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Application Analysis of Situational Teaching Method in Middle School Politics Teaching

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Abstract: Situated teaching is a comprehensive teaching model that encompasses real-life experiences and promotes various aspects of students' development. It involves students actively identifying problems, engaging in discussions, critical thinking, and exploring knowledge within different contexts. Currently, situational teaching method is widely adopted in the field of domestic education. This paper aims to analyze the challenges faced in implementing the situational teaching method in middle school politics curriculum and provides recommendations to enhance its effectiveness. The objective is to offer valuable insights into improving the quality of middle school politics education.

Keywords: Situational teaching method; Middle school; Political education; Application

The application of situational teaching method in political teaching has a wide base of teachers and students, and some teachers have achieved good results by using situational teaching in actual teaching. For example, middle school political teachers adopt situational teaching method, harmonize the classroom atmosphere, enhance students' interest in learning and so on. However, due to various subjective and objective reasons, situational teaching method in the application of political teaching in middle schools still needs to be improved.

1. Problems Existing in the Application of Situational Teaching Method in Politics Teaching in Middle Schools

First, there is a slight lack of professional ability. A large part of middle school teachers are not enough to prepare before class, and the design is not well thought out, mainly to improve and adjust in the teaching process, which will waste teaching time and affect teaching effects to a large extent.

Secondly, teachers' understanding of situational teaching is somewhat lacking. The survey reveals that most teachers overlook the crucial role of situational teaching in fostering emotional, attitudinal, and ethical development. Situational teaching not only facilitates knowledge acquisition and enhances students' abilities but, more importantly, through classroom discussions and subsequent reflection by the teacher, it expands students' thinking and perspectives. This, in turn, leads to a deeper understanding, heightened emotional engagement, and broader applicability in various contexts.

Thirdly, teachers' creation of situational contexts lacks novelty. Through an examination of the materials used by teachers for situational teaching, it is apparent that they tend to rely on a limited range of materials, seldom exploring alternative options and developing new teaching resources. This study investigates the selection of situational contexts by teachers, particularly focusing on middle school ideological and political teachers. It is found that these teachers predominantly utilize multimedia presentations involving pictures, music, and videos, as well as introducing real-life experiences to design contextual problems, and using descriptive language to stimulate students' imagination.

2. Reasons for the Problem of Applying Situational Teaching Method in Politics Course in Middle School

2.1 Teachers' teaching theories are lacking, and there are deviations in cognition

On one hand, ideological and political teachers lack a solid foundation in teaching theory. With the implementation of the new curriculum reform, the use of situational teaching methods by middle school ideological and political teachers has become the norm. However, to effectively employ situational teaching, teachers must not only possess a command of the fundamental theoretical knowledge of this approach, but also have a sufficient understanding of relevant fields such as pedagogy, educational psychology, political economy, Marxist philosophy, and middle school political teaching theory. This ensures that they can minimize errors when implementing situational teaching. Insufficient

theoretical knowledge in the domain of situational teaching can significantly diminish the effectiveness of its use by ideological and political teachers.

On the other hand, ideological and political teachers exhibit biases in their understanding of situational teaching. In order for ideological and political teachers to skillfully utilize situational teaching and maximize its effectiveness, it is essential for them to have an accurate understanding of the purpose and function of this approach. However, investigations and analyses reveal that a significant number of teachers involved in ideological and political situational teaching fail to recognize that situational teaching is more than just creating a conducive learning environment and generating an active atmosphere. They do not fully integrate situational teaching into their daily ideological and political teaching process. These phenomena occur due to biases or even misconceptions among ideological and political teachers regarding situational teaching.

2.2 The limitation of students' own knowledge and ability and lack of understanding

On one hand, it is important to acknowledge that middle school students are adolescents with certain limitations in terms of their knowledge, abilities, and life experiences, which inevitably impact their study of ideological and political courses. For instance, when teachers cover theoretical concepts such as the law of value, distribution policy, political system, contradictions, connections, matter, and consciousness, students may not possess a comprehensive understanding of these topics due to their age and limited life experiences. As a result, they may resort to rote memorization to merely cope with exams. Despite repeated changes and attempts to reduce the difficulty of textbook content through curriculum reforms, there remain numerous areas in which students require a certain level of cognitive ability to better grasp the material.

On the other hand, students often demonstrate a lack of interest in ideological and political lessons. They may view ideology and politics as subjects that require mere rote memorization, believing that it is not essential to pay attention in class or dedicate significant time and effort to studying them. Furthermore, since ideological and political subjects typically carry fewer weightage in the college entrance examination compared to subjects like English, mathematics, and science, students tend to perceive them as secondary or less important. Teaching and learning have always been interdependent and mutually restrictive. Students' attitudes towards learning significantly impact teachers' instruction.

2.3 The impact of uneven teaching facilities and long-term examination-oriented education

On one hand, the limitation of teaching resources hinders the implementation of situational teaching. Given the large population in our country, not all middle school students have access to adequate educational resources. Furthermore, the uneven economic development across different regions leads to disparities in educational infrastructure. Many impoverished and remote areas lack multimedia facilities, making it impossible to utilize videos and audio materials. In such circumstances, teachers must be resourceful and adapt their teaching methods to the local conditions. They should develop practical curriculum resources and design situational contexts that are grounded in the reality of the teaching environment. Teachers should enhance their language proficiency and empathy, enabling them to create effective and vivid situations even without the aid of advanced teaching facilities.

On the other hand, the implementation of situational teaching is not as straightforward as it may seem, influenced by long-standing exam-oriented education. Factors such as the education system and schools play a significant role in the adoption of situational teaching. The current education system has not yet fundamentally escaped the exam-focused approach of "teaching to the test and learning for exams." Teachers are bound by a clear task of delivering the fixed curriculum content within limited class hours due to the pressure of the senior high school entrance examination and college entrance examination. Situational teaching involves several stages, namely creation, reflection, discussion, presentation, summarization, and internalization.

3. Suggestions on Improving the Application of Situational Teaching Method in Middle School Politics

3.1 Teachers Make Efforts to Improve Situational Teaching Ability

Middle school ideological and political teachers play a crucial role in the implementation and guidance of situational teaching. Their own quality directly affects, and even determines, the effectiveness of situational teaching. Teachers should have a thorough understanding of the textbooks. They need to carefully select the content and prepare relevant supplementary materials. They should also design the teaching process, taking into consideration the feasibility of creating suitable situations based on their own circumstances. Additionally, teachers should consider the students' learning abilities and cognitive levels in the class when creating these situations, ensuring that they are appropriate and challenging. By doing so, teachers can make adequate preparations for their teaching. Teachers should leverage their expressive ability and empathy to take on a leading role in the classroom.

3.2 Pay Attention to the Influence of Ideas and Try to Change People's Ideas

Both students and teachers are influenced by social concepts, and it is important to adopt a dialectical perspective when examining these concepts. For instance, one social concept suggests that politics is a secondary subject and not as important as the primary subjects. However, this statement should be critically examined. Both teachers and students should recognize the significance of political knowledge in people's lives. Merely memorizing content for exams or disregarding the study of politics based on its relatively small weighting in college entrance exams is not advisable. It is also crucial to understand that political learning extends beyond written tests to assess students' understanding. The level of ideological and political literacy serves as an important criterion for evaluating moral education.

3.3 Schools should support teachers to use situational teaching methods

Schools can integrate the use of the situational teaching method into their teaching plans and provide regular training and assessment for teachers on the effective implementation of this method. To address the challenge of limited class time for teachers to conduct situational teaching, schools can adopt flexible scheduling arrangements. For instance, if a teacher requires two class hours to carry out situational teaching, they can approach the Academic Affairs Office to request the adjustment of class hours. This adjustment could involve consolidating two non-consecutive class hours into two consecutive hours on the same day.

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