

Research on the Application of the "Exploration and Sharing" Column in the Junior High School "Morality and Rule of Law" Textbook

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Abstract: To implement the requirements of the curriculum reform, the content of the junior high school "Morality and Rule of Law" textbook has been adjusted, and a series of activity columns including "Exploration and Sharing" have been set up. In teaching practice, some teachers still have problems such as insufficient understanding of the columns, poor optimization of column content, insufficiently rich column activities, and incomplete column evaluations. In response to the above issues, to bring out its educational value, it is necessary to construct a systematic teaching strategy: deeply explore the value connotation to anchor the starting point, focus on content processing to gather the support points, expand the activity dimension to lock in the entry point, optimize the evaluation system to stabilize the foothold, so as to assist in the cultivation of students' core literacy.

Keywords: Morality and Rule of Law; Exploration and sharing; Application.

1. Introduction

This important statement enlightens all teachers that they must firmly grasp this crucial stage of growth and help students "fasten the first button of their lives". As a key carrier for implementing the cultivation of core literacy, textbooks are not only an important textual support for conducting classroom teaching, but also a solid foundation for teachers to deliver ideological and political theory courses well. With the continuous advancement of curriculum reform, the new textbook of "Morality and Rule of Law" for junior high school was officially put into use in 2016. Compared with the old version of the textbook, the new version not only makes adjustments and innovations in content, but also has ingenious arrangements and designs in the supplementary text columns. Among them, "Exploration and Sharing", as a highly distinctive activity column, not only provides practical scaffolding for teachers' teaching but also builds a broad practical platform for students' growth, occupying an important position among the numerous columns in the new textbook.[1] However, in the process of adapting to the new requirements of curriculum reform, using new textbooks and applying new columns, Teachers still face a series of problems that need to be solved. Only by overcoming these difficulties can the educational effectiveness of the "Exploration and Sharing" column be fully unleashed. It can be seen from this that conducting in-depth research on this column has a strong practical necessity.

2. The Value of the "Exploration and Sharing" Column

"Inquiry" refers to the thinking process in which students combine their life experiences with the knowledge they have learned to read and think about diverse materials. "Sharing" refers to the process in which students exchange their research results with others, hoping to spark knowledge in the collision of ideas. In summary, "Inquiry and Sharing" aims to enable students to truly implement core competencies through continuous learning behaviors such as reading, thinking and

communication. In column learning, "exploration" and "sharing" are not isolated activities; they are intrinsically linked and jointly form an organic whole of "exploration and sharing". First, the indivisibility in behavior. "Inquiry" is the cognitive processing of materials by students in their minds, while "sharing" is the presentation of the "processed products" by students. Therefore, teachers should ensure the continuity of students' behaviors of "exploration" and "sharing" to form a complete learning loop. Secondly, mutual promotion in degree. The depth of "exploration" to a certain extent affects the height of "sharing". The deeper students dig into the materials and the more accurately they capture the information, the more profound, elevated and meaningful the content they share is often. Meanwhile, the more valuable the shared achievements are, the richer the generative resources will be, which provides the possibility for teachers to further organize in-depth learning and exploration.

The "Exploration and Sharing" column is interspersed among the main text and is an important part of the supplementary text in the textbook. The column design is unique. Before the logo "Exploration and Sharing", there is a missing blue circular pattern, which contains a hollow cube and several white circles. The column content is framed within a light blue dotted border to distinguish it from the main text. The column is of profound significance. By creating scenarios and questions, it aims to guide students to deepen their understanding of knowledge through column activities. This not only changes the traditional teaching habit of teachers "annotating the original principles of the teaching materials", but also breaks the traditional boundary between "teachers' teaching" and "students' learning".

2.1. Anchor the value direction

The new curriculum standards advocate that the compilation of teaching materials should adhere to the correct political direction and value orientation. At the same time, ideological and political teaching should take enhancing students' ideological and moral qualities as its fundamental goal, laying a foundation for students to form correct worldviews, outlooks on life and values. This indicates that

the design of activity columns in teaching materials should take the correct political direction and value orientation as the primary principle, so as to play the role of a telescope and anchor the value direction. First of all, the column adheres to ideological guidance and clarifies its direction. Secondly, the column adheres to theoretical guidance and is informative. The column teaching guides students to move forward in the direction of reasoning, understanding things, comprehending human emotions and seeking truth, so as to broaden their horizons, enrich their knowledge and internalize knowledge. Finally, the column adheres to the guidance of The Times and maintains certainty. The column design combines the grand principles of ideological and political education with the major themes of The Times, guiding students to contemplate, deeply consider and reflect on the issues of The Times, enabling them to better follow the trend of The Times' development, shoulder historical missions and strengthen their confidence in moving forward.

2.2. Pay attention to major social events

The new curriculum standards advocate that the design of teaching materials should be based on the continuously expanding range of students' lives, fully paying attention to the social life that students can feel and participate in, aiming to help them find the contact points and interrelationships between school and life. Based on this, the column design takes "The Growing Me" as the inner circle and then uses the form of a "focus mirror" to continuously expand and extend students' concerns to social life, aiming to help students use the column activities to pay attention to major social events. First, starting from the far to the near, we will conduct the first "focus" on student life by reflecting on the column segments. The column enhances students' sense of immersion in knowledge by creating a sense of on-site exploration, thereby broadening their horizons in life. Under the guidance of the context, students will approach life from their perspective and then return to the classroom in the reflection of life, thus opening up a channel for their interaction between knowledge and life. Secondly, by taking the small to the big, we can reflect the current social situation through the snapshots of life for a second "focus". As American sociologist Wright Mills put it, "Behind even the tiniest personal life experiences lies a macro social background." The column evokes students' sense of social responsibility by depicting the happiness of life, thereby broadening their overall perspective. Under the guidance of teachers, students shift their perspective to the country and elevate themselves in the sense of responsibility towards the country, thus opening up a way to connect themselves between The Times and their destiny.

2.3. Promote the improvement of capabilities

The new curriculum standards require that the selection of teaching materials should focus on the all-round development of students, highlighting the significant contribution and unique value of ideological and political disciplines in shaping comprehensive and individualized "complete life individuals". Based on this, the column design aims to promote the development of students in all aspects, so as to exert the "multi-prism" effect and enhance students' comprehensive abilities. Firstly, situational guidance, physical and mental immersion, promotes the transfer of knowledge and abilities. The column's setting is warm and heartwarming, drawing materials from students' daily lives. It transforms the cold theoretical classes above the neck in the

past into real activities that "integrate emotion and reason" and "stir both body and mind", striving to touch upon students' emotional world and spiritual life. The life-oriented application of scenarios helps students transfer their knowledge and abilities to real life, achieving the integration of theory and practice, and thereby enhancing their ability to deal with practical problems. Secondly, raise questions in a step-by-step manner, engage in cooperative discussions, and enhance the ability to analyze and cooperate. The questions in the column are set in a gradient, from easy to difficult. Under the guidance of the teacher and through communication with peers, students gradually delve deeper into the exploration of the problems. Step-by-step questioning helps students break through their zone of proximal development, and at the same time, it can also exercise their analytical ability and group cooperation and communication skills. Through sharing and communication, students construct higher-order thinking in the collision of ideas. Finally, carefully select materials and precisely guide to ensure the integration of content and experience. The effectiveness of the column content serves the main text knowledge. Students delve deeply into the materials and, under the guidance of teachers who enlighten them with emotion and reason, achieve an organic connection between their original knowledge structure and the situational materials. Students analyze and dissect the essence of things from complex phenomena, which promotes the improvement of their cognitive level and thinking ability. Lay the foundation for its integration into one's own knowledge structure.

2.4. Explore teaching resources

Textbooks, as important textual resources, are a crucial support for improving teaching quality and enhancing teaching effectiveness. Teachers should exert their own initiative, proactiveness and creativity to explore and excavate typical and educational resources hidden in teaching materials, so as to enrich the teaching situation and enhance students' experience. The "Exploration and Sharing" column covers the little things in family, school and social life. Teachers can start from the details, dig deeper and elevate to higher levels to give full play to the effect of a microscope, enrich classroom content and lay a foundation for the construction of an efficient classroom. Firstly, the design of the activity column adheres to the life concept of the curriculum standards, connecting the school with the real world through rich materials. Teachers take the rich and diverse materials in the column as the starting point for the development of course resources, deeply explore and re-create them, and run through the classroom in the form of "classic cases" to smooth out the knowledge thread, break through the knowledge barriers, and create an efficient classroom. Secondly, the questions in the activity column provide an opportunity to collect materials. Combined with the students' efforts, the hidden educational resources can be unearthed. Some columns encourage students to actively exert their subjective initiative and independently collect materials to meet the requirement that the selection of course resources should be based on the actual situation of students. Meanwhile, during the students' sharing process, teachers conduct a secondary screening of the resources to ensure their educational and appropriate nature, thereby fully leveraging the educational value of the course resources. Finally, the process of the column's application generated vivid student resources. By taking advantage of students' mistakes, the

existing generated resources were utilized. During the process of communication and interaction between teachers and students as well as among students themselves, incorrect information may be generated at any time. Therefore, teachers should follow students' thinking trajectories to identify the gaps in their knowledge acquisition or deviations in their exploration approaches, so as to provide targeted guidance and adjust teaching. Meanwhile, teachers should uphold the idea of correcting and tolerating mistakes, accept students' errors with an open and inclusive attitude, and be good at discovering new opportunities for teaching from them.

3. Problems Existing in the Application of the "Exploration and Sharing" Column

At present, there are four problems in the teaching of the "Exploration and Sharing" column: First, teachers do not have a deep understanding of the column. They only regard it as an auxiliary tool, lack a comprehensive and systematic understanding, ignore its value in quality cultivation, teaching planning, etc., and do not relate it to the unit theme and students' situation. Second, the content of the column is not well optimized. Teachers lack flexibility in handling materials, and there are problems such as being detached from life, using outdated materials, and wasting existing resources. Moreover, the design of the questions is insufficient, which affects the effectiveness of the column. Thirdly, the column activities are not rich enough, the forms are rigid, teachers have strong leading role, and the venues are single and limited, making it difficult to stimulate students' interest in exploration and cultivate core literacy. Fourth, the column evaluation is not perfect enough, mainly in oral form. There are problems such as shallow content, single subject and rigid form, which leads to the evaluation being superficial and is not conducive to students' growth.

3.1. Insufficient understanding of the column

The "Exploration and Sharing" column, as an auxiliary text for teaching materials, does not merely serve to assist teaching. From the perspective of individual columns, it has a specific orientation, that is, to cultivate the core literacy of a particular discipline. From the perspective of the overall column analysis, it can help teachers identify key units, thereby rationally allocating teaching time and energy. However, in reality, some teachers do not have a deep and comprehensive understanding of the column. They merely regard it as a tool to assist in teaching, ignoring its value in other aspects and even thinking that it is substitutable. This kind of superficial understanding makes it difficult for the value of the column to be fully realized. Meanwhile, some teachers have failed to understand the columns systematically and comprehensively. They merely study them in a closed black box without taking into account the connection between the columns and the unit themes as well as the students' learning conditions. Therefore, it is difficult for them to make reasonable adjustments to the columns. This superficial understanding will also restrict the effective performance of the column. This means that teachers need to further delve into the curriculum standards, teaching materials and the sections themselves, so as to form a thorough, comprehensive and systematic understanding of the sections.

3.2. Poor optimization of column content

As explorers of the textual meaning of the column and disseminators of cultural metaphors, teachers should rely on their own "pre-understanding", through a series of screening and reprocessing, distill the intrinsic meaning of the text, and thereby stimulate its value potential. However, at present, some teachers lack flexibility in handling materials. Some of the column contents seem vague and grand, but the teachers have not adapted and created them in combination with the students' real life. This kind of moral cultivation divorced from life is very likely to give rise to hypocritical people who say one thing and do another. Meanwhile, some teachers directly use outdated column materials in the teaching process. This is obviously not conducive to students' integration into the development trend of The Times, nor can it meet their yearning for new knowledge and new skills, thereby affecting their learning outcomes. Moreover, for those column contents that are not closely related to teaching, some teachers do not choose to conduct secondary development. Instead, they miss the point and discard existing resources, spending a lot of energy searching for extracurricular materials. This not only leads to the waste of important course resources, but also is not conducive to the improvement of one's own teaching design level. Teachers also have shortcomings in the optimized design of the questions. Some column questions do not match the students' cognitive level, but teachers do not adjust them according to the students' actual situation, which greatly reduces the students' exploration effect. Moreover, issues such as an excessive number of questions, their disconnection from reality, and the existence of ready-made answers have not received the attention of teachers, all of which have reduced the practical effectiveness of the column.

3.3. The column activities are not rich enough

Ingenious design of the column can truly bring it to life, make the learning process interesting and enjoyable, and thus more effectively ignite students' desire to explore. However, the current way teachers organize columns still needs to be further expanded and innovated. The dullness and monotony of the column's activity format is a notable problem. Some teachers always rely on forms such as autonomous and cooperative exploration to carry out column activities, and seldom incorporate new teaching models into their designs. There are also very few activities such as role-playing, current affairs commentary, and debate based on the types and characteristics of the materials, which makes the teaching form old-fashioned, distant and rigid, and it is difficult to arouse students' interest in exploration. Furthermore, education should be a process of spiritual resonance, mutual communication and illumination among people. However, some teachers directly control the entire process of the column's operation, guiding students step by step to search for key information. This kind of teacher-led cramming teaching weakens students' participation, experience and sense of gain in the column activities, and it is difficult to effectively cultivate students' core subject literacy. In addition, there is also a problem of single restrictions on the venue for the column activities. Some teachers have not delved deeply into the characteristics of the column to consider the feasibility of conducting research and practical activities. The closed state of educational venues has deprived students of their sense of physical participation, flexibility and the opportunity to get close to nature during their studies. The disregard and neglect of the body further confine students in a virtual environment,

preventing them from developing the ability to deal with practical problems.

3.4. The column evaluation is not perfect enough

Although teachers can provide timely feedback and guidance to students, most of the evaluations are in oral form and the content is not in-depth or detailed enough, which inevitably leads to superficiality and going through the motions. This indicates that teachers have a vague understanding of issues such as "what to evaluate", "how to evaluate", and "when to evaluate", which in turn leads to the superficial nature of teaching evaluation. Specifically, the evaluation content is superficial and lacks specificity, making it difficult to be comprehensive and in-depth. Some teachers are accustomed to using presupposition instead of generation, being overly obsessed with standard answers. When evaluating, they not only ignore students' performance during the exploration process but also do not tolerate and respect students' diverse thinking and ideas, which makes students feel scared. This kind of one-man show without the confrontation of viewpoints is hard to stimulate students' motivation to explore the column, let alone cultivate their spirit of critical questioning. The evaluation subject is single and lacks diversity, making it difficult to be objective and true. Some teachers have taken the lead in the column evaluations, and students have gradually been marginalized, becoming mere evaluators. Due to the limited perspective of a single subject, the evaluation results are prone to be one-sided and subjective, and cannot comprehensively and truly present the situation of students. Moreover, once students get used to this teacher-led evaluation model, they tend to overlook the significance of feedback, which is detrimental to their own growth and progress. The evaluation form is rigid and lacks diversity, and it needs to be more flexible and detailed. Teachers often give oral evaluations and seldom record students' progress through methods such as growth record bags, which makes it difficult for students to clearly perceive their own growth. This affects their enthusiasm for learning in the column and makes it hard for them to truly leave a trace in the cultivation of core subject literacy.

4. Optimization Strategies for the "Exploration and Sharing" Column

To fully leverage the educational value of the "Exploration and Sharing" column, it is necessary to construct a teaching strategy system with a systems thinking approach: start by deeply exploring the value connotation of the column, clarify the goals through studying the curriculum standards, build cognition by carefully researching the teaching materials, and understand the core by thoroughly studying the content, so as to anchor a clear starting point for teaching and achieve the leap from "teaching the column" to "teaching with the column". By further focusing on the supporting point of content processing, through meticulous screening of materials and ingenious questioning, the content of the column can be made more in line with teaching needs and students' cognition. Then, expand the dimensions of activities, taking pre-class research, various in-class activities, and post-class practice as entry points, to enrich the fun of inquiry and deepen the value of inquiry. Finally, with the optimization of the evaluation system as the ultimate goal, through performance-based, value-added and comprehensive evaluations, the teaching

closed loop is improved to ensure that the column teaching truly contributes to the cultivation of students' core literacy.

4.1. Deeply explore the value connotation of the column and anchor the "starting point" of teaching

If teachers are confined to a single perspective when examining a column, it will be difficult for them to fully grasp its educational value. Therefore, when interpreting the column, it is necessary to not only connect with the policy text upwards but also closely align with the current development status of students downwards. With such a two-way connection, the leap from "teaching columns" to "teaching through columns" is achieved, enabling column teaching not only to have a clear initial orientation but also to possess the height of thought, the depth of thinking and the thickness of emotion.

4.1.1. Thoroughly study the requirements of the curriculum standards and clarify the teaching objectives of each column

The column, as the official course text, contains a clear design intention. To effectively delve into the meaningful world of the column text, teachers should, based on their own understanding, take the design intention as the main thread and conduct a thorough and meticulous understanding of it. As a programmatic document that stipulates the nature, concepts and objectives of courses, and is used to guide, regulate, evaluate and manage courses and teaching activities, the curriculum standards can help teachers understand the design intentions behind the columns, grasp the teaching objectives of the columns from a macro perspective, and carry out column teaching based on the curriculum standards. The new curriculum standards advocate that teachers help students form correct values by conducting autonomous and cooperative practical exploration and experience activities. By studying the curriculum standards, teachers have clearly understood the design intention of the "Exploration and Sharing" column, which is to promote the transformation of educational methods through a series of exploration activities, highlight the practicality of the curriculum, and cultivate students' core literacy. Based on a clear understanding of the intentions behind the column Settings, teachers should take the curriculum standards as the guideline and the textbooks as the foundation, determine the core concepts, and use them as the center to define the related subject literacy, integrate and handle them, and establish clear goals for column teaching. Finally, the teacher, drawing on the reverse instructional design ideas of Grant Wiggins and Jay McTeay, presented the learning objectives to the students before launching the column activities, to help them clarify where to go, where to exert their efforts, and where to pay attention.[2]

4.1.2. Carefully study the content of the teaching materials and build an overall understanding of the column

The key to transforming the static text in teaching materials into dynamic teaching content and making it a perceptible learning object for students lies in the teacher's transformation and innovation of the teaching material text. This requires teachers to carefully study the teaching materials to lay a solid foundation for making good use of the columns. From the perspective of the presentation form of teaching materials, it is necessary to handle the relationship between form and content properly. Columns of different presentation forms

focus on cultivating different abilities. For instance, the "Pure Text Style" column aims to train students' abilities in text analysis and processing; The "combination of text and Images" column focuses on training students' ability to interpret pictures and distill the main idea. The "fill-in-the-blank" column focuses on cultivating students' ability to transfer knowledge by analogy. Teachers should, based on these design concepts, train students' corresponding abilities in a targeted manner, thereby achieving the educational goals of the column. From the perspective of the structure of the textbook columns, it is necessary to handle the relationship between the materials and the questions properly. Columns are usually composed of materials and questions, forming unique storylines and task lines. When preparing lessons, teachers should handle the columns from these two aspects: they should respect the original design of the columns, but not be limited to the original content. They should appropriately conduct in-depth analysis and organic innovation of the columns, striving to clearly restore the background of the generation of subject knowledge and help students master the knowledge. On this basis, teachers design a rich variety of activities to integrate the storylines, task lines and activity lines, exerting a synergistic effect to achieve the goals of internalizing knowledge, tempering abilities and enhancing qualities.

4.1.3. Study the content of the column carefully and understand the core value of the column

The intensive reading column requires teachers to understand it from a micro perspective, grasp its connection with students' learning conditions, knowledge points, and key and difficult points, and recreate it to make the column full of vitality. First of all, it is necessary to handle properly the relationship between the universality of teaching materials and the particularity of students' learning conditions. Students participate in the column activities with their own "preconceptions", and knowledge will form personalized understandings in their minds. Therefore, teachers should not only focus on the teaching materials but also combine the needs and abilities of students, explore the patterns from reality, and guide the teaching design. Specifically, it is necessary to precisely identify students' experience growth points, knowledge confusion points, etc. based on their learning conditions, determine their zone of proximal development, design challenging tasks, guide students to connect their cognitive structure with the column "framework", and stimulate their potential to achieve the educational goals. Secondly, it is necessary to coordinate the relationship between narrative and knowledge well. The narrative line and the knowledge line together form the framework of the classroom. Teachers need to first assess the value of the columns, clarify their role in this lesson, and then match the columns with the main text to precisely point to the teaching objectives and avoid fragmented teaching. Finally, it is necessary to strike a balance between the depth and breadth of teaching. "Going deep" means explaining the theory thoroughly, enabling students to not only understand what is so but also why it is so. "Speaking broadly" means expanding one's knowledge base. Teachers should determine the key and difficult points based on the curriculum standards and teaching references, match the columns with them, focus on the key points, pay attention to the difficult points, and guide the doubtful points to achieve the internalization and deepening of knowledge.

4.2. Carefully study the content handling of columns and focus on the "support points" of teaching

Teachers need to coordinate various factors, handle the content skillfully, focus on the "support points" of column teaching, and achieve teaching goals.

4.2.1. Carefully screen the column materials to enhance the practical efficiency of the content

As an auxiliary column for the unified textbooks, "Exploration and Sharing" ensures the direction and authority of teaching. However, the unified textbooks are difficult to meet the demands of various regions. Teachers need to base themselves on the textbooks and work creatively. First, make reasonable choices. This column is numerous and widely distributed. If all of them are used in one class, it will lead to superficial activities, making it difficult to achieve deep value guidance and emotional elevation. It may also cause students to feel exhausted. Therefore, a "subtractive mindset" should be adopted for selection, discarding columns that are too numerous, have difficulty levels that do not match the students' learning conditions, and have limited functions. Second, system adjustment. Teachers should rearrange the positions and contents of columns based on their relationship with students' learning conditions, key and difficult points, and the main text, strictly adhering to the principles of adapting to individuals, times, and texts. To adapt to individual needs, the content of the columns should be transformed into materials that are easy for students to understand, and the classroom dynamics should be flexibly adjusted. Adapting to The Times requires adjusting the sequence of usage based on key and difficult points to enhance the utilization of time. When adapting to the context, it is necessary to consider the relevance to the main text. Additionally, one can follow the "one case to the end" to connect the columns and enhance the logic. Thirdly, flexible updates. There is a time lag between the creation of the column and the current situation, which may lead to a disconnection in content, especially in the context of rapid social development. Teachers need to seek innovation while maintaining stability. While understanding the intentions of the editors, they should also pay attention to hot topics, making the teaching of the columns closely related to The Times. This will help students analyze reality with knowledge, broaden their horizons, and grow into new people of The Times.

4.2.2. Skillfully set up column questions to enhance the degree of question relevance

Teachers should focus on the design of column questions, optimize the questions, and always follow three principles: the difficulty should be in line with students' cognitive levels, the orientation should be closely related to the life-oriented concept of the course, and the effectiveness should break through the limitations of teaching conditions. First, adjust the difficulty of the problem and clear up students' confusion. Problems are the soil that gives rise to new ideas, new methods and new knowledge, and they are also the guiding lights for exploration. Teachers should adjust the difficulty of the questions based on students' cognitive levels, directly addressing their thinking difficulties and conflicts, and promoting students to truly engage in exploration. Second, adjust the problem structure and integrate multiple ways of thinking. Jonathan pointed out that problems can be classified as well-structured or poorly structured. The common well-

structured problems in the classroom lack real-life prototypes, which is not conducive to cultivating the ability to solve practical problems. The substructure problem based on real-world scenarios is a "real problem", with multiple solutions that are closer to the real world. [3]The solution to real-world problems is the "arena" for students' theoretical learning and innovative thinking. Theoretical ideas divorced from real-life situations lack educational significance. Therefore, teachers need to transform the well-structured problems in the knowledge world into poorly structured ones in the real world, helping students break free from the constraints of linear thinking and cultivate divergent thinking to solve practical problems. Thirdly, integrate scattered problems. To highlight the value of the column's questions, teachers should integrate scattered, disordered and repetitive questions to prevent students from developing boredom and lazy thinking due to repetitive exploration. Knowledge generated by inert thinking is prone to become what Whitehead called "lifeless knowledge", losing its true meaning. Furthermore, if tasks that exceed the class capacity are forced into class hours, it is not only impractical and seems to be cutting one's feet to fit the shoes, but also makes it even more difficult to respond to the profound question of "Is it knowledge 'invading' students or students mastering knowledge?"

4.3. Expand the dimensions of column activities and focus on the "entry point" of teaching

Teachers should, based on the characteristics of different columns, enrich the forms of column activities to accurately identify the "entry point" for column teaching, thereby enhancing the effectiveness of column teaching.

4.3.1. Before class, conduct in-depth research activities to anchor the exploration direction of the column

To ensure the efficient advancement of column activities, the preparatory stage before class is of vital importance, especially for expansion and sharing columns, whose significance is even more prominent. Such columns usually require students to conduct research and collect materials in advance to lay a solid cognitive foundation for the in-depth development of the activity. Moreover, cognition is not a static state of the body and mind, but rather a process in which thoughts and experiences interact and influence each other through their integration. If there is a lack of necessary data collection and research work before class, the column activities will be like "flowers in the mirror and the moon in the water", difficult to leave an impression in students' minds, and may even fail to be carried out, thus missing the opportunity for students' growth for no reason. Through pre-class research, students can break down the barriers between personal experiences, column exploration and subject knowledge, achieving true learning. During the activity, teachers should take the initiative to play a guiding role. By posing thinking questions and designing learning plans, they can clarify the direction of students' exploration and ensure the efficient advancement of the research activity. Meanwhile, teachers should act as legitimate marginal participants, always keeping an eye on the actual situation of students and providing timely guidance and assistance. For instance, the "Exploration and Sharing" column on page 22 of the ninth grade lower semester textbook aims to guide students to pay attention to and think about the common problems faced by human society and the solutions. Teachers can take this

opportunity to organize research activities, fully stimulate students' initiative and help them internalize knowledge. Through research, students can identify social problems, analyze their causes, and then propose solutions. Under the guidance of teachers, students further connect their observations from the research with the existing knowledge growth points, enabling them to break away from the superficial learning of symbols and achieve a deep construction of individual meaning, thereby better establishing themselves in social life.

4.3.2. The class ingeniously arranges student activities to enrich the fun of column exploration

To create an open and interactive atmosphere for column exploration, teachers need to step out of their "comfort zones", abandon the superficial activity mode, and enhance students' interest in exploration through a variety of activities.

First, role-playing activities. When organizing such activities, teachers need to follow two guidelines. First, the creation of a script should integrate "closure" and "openness". "Closed" means that teachers design scripts based on the column context, guided by correct values, and with subject literacy as the thread, ensuring the general direction is correct while clearly conveying the key information of the column to prevent students from deviating from the theme when they freely express themselves. "Openness" means reserving possible space on the basis of the above-mentioned "inevitable" content, allowing students to participate in scriptwriting based on their life experiences, and enhancing their sense of participation as the main body. Second, the activity process should take into account both "guidance" and "autonomy". Teachers should not only encourage students to actively design and rehearse scripts, but also provide timely guidance to prevent activities from weakening their knowledge and political nature and becoming overly entertaining. Secondly, debating activities. Such activities are student-centered, and teachers should do a good job of "behind-the-scenes planning". As an organizer, one needs to be familiar with each link, reasonably control the time and ensure the orderly progress of the event. As a guide, one should pay attention to the debate process. If there is any deviation from the topic or other situations, timely reminders should be given to avoid formalism. As a summary, one should guide students to connect the viewpoints with the knowledge learned in class after the activity, achieving a cognitive improvement from the perceptual to the rational, and transforming the voices of debate into practical results of quality implementation. Thirdly, story-telling activities. Telling stories should not be merely for the sake of telling; it is necessary to take into account why to tell, what to tell and how to tell. First, set the goal. It is necessary to balance the implementation of knowledge and the cultivation of values. Teachers are not only storytellers but also growth leaders, cultural inheritors and national spokespersons. They need to design stories around the quality goals to play an educational role. Secondly, it is necessary to explore the value, taking into account both the detailed groundwork and the exploration of principles. Rich details make the story vivid, and profound principles endow it with vitality. Teachers should enrich the details and explore the deeper meaning on the basis of the column story, and touch the students with the details. Finally, a connection is formed, establishing a close link between the story and the goal, integrating grand theories with students' lives, explaining the principles with vivid words, and achieving the unity of knowledge and emotion.

4.3.3. After-class extended practical activities are carried out to deepen the value of column exploration

When teachers carry out column practical activities, they need to handle the connection between theory and practice properly, taking the column content as the background of the activity, students as the main body of the activity, and literacy as the core of the activity, so that the content and students can promote each other and develop in a coordinated manner, ensuring that literacy is truly implemented. Firstly, in terms of objective, it is necessary to achieve the integration of doing and learning. Doing does not mean acting blindly; rather, it is about teachers, based on their rich experience, screening out column activities that are beneficial to students' growth, allowing students to accumulate learning experience through practice. Learning is not carried out in isolation. It requires students to internalize the direct experiences they have seen, thought and comprehended during the practical process into their own knowledge and abilities, providing guidance for the next practice, so as to achieve the unity of doing and learning. Secondly, during the process, it is necessary to adhere to the combination of action and reflection. Simple activities cannot constitute experience. Only when students maintain self-reflection and examine their own behaviors in interactions with others can they continuously enhance their abilities to perceive, sense and communicate with the world. Thirdly, in terms of effect, a balance between stability and change should be achieved. "Fixed means focusing on the stable state of the present, while change means anticipating the dynamic development of the future." Students should cultivate their ability to cope with the future world through stable column practices, so as to adapt to the ever-changing and disorderly nature of the real world. For instance, the "Exploration and Sharing" column on page 82 of the eighth grade textbook aims to cultivate students' awareness of serving and contributing to society. If the teaching form of "sitting and discussing" is adopted, it is difficult to make the quality deeply rooted in people's hearts. Teachers should attach importance to students' practical experiences, contact the streets or nursing homes near the school, and carry out volunteer activities of love in a co-construction and sharing way to expand the learning space and break the invisible boundaries between the school and society. At the same time, guide students to maintain a reflective mindset in practice, understand the significance of serving and contributing to society, and internalize it in their hearts.

4.4. Optimize the column evaluation system and solidify the "foothold" of teaching.

Teaching evaluation, as the "Archimedes point" for the improvement of teaching and learning, holds significant value. Therefore, teachers should attach importance to performance-based evaluation, explore value-added evaluation, and adhere to comprehensive evaluation to improve the column evaluation system and consolidate the "foothold" of column teaching.

4.4.1. Focus on the performance-based evaluation of column teaching

The new curriculum standards advocate that teachers should not merely measure students' levels based on test scores, but should attach importance to performance-based evaluation, focusing on observing and recording typical behaviors and attitude characteristics of students in learning, practice, creation and other activities. It is undeniable that the previous result-oriented evaluation model has limitations and

is difficult to comprehensively assess students' leadership, organizational, communication and practical abilities, which are precisely the key qualities and core competitiveness for students to stand firm in the workplace in the future. Therefore, teachers should focus on performance-based evaluation and integrate it into the entire process of column development to ensure that the evaluation truly points to students' growth. In the process of promoting the column, teachers should not only pay attention to students' research achievements, but also assess them from the perspective of performance, focusing on the development of students' abilities, thinking and qualities, and breaking through the result-oriented evaluation framework. For instance, by observing students' facial expressions and body movements when they participate in the column, their level of engagement can be judged, and then targeted guidance can be provided. Meanwhile, teachers should guide students to truthfully record their learning processes and establish growth portfolios for them, allowing students to clearly see their own growth trajectories. Students need to record their performance in the column learning and organize it, transforming the simple accumulation of quantity into qualitative improvement, and achieving substantive development through small progress. This approach can effectively break down the evaluation barrier that prioritizes academic performance, making teaching evaluation a witness to students' self-growth and thereby enhancing their enthusiasm for participating in the column.

4.4.2. Deeply explore the value-added evaluation of column teaching

The individual differences among students determine that their starting points of knowledge are all different. If teachers only evaluate students based on past experience, it will cause the evaluation to lose its due reliability and validity. Not only will it be difficult to truly promote learning through evaluation, but it will also dampen students' enthusiasm for participating in column learning. The purpose of evaluation is not to draw a conclusion, but to enable the person being evaluated to fully demonstrate their potential and value. Compared with traditional referential evaluation, value-added evaluation pays more attention to the progress of students at different stages to measure their ability improvement. It is an evaluation method that helps students' continuous development. This kind of evaluation can reduce teachers' reliance on experience when making evaluations, break the inherent perception that evaluation only makes value judgments, and contribute to students' growth by speaking with data. Moreover, it can not only assess the progress of students' academic performance, but also, through technological means, pay attention to those qualities that are difficult to quantify, comprehensively considering the development of students' overall qualities. Nowadays, education is moving towards digital transformation. Teachers can use digital technology to draw a dynamic development map of students' knowledge, abilities and qualities, presenting their growth paths in an intuitive way and making it easier for students to gain a sense of achievement. In addition, value-added evaluation is not only based on quantitative data; qualitative evaluation methods such as conversation and observation are also applicable. Specifically, teachers can understand the changes in students' various abilities before and after participating in the column through questionnaires, symposiums and other methods, and use this as an important reference for optimizing the teaching of the column to achieve

the goal of promoting teaching through evaluation. [4]Of course, in the process of digital transformation, teachers should be vigilant against the tendency of "technology first" and "data supreme", and ensure that educational evaluation always maintains humanistic care and warmth.

4.4.3. Adhere to the comprehensive evaluation of column teaching

The theory of multiple intelligences proposed by American psychologist Gardner places great emphasis on the differences and diversity of individual intelligences. Based on this theory, when teachers conduct column evaluations, they should get rid of the previous evaluation misunderstandings, adhere to the principle of comprehensive evaluation, and promote a fundamental transformation of evaluation from the one-sided pursuit of scores to the all-round cultivation of talents. Firstly, it is necessary to focus on multiple content dimensions to promote the development of students' comprehensive qualities. In addition to attaching importance to the results of inquiry, teachers should also pay close attention to the improvement of students' comprehensive qualities and the development of their abilities in all aspects. Secondly, diverse evaluation methods should be employed to ensure that the evaluation is comprehensive and effective. In the process of evaluating students' application of columns, teachers should focus on integrating qualitative evaluation with quantitative evaluation, and combine oral evaluation with scale evaluation. Thirdly, it is necessary to encourage multiple subjects to participate in the evaluation to form a complete evaluation profile of the students. Column evaluation should not be confined to the single assessment of teachers. It is also necessary to combine students' self-evaluation and peer evaluation to test the learning effect of the column, enabling students to recognize their own shortcomings from multiple perspectives, and thereby achieving the goal of promoting learning through evaluation. Fourth, specific evaluation scales should be developed to provide a basis for the evaluation work to follow. In order to scientifically evaluate students' research achievements, the SOLO classification evaluation theory can be referred to to formulate evaluation indicators for column research achievements. This theory classifies students' performance in solving specific problems into five levels: pre-structure (P), single-structure (U), multi-structure (M), associative structure (R), and abstract expansion structure (Ea), in order to assess students' thinking development level.[5] Meanwhile, in combination with the evaluation requirements of diverse content and multiple subjects, Developed an evaluation form

for the "Exploration and Sharing" column.

5. Conclusion

Textbooks are not only an important carrier for cultivating core literacy, but also the foundation for teachers to deliver ideological and political theory courses well. The "Exploration and Sharing" column in the junior high school "Morality and Rule of Law" textbook, as a distinctive activity section, holds unique value and plays a significant role in the teaching process. This article systematically sorts out the content of this column and proposes corresponding optimization countermeasures, aiming to enhance the practical effect of teachers using this column in teaching and assist the junior high school morality and Rule of law course in solidly implementing the fundamental task of fostering virtue and nurturing talent. The research on the application of columns should be based on the background of The Times, and problems should be identified and strategies proposed in practice. However, due to the limitations of the author's cognition and the constraints of objective factors, the research still needs to be deepened and improved. Therefore, in the future, we will continue to pay attention to and study the column to fully leverage the maximum effectiveness of the "Exploration and Sharing" section.

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