

# *A study on the application of situational teaching method in senior high school ideological and political lessons*

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**Abstract:** The curriculum standard of high school ideological and political course points out: "Guided by the theme, contextualizing the course content and implementing the core quality of the subject". High school ideological and political course is a key course to cultivate students' ideological and moral quality and enhance students' sense of responsibility. Situational teaching method, as an important method based on real situation representation, can effectively stimulate students' interest in learning and improve their participation and understanding. This paper takes situational teaching method as the starting point, integrates it into the teaching of senior high school ideological and political courses, and expounds its connotation and the integration of senior high school ideological and political courses with situational teaching method. In view of the problems existing in the application of situational teaching methods in high school ideological and political courses, such as the lack of situational setting, the teaching content to be further explored, the lack of evaluation and initiative in situational teaching, etc. In order to achieve the goal of cultivating moral character and promoting the healthy growth of senior high school students, this paper puts forward some approaches, such as creating life scenes, optimizing teaching design with digitalization, deepening students' emotional identity by role playing, and creating problem scenes to arouse students' thinking.

## **1. Introduction**

The word "scene" first comes from Liu Xie's "literary heart carving dragon search," in which "years have their own things, things have their own content; "The feeling of things, and the discussion of 'feeling'." [1] This emphasizes that human emotions will change with different scenery, and language is used according to the changes of emotions. Therefore, it can be seen that situations can have different influences on students, and different situations will bring different feelings. Based on this, I define situational teaching method as the process in which teachers create various scenarios based on textbook content, students' existing emotional cognition and life experience under the guidance of high school ideological and political course curriculum standards, mobilize students' enthusiasm and attract them to actively participate in course teaching. The teaching method of learning in the real situation created to strengthen the understanding of knowledge.

## **2. The value implication of using situational teaching method in senior high school ideological and political course**

### **2.1. Stimulate students' interest and improve teaching effectiveness**

Traditional high school ideological and political courses often pay attention to the indoctrination of theoretical knowledge, and students are easy to get tired of learning under the pressure of learning. Most of the knowledge points of high school ideological and political courses are concepts and definitions. The teaching method only explains the surface knowledge to students, and students may feel bored and not understand the knowledge deeply. The situational teaching method is to make abstract theoretical knowledge concrete and vivid by creating actual scenes related to the course content, mobilize students' minds, guide students to devote themselves to this process, and stimulate students' interest in learning. In high school ideological and political teaching, students can take the initiative to think and explore actively in the process of participating in situational activities, and improve the learning initiative. Students' understanding ability can be improved by setting different scenarios for different teaching contents and making knowledge into life.

### **2.2. Promote students' knowledge understanding and highlight students' subjectivity**

By simulating real scenes, situational teaching method enables students to understand the core content of ideological and political courses in personal experience. At the same time, situational teaching method can also help students form the overall cognition of knowledge and improve the teaching effect. The new curriculum adheres to the concept of student-oriented and teacher-oriented. Senior high school students are the subject of ideological and political lessons, and teachers are the subject of imparting knowledge. For some knowledge points with strong academic rationality, teachers' simple teaching may cause students' aversion. For example, when teaching some views, we can create a debate contest and other ways to play the main role of students, so that students can feel like the scene, which can deepen students' understanding of knowledge, but also allow students to participate in the activity to get new insights.

### **2.3. Cultivate students' comprehensive quality and promote all-round development**

Situational teaching method not only focuses on students' knowledge learning, but also focuses on cultivating students' comprehensive quality. Senior high school ideological and political course is an important position to cultivate citizens' sound personality. In the situational teaching activities created by ideological and political courses, students need to cooperate, communicate and communicate with others. This helps to enhance students' awareness of public participation, and in the process of mutual communication, it also helps to cultivate students' teamwork, communication and expression skills. This is also an important way to guide students to pay attention to social issues, cultivate social responsibility and promote students' all-round development. When explaining the content of the fifth lesson of the third compulsory course of high school ideological and political courses - the knowledge of the election of the people's Congress system, teachers can organize students to carry out class committee election activities, so that students can feel the true embodiment of democracy. Students can cultivate the sense of public participation and enhance the spirit of collectivism in participating activities. The application of situational teaching method in high school ideological and political lessons is the necessary meaning of cultivating students' sound personality and an important measure to promote students' all-round development.

### **3. The problems existing in the application of situational teaching method in high school ideological and political lessons**

#### **3.1. The setting of the scene is divorced from the actual life of the students**

The teacher's understanding of situational teaching method will also affect the classroom teaching effect. If teachers do not have a good understanding of situational teaching method, or have not systematically learned situational teaching method, they will not know how to set the situation reasonably in combination with the content of teaching materials and teaching objectives in practical application, which is divorced from the actual life of students, resulting in students' confusion about situational content and low enthusiasm to participate in situational teaching. When setting up teaching situations, teachers often judge students' emotional reality from their own subjective assumptions, believing that students' emotions will change correspondingly with the situations set by teachers. However, this assumption often differs greatly from the actual situation of students. High school students have their own thinking and independent thinking ability. If students cannot understand or resonate with the content taught and cannot integrate into this situation, it may backfire and lead to poor teaching effect. When designing teaching scenes, teachers should fully consider students' life background and emotional experience, combine students' physical and mental development level, and ensure that the setting of scenes can be close to students' life and arouse students' resonance.

#### **3.2. The depth of teaching content understanding needs to be explored**

Situational teaching is a way to help students understand and master knowledge. First of all, high school ideological and political courses pay too much attention to the creation of the scene and the novelty of the form in the teaching process, but ignore the deep digging and understanding of the teaching content. As a result, although students can actively participate in the teaching situation, they still cannot really understand and master the teaching content, which affects the implementation of the teaching effect. Secondly, teachers' allocation of classroom rhythm and time will also affect the teaching effect. In the teaching process, it is easy to put the cart before the horse. Teachers take a long time to set the scene, thus ignoring the time to transition from the scene to the knowledge point, which will cause students to have a partial understanding of the knowledge point and reduce the teaching effectiveness. Finally, the compatibility between teaching situation and knowledge point is not high. Due to the teacher's own experience and experience, the understanding of this knowledge point is not deep, and there will be some problems that the important and difficult points are not prominent.

#### **3.3. Situational experience lacks initiative and evaluation**

The new curriculum reform advocates the idea of quality education and emphasizes on cultivating students' innovative consciousness, practical ability and fighting spirit, which are reflected in the whole teaching process. In the application of situational teaching method, we should change the traditional thinking of learning, create a way to show themselves, tap potential, comprehensive evaluation, and reflect the students' subjectivity. However, in the real teaching process, students are affected by the pressure of studying and the heavy workload, so they lack initiative in participating in the situation, and many students participate in activities just to complete the task. Interest is the best teacher, students in the absence of interest in the premise of participation in the activities can not be good results. The application of situational teaching method should give timely evaluation to students, which is helpful for teachers to grasp the learning

situation and students to strengthen their learning. After students participate in the process of situational teaching method, they also need to get feedback, and who will pay the price is also a problem. Students are the subject of situational teaching method, and only through self-reflection can students promote their own development. Most of the evaluation is carried out by teachers, and students' self-evaluation consciousness is weak. The class schedule of high school students affects the implementation effect of situational teaching method. Situational teaching method cannot fully show all students, which may lead to the neglect of some students and the rejection of this teaching method. The evaluation is not extensive enough and involves limited subjects.

#### **4. The path of applying situational teaching method in senior high school ideological and political lessons**

##### **4.1. Create life scenarios to enhance credibility**

The content of high school ideological and political courses is closely related to students' daily life. In the actual teaching process, teachers can create scenes close to life according to students' life experience, and strengthen students' in-depth cognition of existing knowledge points. In the construction of life scenarios, we should start from the real life of students, select people, things or scenes they are familiar with as scene carriers, mobilize students' inner cognition and deep emotions, and lead them to experience deeply in the situation, so as to improve the learning effect of high school ideological and political courses.[2]The second item of the first box of the sixth lesson "Values and their guiding role", the teacher can choose "help or not help" as the starting point when explaining this knowledge point, divide the students into two groups, create a debate scene, let the students express their own views, and deepen the understanding of values. Whether to help or not is a hot topic in the society. After the students express their views, the teacher concludes that respecting the old and caring for the young is the traditional virtue of the Chinese nation, but we should also use the correct method when helping others; Comment on the views expressed by students, guide students to establish correct values, enhance students' political identity. In the teaching process of high school ideological and political courses, teachers can use micro-lesson videos to introduce students into the simulated situation, and they can also use role playing to let students integrate into the simulated situation. When simulating the real situation, teachers should pay attention to its validity and rationality, and avoid using the invalid situation to carry out teaching. For example, when explaining the knowledge point of the third box and the second box of the third box of the sixth lesson of compulsory three, "The vivid practice of the people's direct exercise of democratic rights", you can hold an election of class committee activities, divide students into groups, and simulate secret ballot.[3] Comparing the people's democratic election to the class committee election has authenticity, which can make students experience the meaning of democracy and truly feel the role of rights in their personal participation. Starting from the real life situation, it can arouse the resonance of students and enhance their awareness of public participation.

##### **4.2. Optimize teaching design and make good use of digital empowerment**

Digital education is an important supporting force for building a strong education country. With the development of science and technology, the combination of ideological and political classroom and information technology in high school is getting closer and closer, which makes the classroom teaching show the characteristics of pluralism, intuition and openness. New media technology brings into play "the integration of information resource transmission and sharing mechanism, the flexibility of information representation and processing methods, and the infinite malleability of

interpersonal communication and interaction methods".[4]Under the background of education digitization, ideological and political education in the new era must firmly grasp the strategic opportunity of digital development, advance with The Times and become new with the trend, achieve the deep integration of digital technology and traditional advantages of ideological and political education, and cultivate new driving forces for the development of ideological and political education. Teacher's teaching design is an important part of preparation for classroom teaching, and its quality will affect the predetermined effect of teaching. In the digital age, teachers need to use science and technology to create a good teaching scene in the teaching design of high school ideological and political courses based on the physical and mental characteristics of students and the requirements of The Times. Teachers can combine pictures, audio, text and micro-videos related to classroom knowledge, present current political hot topics and Internet topics, give ideological and political lessons the value of The Times, improve students' interest in learning, broaden their horizons, and arouse students' discussion. When explaining the knowledge point of "Creative transformation and creative development", the teacher can use the green micro-video of Tang Palace Banquet as the introduction link. Both of these videos are based on the excellent traditional Chinese culture and use modern information technology to vividly show cultural relics in front of the audience, giving them the connotation of The Times. It is the proper meaning of strengthening cultural self-confidence.[5] Taking this as an introduction, it can arouse the resonance of students and create a lifelike scene. This method of introduction is novel, the selection of materials is in line with the reality of students, video introduction can arouse students' interest in learning, mobilize students' enthusiasm in class, and strengthen cultural confidence.

#### **4.3. Role play to deepen emotional identification**

"The essence of ideological and political lessons is to speak truth, and we should pay attention to ways and methods to speak truth deeply, thoroughly, and vividly."[6]"To speak the truth deeply, thoroughly and vividly" has become the essential pursuit and measurement standard of teaching the truth in ideological and political courses. It is of great significance for deepening the reform and innovation of ideological and political teaching, opening up a new realm of ideological and political teaching, and giving play to the role of moral education and cultivating people in ideological and political teaching. How to tell the story in an easy-to-understand way and arouse students' thinking is the aspect that ideological and political teachers need to improve. Students do not have a deep sense of empathy for the principle, and teachers can arouse students' thinking when they explain knowledge points with typical stories. In the course of ideological and political teaching, teachers can dig out the historical stories and famous figures related to the teaching content in the course of lesson preparation, and show them vividly in the class, increase the flexibility and interest of ideological and political teaching, and stimulate the initiative of students.

#### **4.4. Issue guidance to enhance interaction**

High school students have a certain ability of self-study, in the teaching, can take the problem orientation, guide students to think, enhance the enthusiasm of students. In teaching, teachers can introduce problems, select some typical cases, present cases and corresponding problems in the new lesson, guide students to explore these cases, mobilize the participation of all students, build problem scenarios based on the guidance of cases, and teach students to discuss in groups. Students deepen their understanding of knowledge by reaching conclusions through their own exploration. It is essential for students to give feedback after their inquiry. The new curriculum reform attaches great importance to the subjectivity of students, and the evaluation of students advocates diversification. After students have completed their research, teachers can ask students to

self-evaluate, and students can evaluate each other, so as to enhance students' awareness of public participation and enhance collective cohesion. Through this link, teachers can help students to generalize, summarize and reflect, and fully understand themselves. Set up problem consciousness and deepen understanding of knowledge points by using topic teaching.

## 5. Conclusions

It is very necessary to use situational teaching method in high school ideological and political courses. The classroom is creative, and students' initiative can be exerted under the concept of new curriculum reform to achieve the teaching effect of the real core quality goal. Proper application of situational teaching can enhance students' learning enthusiasm and develop their logical thinking ability. The teaching content comes from life, and the combination with life can arouse the resonance of students. In the new era, we should base on the curriculum standard, keep pace with The Times to choose teaching materials, create scenes, and exert the effectiveness of ideological and political teaching.

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