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Integrated Design of the Moral and Rule of Law Curriculum Standards for Compulsory Education

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Abstract: ***The Moral and Rule of Law Curriculum Standards for Compulsory Education (2022 Edition) serves as an action guide for implementing the fundamental task of fostering virtue through education. Adopting the principle of integrated construction of moral and legal education across universities, primary and secondary schools, it identifies five core competencies and develops an integrated design encompassing curriculum objectives, curriculum content, and the evaluation system. Guided by the sequence "national education standards—students' core development literacy—curriculum-based core literacy—curriculum requirements," the Standards foreground the hierarchical and stage-specific design of curriculum objectives, the integrity and gradual progression of curriculum content, and the consistency and dynamic character of the evaluation system. Rather than treating these dimensions as separate components, the Standards articulate them as a coherent system in which core competencies function as the unifying reference for objective setting, content organization, and assessment. This integrated design provides theoretical guidance for the teaching of morality and the rule of law and establishes a foundational orientation for implementing core literacy cultivation.***

Keywords: Moral and Rule of Law Curriculum, Core Competencies, Integrated Curriculum Design, Compulsory Education.

1. INTRODUCTION

"Compulsory education moral and rule of law curriculum standard 2022 edition>" (hereinafter referred to as the curriculum standard (2022 edition) ") integrates the compulsory education moral character and life curriculum standard 2011 edition" "compulsory education moral and social curriculum standard (2011 edition)" and "compulsory education ideological and moral curriculum standard (2011 edition)", acKeywords:cording to the requirements of primary and secondary schools, the compulsory education stage 1-9 grade moral and the rule of law of the integration of the design. Core literacy orientation is the main characteristics of the curriculum reform, the curriculum standard (2022 edition), based on the compulsory education training target, around the Chinese students development core literacy, according to the moral and the rule of law course nature and concept, according to the growth of students, new curriculum for the systematic planning, to strengthen the moral and the rule of law curriculum integration design. Taking the core quality as the guide and based on the new curriculum standard, the paper tries to clarify the integrated design of moral and legal curriculum standards in terms of curriculum objectives, curriculum content and teaching evaluation.

2. THE CONNOTATION OF THE CORE QUALITY OF THE MORALITY AND THE RULE OF LAW CURRICULUM STANDARD

The core quality of the course of morality and rule of law is the specific expression of the national educational goal in this course, and also the concentrated embodiment of the educational value of this course. It is connected with the national macro education goal and the classroom teaching goal. It is the correct value, necessary character and important ability that students gradually develop in the course of morality and rule of law. In the Curriculum Standards (2022 edition), five contents including "political identity", "moral cultivation", "legal concept", "sound personality" and "responsibility consciousness" have been explained in detail. At the same time, according to the cognitive development law and age characteristics of students, the "core literacy" of grades 1-6 and grades 7-9 are divided into different learning sections.

Political identity is the first core accomplishment to be cultivated in moral education and rule of law courses, which is reflected in three levels: political orientation, value orientation, and national feelings. Political identity education for grade 1 to grade 6 students, focusing on their moral emotional enlightenment, guide them to form love the Party, patriotism, love socialism, love the collective, love the collective, love the collective, establish the beauty and good desire to cultivate the political identity of grade 7-9 students, the focus is to consolidate their

ideological foundation, guide them to put the party, the motherland and the people in their hearts, enhance their concept to be socialist builders and successors, let them establish and adhere to their ideals and beliefs in understanding and emotion.

Moral cultivation is the moral accomplishment that a person should have as a member of the society, is the comprehensive reflection of personal moral cognition, moral emotion and moral practice, and is the unity of good moral quality and behavior habits. To guide the young people to combine the correct moral cognition, conscious moral cultivation and positive moral practice closely. Moral cultivation includes four aspects: personal morality, family virtue, social morality and professional ethics. Guided by the socialist core values, the moral requirements of the national, social and individual levels run through all aspects of students' moral cultivation, and guide students to observe great morality, public morality and strict private morality. The cultivation of moral cultivation of students in grade 1-6 focuses on the civilized behavior and habits of students in daily life and study, while the cultivation of moral cultivation of students in grade 7-9 pays more attention to their moral judgment, moral choice and moral behavior based on moral cognition.

The concept of the rule of law is to establish the concept that the Constitution and the law are supreme, everyone is equal before the law, and the rights and obligations are unified, so that respect, study, compliance, and use of the law become the common pursuit and conscious action of the people. The legal concept of the young students in the compulsory education stage includes: the constitution and the law are supreme, everyone is equal before the law, the rights and obligations are unified, abide by the law, abide by the law, abide by the law, safeguard their own life safety, safeguard their own rights and interests. The popularization of constitutional knowledge for the students from grade one to grade six makes them realize the law in life, realize the law around them, cultivate their legal concept, and cultivate their habit of abiding by the law. In cultivating the concept of the rule of law for students in grades 7-9, we focus on the rational cognition of the rule of law, so that they can gradually learn to use legal norms to distinguish right from wrong and use their rights according to law, so as to better participate in social life.

Sound personality refers to having the correct self-cognition, positive ideological quality and healthy attitude towards life, which is the psychological quality and moral personality that a person should have. The stage of compulsory education is the key period for the development and perfection of teenagers' personality. We must start to cultivate them from childhood. Only with a harmonious and sound personality can they form an independent personality, so as to improve their own quality, make them establish a harmonious relationship with others, and finally become a complete person. Sound personality includes self-esteem, self-confidence, rational, peace, positive, friendship, mutual help four aspects. The cultivation of sound personality of grade 1-6 students is mainly to enable them to correctly understand themselves, communicate well with others, and adapt to the changing living environment. In grade 7-9 students, in terms of cultivating a sound personality, they focus on the development of personal quality, so that they can consciously take effective actions and have the ability to adapt to the environment and deal with setbacks.

A "sense of responsibility" refers to the perception, attitude and emotion of responsibility and the ability to turn it into actual behavior. "Sense of responsibility" is mainly reflected in three aspects, namely: sense of ownership, spirit of responsibility and orderly participation. The key to cultivating the sense of responsibility for grade 1-6 students is to let them realize their sense of belonging to the collective and their master identity, to let them realize the responsibility of their role, and dare to take it. Students in grades 7-9 attach importance to their personal responsibility, dedication and responsible behavior at the social and national levels, and participate in social and national life in an orderly manner on the basis of their understanding of relevant moral norms and legal requirements.

3. FOCUS ON THE COURSE OBJECTIVES AND MAINTAIN THE OVERALL CONSISTENCY

The construction of morality and rule of law in compulsory education follows the concept of the integration of moral education in universities, primary and secondary schools, and carries out the integrated design of curriculum objectives based on the core quality, realizing the hierarchy and advancement of the curriculum objectives of morality and rule of law in the compulsory education stage.

3.1Course objective design level

Bloom divides the teaching objectives in the cognitive field into six levels: knowledge, comprehension, application, analysis, synthesis and evaluation. The adjacent goal levels keep step by step and form a goal system with distinct levels. The achievement of core literacy is not achieved overnight, but the overall goal of the course should be decomposed into learning goals, reflecting the level of course goal design. The specific teaching objectives of each stage of moral and legal teaching should be from simple to complex, from easy to difficult, and reflect the progressive and hierarchy of objectives. In order to implement the course overall goal to each learning stage, the new curriculum according to the connotation of the core literacy set up the corresponding five major curriculum overall goal, curriculum total goal is decomposed into four levels of goal, respectively for the first paragraph (grade 1-2), the second period (grade 3-4), the third paragraph (grade 5-6), the fourth period (grade 7-9), learning goal of refinement for framework framework, for morality and the rule of law teachers to carry out each lesson, each unit teaching goal provides action direction.

In the process of moral and rule of law classroom teaching, teachers should change the teaching concept from "knowledge-based" to "pay attention to the cultivation of core literacy", from "teaching people" to "educating people", and further deepen and integrate the three-dimensional goals, which is helpful to reflect the value of ideological and political education of the course. In the teaching practice, we should focus on the core accomplishment, establish the curriculum objectives, and establish the overall objective system. For example, under the guidance of the new curriculum standards, In "Building a Beautiful China", the core literacy teaching objectives can be expressed as follows: First, through pictures, exploration and sharing and other activities, To make students understand the superiority of the socialist system with Chinese characteristics, Strengthen the "four self-confidence", Cultivate a strong sense of pride in the Chinese nation, Improve their political identity; Second, through debate activities and role model education, Make the students establish a sense of national ownership, To contribute to the realization of the Chinese Dream, Cultivate their responsibility; Third, through case teaching and practical experience, Make the students feel the sense of achievement of labor creation, Understand the value of labor to individuals and society, Form the " labor to create a better life, Work to create the future " awareness, Improve their moral cultivation. In addition, teachers of different subjects in the same learning section should also strengthen the communication of teaching objectives. Ideological and political courses can be similar to the teaching content or adjacent subjects, such as subject history or subject Chinese. They can cultivate the feelings of home and country in various aspects and at the same time, so as to deepen students' deep understanding of the knowledge and improve their comprehensive thinking ability.

3.2 Progress of course objective design

Goal advancement refers to that the teaching objectives are coherent and gradually deep. Compulsory education stage students' lower age, the physical and mental development speed, plasticity, mainly from figurative thinking to abstract thinking, from mechanical memory to meaning memory, from heteronomy to discipline from simple to numerous, from low to advanced rising development trend, four university period of goal as the theoretical basis to design a spiral of the goal. Morality and the rule of law course is a systematic course throughout the youth growth, its ultimate goal is consistent, no matter which period, or which grade, it should train socialist builders and successors as their main task, not classmate period of course goal cannot be fragmented, isolated, but through unified planning, has the overall direction and hierarchy of complete system. This time, the revision of the curriculum standards of morality and rule of law has made a unified and systematic design of the curriculum objectives of grade 1-9 of compulsory education, and refined them into the curriculum objectives of the learning section.

4. INTEGRATE THE COURSE CONTENT AND PAY ATTENTION TO THE SYSTEM AND COHERENCE

"According to the physical and mental development characteristics of students at different stages, based on the real life of students, the content should be scientifically designed according to the theme, and the curriculum system should be constructed step by step." Students are the main body of teaching activities, and their psychological and physiological development is regular. When choosing and organizing teaching contents, teachers should not only follow the internal logic of ideological and political courses, but also follow the rules of students 'physical and mental development, set up teaching contents scientifically, and strengthen the systematic learning of students' core literacy.

4.1 Integrity of the course theme design

"Ideological and Moral Curriculum Standards for Compulsory Education (2011 edition)" organizes mental health, moral, legal and national conditions education according to "me in the growth", "the relationship between me and others" and "the relationship with the collective, the country and the society". As the core literacy and social training era, new to five core literacy, with the course content for the line, with students expanding life experience for the dark line, systematically, learn to build course theme, organization course content, mainly including national education, moral education, the rule of law education, Chinese excellent culture and revolutionary tradition education, life safety and health education five themes. The themes are mutually permeable, inseparable, and cover the content of the course in the stage of morality and law of compulsory education, highlighting the integrity and comprehensiveness of the course content design.

At the same time, the content of compulsory education morality and rule of law is connected with the design of ideological and political courses in ordinary high schools. The compulsory courses of ideology and politics in ordinary high schools are divided into four templates, namely Socialism with Chinese Characteristics, Politics and the Rule of Law, Economy and Life, and Philosophy and Culture. Among them, the module of Politics and Rule of Law is connected with the theme of legal education, the module of Philosophy and Culture is connected with Chinese excellent culture and the theme of revolutionary traditional education and moral education, and the theme of national education runs through the four modules. It can be seen that the new curriculum standard absorbs the excellent experience of the previous curriculum standard, combines the content of the ideological and political courses in senior high school, and considers the integrated planning and orderly transition of the course content from both the horizontal and vertical aspects.

4.2 Progressive course theme design

"In primary school, enlightenment learning, in middle school, experiential learning, and in high school, common sense learning." Grasp the gradient of the curriculum hierarchy, the teaching content arrangement should follow the principle of vertical organization. The problems that must be solved by the integrated design are the simple repetition and sequential inversion of the course content, which usually occur because the course content is not analyzed in depth according to the academic situation. Therefore, the new curriculum standard plans the curriculum content and theme, according to the learning characteristics of the students in the compulsory education stage, clarifies the curriculum theme content, gradually sublithe curriculum content, and carries out teaching activities in a ways. According to the physical and mental characteristics of students, the teaching content should be set from simple to complex, from concrete to abstract.

Take the theme of rule of law education as an example, In the first section (grades 1-2), I designed a story event about integrity, The purpose is to let the students understand the sense of rules, In the second school section (grade 3-4), set up class meeting activities, education day activities and typical examples, On the basis of having a sense of rules, Feel the common laws in life, Actively participate in collective activities, The teaching of the third learning paragraph (grades 5-6) needs to combine real social cases, Preliminary understanding of the more abstract legal concepts such as citizens, rights and obligations, The fourth section (grade 7-9) requires students to initially understand the connotation of the rule of law on the basis of common sense of law, Understand the political system of our country, Understand the important role of the rule of law in China's development. Thus it can be seen that the theme of rule of law education presents a progressive and deepening design idea in the different student section, which is in line with the law of the growth of students in the four sections.

5. RESTRUCTURE THE EVALUATION SYSTEM AND PROMOTE MULTIPLE EVALUATION

Teaching evaluation standard is the scale of teaching evaluation and guidelines, primary education course teaching evaluation standard in education course integration construction played a very important role, is not classmate period education course teaching evaluation orderly, effective cohesion important reference and basis, is a strong guarantee of education course teaching evaluation integration. According to the "five one", the core of multi-angle integration of literacy, strengthen and improve the education courses of primary and secondary schools, according to the goal of each learning period, content, teaching methods and other characteristics, master the common characteristics of primary and secondary schools, the education of the education courses of primary and secondary school teaching design, improve the standardization of teaching evaluation.

5.1 Consistency of teaching, learning and evaluation

Under the policy of "double reduction", the evaluation of core literacy needs to return to the main body of students and pay attention to the evaluation of students' learning process. The new curriculum standard advocates promoting teaching by evaluation and strives to achieve the consistency of teaching evaluation, which requires teachers 'teaching, students' learning and the basis of evaluation to agree on the goal, and the realization of core accomplishment should be clearly taken as the starting point and goal. In traditional teaching, some teachers usually focus on teaching activities, think that teachers 'teaching is equal to the students' learning is the students, this idea often ignore or lag the evaluation link, lead to evaluation link and teaching, evaluation basis and teaching target dislocation, evaluation method with the teaching object, most teachers do, test test way to evaluate whether students achieve teaching objectives, this is from the purpose of the curriculum design, lead to the core literacy cannot fall to the ground. To this, the new standard added evaluation of academic quality, stick to the core literacy requirements, combined with the course content, the students after periodic learning to achieve the goal is divided into four sections, and carries on the integrity description, teachers can through classroom evaluation and test evaluation of students, clear students need to achieve what goal, how to achieve the goal, how to evaluate the target three links, to achieve the consistency of teaching, learning and evaluation.

5.2 Dynamic evaluation process

The curriculum of morality and rule of law has practical characteristics, which requires it to be carried out in real situations. Teachers need to evaluate students' practical operation and problem solving ability through observation and question and answer, and carry out multi-dimensional evaluation of students in all aspects and dynamic ways. However, some teachers always confuse morality and the rule of law courses with other courses, often use a single test method, fail to understand the nature of the discipline, and think that students' moral cultivation is a static state, and can not see the dynamic change of students. In this regard, the evaluation method of morality and rule of law course should focus on the performance evaluation, which is to make the evaluation of the skills or creative achievements of students displayed in real situations. According to the teaching objectives, teachers design expressive tasks, collect rich and real evaluation evidence through observation, communication, discussion and other ways, and make qualitative and quantitative evaluation of students' performance in and out of class in combination with the requirements of core literacy. This evaluation method reflects the concept of integration of ideological and political courses in universities, primary and secondary schools, and the applicable grade span is very large. The performance evaluation of students at different stages can show the progressive trend in the course of morality and rule of law.

6. CONCLUSIONS

In promoting the integration of the education teaching evaluation, should always adhere to the system concept, give full play to the leading role of education courses teachers and students' main body role, strengthen the classmate period education teaching system internal connection between various elements, promote the coordination between teaching evaluation subject, strengthen the teaching evaluation of the main body. While observing the principles of science and effectiveness, It is also consistent with the development law of education and teaching, Strengthen the top-level design of teaching objectives, At the same time, we should respect the characteristics of the physical and mental development of students in different regions, Attention should be paid to the stage and difference characteristics, To reflect the role of orientation and reality, To improve the standardization of teaching evaluation standards, Combining result evaluation and process evaluation, qualitative evaluation and quantitative evaluation, dynamic evaluation and static evaluation organically, Taking the integration of teaching evaluation as a guiding ideology, To promote the integrated design of moral and rule of law teaching curriculum standards under the core literacy.

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