

Study on the Status Quo of Cultivating Citizenship Awareness in the Teaching of Ethics and the Rule of Law

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Abstract

Since the 21st century, it has become a worldwide problem to cultivate and improve the citizenship awareness of all members of society, especially young students. Junior middle school students are in the primary stage of individual socialization, and proper citizenship cultivation will help them to form a good citizens. This study analyzes the status quo of citizenship awareness of junior middle school students and the status quo of citizenship awareness training in the curriculum of Ethics and the Rule of Law through questionnaires, and tries to put forward some feasible suggestions. It is expected to provide a reference for the further reform and development of Ethics and the Rule of Law curriculum, and the popularization and promotion of civic education in the primary stage.

Keywords

Ethics and the Rule of Law curriculum; Citizenship awareness.

1. Introduction

Citizenship is a form of social consciousness, which directly shows the state and degree of a country's spiritual civilization. At present, the mainland of China is moving towards the grand goal of building a moderately prosperous society in all respects and achieving a great rejuvenation. However, rapid economic development, increasingly democratic politics, and cultural exchanges all put higher demands on citizens' qualifications to participate in social life. Therefore, cultivating and improving the civic awareness of all members of society, especially young students, will become an issue that needs urgent attention in social development in the new era.

In school education in mainland China, the main channel for cultivating students' civic awareness is moral education courses. Since 2016, the original compulsory junior high school moral education curriculum "Ideology and Morality" has been officially renamed "Ethics and the Rule of Law". The original "Ideological and Moral" course pays more attention to the improvement of moral cultivation, and there are certain deficiencies in guiding students to rationally think about social issues and exercise their legal thinking ability. Nowadays, the rule of law has become an indispensable basic quality for every citizen. Incorporating the rule of law into the compulsory education content system is an inevitable requirement of the development of the times. It is also the only way to highlight the cultivation of civic awareness and improve the civic education system.

The "Ethics and Rule of Law" course of People's Education Press cleverly integrates the core values of socialism, Chinese excellent traditional culture, civic education and rule of law education, and ultimately aims to cultivate qualified socialist citizens as the fundamental purpose and goal. Since the implementation of this course, the "Ethics and the Rule of Law" course has been investigated in the specific teaching process to cultivate students' civic awareness, explored many problems in the process of civic awareness training, and will aim to

help students better realize the secondary society. At the same time, it provides reference value for the effective realization of the curriculum objectives of "Ethics and Rule of Law" in the first stage of junior high school and the in-depth development of civic awareness in school education.

2. Literature Review

The research on western citizenship was first reflected in the "Citizen Culture" co-written by Almond and Verba in 1963. After the 1980s, citizenship as a research hotspot has attracted the attention of various countries, such as republican citizens. The concept of consciousness emphasizes the cultivation of patriotism and responsibility. The British educator David Kerr delineated two limits for civic education in "Civil Education: An International Comparison", opening a new era of comparative civic education. Since the 21st century, the scope and depth of civic awareness research in Mainland China have gradually expanded. Scholars have interpreted civic awareness from the perspectives of law, politics, and psychology. For example, Ma Changshan pointed out rationality, legitimacy, and active compliance with the law. Spirit is the core, basic structure, and explicit level of civic awareness; Zhang Xiuying et al., based on a more reliable and valid civic awareness survey questionnaire, measured the structure of civic awareness including participation awareness, awareness of public responsibility, and political effectiveness. Consciousness etc.

The definition of civic awareness in this study mainly combines the basic content of the reports of the 17th, 18th, and 19th National Congress of the Communist Party of China, as well as the related goals of civic awareness training in the curriculum standard of "Ethics and Rule of Law" issued by the People's Education Edition of the first grade. It is divided into six dimensions for analysis. Among them, national consciousness and legal consciousness are the core, responsibility consciousness and supervision consciousness are important components, and democratic consciousness and participation consciousness are the practical sublimation of civic consciousness.

In view of the possible deficiencies of existing research, based on the basic ideas of discovering, analyzing and solving problems, the author first puts forward research questions and research hypotheses, and then uses questionnaires to understand the status quo of civic awareness and the "Ethics and Morality and The current situation of civic awareness cultivation in the teaching of the "rule of law" course, and further analysis of many possible problems in the teaching process, and finally combined with the teaching practice of "Ethics and the Rule of Law" in the first grade, and put forward feasible suggestions for cultivating students' civic awareness.

3. Research Design

This survey questionnaire mainly revolves around the six constituent dimensions of civic awareness, as well as the development of civic awareness in the teaching of "Ethics and the Rule of Law" in the first grade of the Z middle school in Changsha City. After meeting the requirements, the "Questionnaire on the Status Quo of Citizenship among Junior Students" will be formed. Afterwards, the first grade students of Z middle school in Changsha City were selected anonymously as the survey subjects, using the stratified random sampling survey method, a total of 300 questionnaires were distributed, and 287 valid questionnaires were received. The effective recovery rate was 95.67%.

Table 1. The Basic Framework of the Questionnaire on the Status Quo of the Citizenship of Junior One

Citizenship Dimension	Question Number	Question Introduction
National consciousness	3	Basic content of socialist core values
	5	Code of Conduct in the Flag Raising Ceremony
	6	Attitudes to speech that damages the image of the country
Democratic consciousness	12	Attention to announcements made on campus
	15	Election of class cadres
Participation awareness	10	Attitudes towards participation in family affairs
	16	Attitudes towards participating in school or class affairs
Legal Awareness	1	Awareness of the age to become a citizen
	2	Awareness of the concept of citizenship
	4	Understanding of the rights and obligations of citizens
Sense of responsibility	7	Red light is encountered when there is no supervision by others
	8	Encountering an elderly or pregnant woman on the bus
	11	Understanding of "The Daily Behavior Norm of Middle School Students"
Supervisory awareness	9	Buy fake and shoddy goods
	14	Attitudes towards violations of classroom discipline
	17	The discipline that has the greatest effect on the cultivation of citizenship
The Cultivation of Citizenship in the Teaching of "Ethics and Rule of Law"	18	The acquisition of civic awareness-related knowledge in the course "Ethics and Rule of Law"
	19	Teaching methods or methods in the course of "Ethics and Rule of Law"
	20	Main evaluation methods in the course of "Ethics and Rule of Law"
	21	The form of carrying out activities related to the theme of civic education

4. Findings

4.1. The Status Quo of the Citizenship of the First Grade Students

According to the results of the questionnaire survey, Changsha Z middle school students have a preliminary sense of citizenship, and most of the students have strong national awareness and patriotism, can recite and understand the relevant content of socialist core values, and can better maintain the honor and dignity of the country; have a strong sense of participation, 52.61% of students often make their own suggestions for family matters, and 75.26% of students think that they should make their own suggestions for school or class matters.

But relatively speaking, the civic awareness of the first grade students is still not perfect and mature. For example, the democratic consciousness is vague. Only 40.07% of the students will pay attention to the announcements posted on campus, and 9.41% of the students are in a state of indifferent or indifferent; The sense of responsibility is not clear and the self-discipline ability is low. Only 43.21% of the students can consciously abide by the "Code of Conduct for Middle School Students", and even 1.74% of the students ignore the red light and often cross the road without the supervision of others; Most middle school students can correctly understand the right of supervision, but sometimes it is difficult to find a suitable way to defend their rights. It can be seen that there is still a big deficiency in the civic awareness of junior middle school students, and further guidance is needed to gradually internalize civic awareness into daily behavior norms.

4.2. The Current Situation of Civic Awareness Cultivation of Junior One Students in the Course Teaching of "Ethics and Rule of Law"

4.2.1. The Dominant Position Is Prominent, and There Are Many Theme Activities

According to the results of the questionnaire survey, 78.4% of students believe that the "Ethics and Rule of Law" course has the greatest effect on the cultivation of civic awareness, and the nature and philosophy of the course have been affirmed to a certain extent; 51.92% of students report that schools and classes often organize consciously Subject practical activities related to civic awareness, feel, experience and practice civic awareness in activities; at the same time, 74.91% of students believe that teachers are good at using various teaching methods in the classroom teaching process, and the classroom atmosphere is active, such as encouraging autonomy Design class badges, class songs, class clothes, etc.

4.2.2. The Content Lacks Integration and the Emphasis Is Low

Some teachers reported that although the "Ethics and Rule of Law" course occupies a leading position in the process of cultivating students' civic awareness, it lacks clear and independent civic awareness training goals, and the relevant teaching content has not yet formed a complete curriculum system, which increases the difficulty of teaching . In addition, 52.97% of the students believe that in the course of "Ethics and the Rule of Law", teachers have little or no explanation of civic awareness-related knowledge, and the importance of civic awareness training has not been clearly highlighted.

4.2.3. Insufficient Participation of the Main Body and Single Evaluation Standard

In classroom teaching, some students are not motivated to participate and seldom take the initiative to answer questions. At the same time, some students only regard the content of civic awareness training as mere memorization knowledge, and their mastery of knowledge is superficial. In addition, 41.11% of students reported that the course evaluation methods were mainly homework and examinations, and the assessment was more focused on the paper scores, ignoring comprehensive inspections.

5. Discussion and Conclusion

Through the investigation and analysis of the status quo of the civic awareness cultivation of junior middle school students in Changsha City Z, it can be seen that there are both positive performances and negative problems that need to be further resolved. The "Ethics and Rule of Law" course has a foundation and core role in the cultivation of students' citizenship. Therefore, in view of the many problems that may exist in the course teaching, we can further propose feasible countermeasures to better promote the cultivation of students' citizenship. For example, at the level of teaching design, the three-dimensional goals are coordinated to highlight the value of emotional attitudes; at the level of teaching content, curriculum resources are fully integrated, school-based courses are constructed rationally, and civic teaching situations are created; at the level of teaching methods, civic education methods are innovated, and media resources are fully utilized to mobilize students' enthusiasm for participation; Construct a systematic evaluation system at the teaching evaluation level, adhere to the dominant position of students, timely feedback and focus on guidance.

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