subjective initiative of students' classroom participation and promoting their all-round development. New-age high school students as the original people of the Internet era, the use of traditional indoctrination is limited in acceptance and distance for young students with jumpy and active minds, and most students find it difficult to accept and truly understand the true meaning of the learning content. The integration of high quality animation into the teaching method of Civics class can fully mobilize students' learning enthusiasm, which is an exploration of the innovative path of Civics class in the new era.

1.2 Integration with typical pedagogy

The high quality anime represented by "That Rabbit" can be utilized in the classroom as material for a typical pedagogy. The rabbit in the play represents the People's Republic of China. The rabbit represents the revolutionary people with Marxist-Leninist ideas before the founding of the country,

and after the founding of the country, it represents the majority of patriotic Communist Party members, creating a distinctive character image. It is such an animation work that uses a simple and cute animal image to interpret the story of the rise and fall of the Chinese nation, making the audience cry and laugh along with the rabbit, learning and thinking at the same time. For example, in the depiction of the war against Japan, although the "foot-basin chicken" came aggressively, the "rabbit" was still brave and courageous, and charged forward with a brick in his hand, portraying the image of China that is fearless of the powerful.

In teaching, teachers can actively use the positive characters portrayed in high quality cartoons to educate students. For students, the warm-blooded "flower grower" rabbits are their role models and objects of imitation, always insisting on peace, independence, solidarity and love. It is easier for students to understand and resonate with these high quality spirits through the typical characters and examples portrayed in high quality cartoons than by simply instilling textbook contents.[1]

1.3 Integration with infection education method

The infectious power shown in the high quality anime is actually the glue of young students' spiritual belonging, and students are inspired by the positive and strong sense of patriotism and collective consciousness that comes from their hearts through the bloodthirsty and touching drama. In "The Rabbit", the "Flower Growers" go through various hardships, and the strength of the rabbits always brings tears to the eyes of the audience. For example, in the battle against the U.S. and Korea, the rabbits lurked for the whole night, and one rabbit never woke up after dawn. The living rabbit said to himself with tears in his eyes, "Tears, tears will freeze too." When the trumpet of war blew, the rabbits who were still in grief a moment before stood up again to join the charge. This kind of silent bravery and restraint is most infectious.

Teachers can make full use of the infectious plot in the teaching process to make students emotionally strong shock. When students are in the scene, their own emotions will be driven by the culture, values and ideology expressed in the high quality animation. By making full use of high quality cartoons, teachers can awaken students' deep-rooted identification with mainstream values and pride in the nation by infecting them, giving the Civics classroom ample room to play.[2]

2. Integration of teaching content through

The textbook's is the main teaching content of high school Civics class, and choosing the right high quality animation content to integrate with the course content can enhance young students' curiosity and emotional resonance.

2.1 Integration with the content of party history education

History is the best textbook for China's development, and it is also the best textbook for secondary school students to learn high quality culture and high quality spirit. In the unified version of high school Civics I "Socialism with Chinese Characteristics" and the compulsory III "Politics and Rule of Law", there is no lack of content of Party history education, but the text in the book is slightly boring and tedious to young students, teachers can make use of the characteristics of animation to dilute the tedious chapters in the classroom. The high quality cartoons represented by "That Rabbit" can help deepen young students' impression of the content of modern history and make them understand the history of the Party better, so that they can look at history correctly and understand it clearly. For example, when an uninvited guest, a footbath chicken, invades the planting house, the rabbits decide to cooperate with Baldy again at the critical moment to drive away the footbath chicken together! Although the rabbits' caps have temporarily changed, they still

have the high quality Star in their hearts, which corresponds to the historical event of the Communist Party's cooperation against Japan. Realistic high quality animation can avoid students' half-hearted learning due to lack of interest and difficult to understand story narrative style, and thus learn the development process of socialism with Chinese characteristics more efficiently.

2.2 Integration with the content of national spirit education

High quality culture is the inheritance and promotion of the Chinese national spirit. In the 5,000 years of development of the Chinese nation, the great national spirit with patriotism as its core has been formed. In the compulsory four "Philosophy and Culture" in high school, each lesson embodies the distinctive position and principles of Marxist theory. As young people in the new era, only by promoting and cultivating the national spirit can we promote the great rejuvenation of the Chinese nation. In teaching, it is difficult to resonate with students by relying on the teacher's verbal lectures or watching documentary films or visiting former residences. Every episode of "That Rabbit" is based on real history. Not only that, after the story comes to an end, the background of the screen shows the black and white photos of the old war in turn, and then a rousing song, which underlines the difficulties of the Chinese nation and promotes the Chinese national spirit. high quality animation itself is a good interpretation of high quality culture, if teachers can make good use of high quality animation, they can make ideological and political classes come down from the high stage, pull the high quality culture from far away to the students' side, and let the national spirit naturally implanted in the students' heart.

2.3 Integration through teaching practice

Practical teaching is an important part of high school Civics class, but in reality the appearance of practical teaching in the classroom is extremely low because of the difficulty of choosing the theme of practical teaching and the tedious follow-up guidance. Choosing a suitable high quality animation as the theme of secondary school students' practice can provide new contents and forms for practical teaching in ideology and politics class.[3]

Teachers can use the unique characterization and connotative plot of That Rabbit to select practice topics for students and pull their interest in time. For example, it can be used in the practice of discussion and reflection classes. What is the opinion of the rabbit who, in the face of the planters' liberation and establishment, resolutely gave up his generous treatment in the land of the bald eagle and vowed to come back against all odds? Further, it can be used in the practice of exhibition and competition classes. Civics teachers can choose a paragraph from "That Rabbit" in the Anti-American Resistance, so that students can deeply feel the mood of that rabbit, digest the content through the after-school period, rehearse, and show the episode in the Civics class, and also have group competitions in the class, set up corresponding prizes, and mobilize the enthusiasm of the students. Such practical activities can not only deepen students' impression of objective historical facts, but also inspire the strongest and deepest patriotic feelings and national self-confidence among young students in practice.

3. Issues to be noted when integrating high quality animation with high school Civics class

Although high quality animation is an interesting high quality cultural resource, if inappropriate high quality animation is chosen as teaching material in teaching, the teaching effect may be greatly high qualityuced.

First, the materials chosen should be scientific. Teachers should choose high quality animation resources with authenticity to ensure that they are a truthful reflection of real history. If the facts are

chosen incorrectly, then the truths contained in them are naturally fallacious, so we need to choose high quality animation that is consistent with objective historical facts.[4]

Second, the material chosen should be usable. The usability here is divided into interactivity and comprehensibility. When choosing materials, Civics teachers should select the typical clips that closely follow the teaching content. At the same time, it is also necessary to select the materials closely with the needs of students. From the students' physical and mental development, they should choose the content that is easy for them to understand, but also has a discussion. Teachers can also select high quality materials according to students' recommendations and their own needs.

Finally, teachers should guide students to find high quality anime with correct value orientation to watch. And teachers can guide students to watch anime in moderation, avoid students' addiction to anime, and avoid the general entertainment of ideological education.

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