
On the Integration Strategy of Life Elements in Primary School Moral and Legal Education

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Abstract: In primary education, moral and legal courses are an important way to cultivate students' good moral qualities and legal concepts. Integrating life elements into curriculum teaching can not only make teaching more closely related to student life, help students learn moral norms and legal knowledge in familiar life scenarios, but also stimulate students' interest in learning and help them better apply the knowledge they have learned in practical life. In this regard, the article elaborates on the significance of integrating life elements into primary school moral and legal education, analyzes the current situation of integrating life elements into primary school moral and legal education, and explores strategies for integrating life elements into primary school moral and legal education, in order to enhance students' practical ability and sense of social responsibility.

Keywords: morality and rule of law; Life elements; Integration strategy

1. The significance of integrating life elements into primary school moral and legal education

1.1 Beneficial for stimulating students' interest in learning

The content of moral and legal courses often involves abstract legal concepts and moral principles, which may appear dull and difficult for elementary school students to understand. However, the use of life elements can enable students to feel the close connection between moral and legal courses and their own lives, and thus participate more actively in learning. When teachers combine these abstract concepts and principles with real-life situations, students can understand the course content through specific examples and phenomena. When students discover that the knowledge they have learned is closely related to their own lives, they will be more actively involved in classroom discussions, actively think and solve problems. This intuitive teaching method not only helps students better grasp the key points of the course, but also stimulates their learning interest and motivation.

1.2 Beneficial for reducing the difficulty of student learning

The integration of life elements plays a crucial role in moral and legal education in primary schools, especially in reducing the difficulty of student learning. Due to the developmental stage of primary school students' cognitive level, they may feel confused or difficult to understand some abstract legal and moral concepts. At this point, cleverly integrating life elements into teaching can greatly simplify these complex concepts and make them intuitive and easy to understand. By introducing elements of life into the classroom, teachers can use familiar daily life scenes and examples to explain the concepts of law and morality. For example, when discussing "honesty and trustworthiness", teachers can tell a true story of a student who received praise from friends and family for being honest. This kind of story context allows students to feel the importance of honesty firsthand, making it easier for them to understand and accept this moral code. This proactive learning approach not only reduces the difficulty of learning, but also improves the learning effectiveness of students.

1.3 Beneficial for Innovative Classroom Teaching Forms

Individual teachers often adopt a lecture style teaching method in moral and legal education,

and students passively receive knowledge, lacking opportunities for interaction and practice. Integrating life elements into moral and legal education can make teaching forms more diverse. Teachers can guide students to participate in learning through organizing practical activities, role-playing, case analysis, and other methods, helping students feel the charm of morality and law in practice. This innovative teaching form not only stimulates students' interest in learning, but also cultivates their practical ability and innovative spirit, making moral and legal education more vivid, interesting, and effective. Students can learn and grow in a relaxed and enjoyable atmosphere, gain a deeper understanding of the connotations of morality and the rule of law, and thus form correct moral concepts and legal awareness.

2. The current situation of integrating life elements into primary school moral and legal education

2.1 Some teachers have relatively backward teaching methods

In primary school moral and legal education, although most teachers are aware of the importance of integrating life elements, there are still some teachers whose teaching methods are relatively backward and have not fully integrated life elements into the classroom. These teachers may overly rely on traditional lecture style teaching, lacking innovation and flexibility, resulting in a dull classroom atmosphere and low student engagement. In this case, even if teachers try to introduce elements of life, they may not be able to achieve their intended effects due to improper teaching methods. Therefore, teachers need to constantly update their teaching concepts, master diverse teaching methods, and better integrate life elements into primary school moral and legal education.

2.2 Individual teachers need to improve their professional quality

Morality and the rule of law are a comprehensive discipline that includes multiple aspects such as law, morality, and society. This places high demands on the professional competence and teaching ability of teachers, requiring them to possess solid professional knowledge and rich practical experience. However, in actual teaching, some teachers may not be able to accurately grasp the key points of the curriculum and organically integrate life elements with the course content due to limitations in their professional qualities. This lack of professional quality can lead to classroom content appearing empty and lacking depth, unable to meet the growing learning needs of students. Students may feel that classroom content is dull, lacking attraction and inspiration, thus losing interest and motivation to learn. This not only affects the learning effectiveness of students, but also restricts the in-depth development of moral and legal courses in primary schools.

2.3 The applicability of teaching content needs to be improved

In the moral and legal education curriculum, individual teachers often only stay at the surface examples or phenomena when trying to integrate life elements into teaching, failing to deeply explore the profound moral and legal significance behind these examples. Although this teaching method can provide students with a preliminary understanding of the course content, it often lacks sufficient depth and breadth, making it difficult for students to truly apply the knowledge they have learned to practical life. This not only limits the development of students' practical abilities and innovative spirit, but also weakens the practicality and attractiveness of moral and legal courses. Therefore, when introducing elements of life, teachers need to pay attention to the applicability of the content, guide students to discover and think about problems from actual life, and find solutions to problems. This can not only improve students' practical ability and innovative spirit, but also enhance the practicality and attractiveness of moral and legal courses.

3. Conclusion

Integrating life elements into primary school moral and legal education is an important strategy to improve teaching effectiveness and enhance students' practical abilities. Teachers can combine moral and legal education with the creation of real-life teaching scenarios, the introduction of real-life teaching cases, and the implementation of real-life practical activities through innovative classroom teaching models, making teaching more closely related to students' lives, thereby stimulating their interest and initiative in learning. Only in this way can the goals of moral and legal education be truly achieved, laying a solid foundation for the development of students' quality.

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