On Study of Teaching Methods Maintaining New Normal of Positive Energy in Middle School Politics

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Abstract. This paper aims to explain that positive energy transfer of middle school teaching link opens the teaching method for the individual civilization heritage will and social responsibility. From the perspective of the unity of knowledge education and positive energy maintenance in the development process of educate ability, this paper reveals the relationship between teaching and method, analyzes and establishes the positive energy conservation methods in the external world cognition and internal world adjustment process of educates, and displays the positive energy education methods that can be applied and proved in order to enhance educational effect and potential.

The starting point of positive energy teaching is significantly important to achieve teaching effects. Teachers need to break through the identity limitation as performers in teaching links, convey comprehensive development and possibility to students, mobilize an active participation state in knowledge and survival development, and cultivate the sustainable capability of resolving interference independently, which are closely related to teachers' teaching methods.

1. Fully Reflecting Social Contradiction with Themes and Obtaining Active Cognition of Class Teaching Theories

1.1 Creation of Language Expression Reflecting New Normal in Middle School Politics Class.

On the basis of expression ways of textbook knowledge which is regarded as carrier of education aims adhering to physical and mental acceptance of students, we should realize a comprehensive cognition touching by interacting with limited world under the guidance of knowledge. The positive energy of themes is a realistic reflection of truth under new technological conditions of times. The implementation of teaching should contain an appropriate explanation of the process in which technology and cognition are as well as the reflection of comprehensive truth reality. In other words, it is no doubt for the positivity of themes and it cannot be debased as a result of its dogma interpretation from reality development; its connotation cannot be made light because of psychological exclusion triggered by improper simple inculcation methods, we need to further prevent students from preconceived dissatisfaction with positive energy by limited cognition. In fact, the student's internal and external evaluations of teachers and schools affect their factors balance physically and mentally to nations and world subjective states from families to local impression as well as their existence conditions. Therefore, the teaching expressions of positive energy politics should aim at the pre-judgment of living state behind learning, interpret the origins of the common history development by combining textbook knowledge and establish connection and understand of students' development ideals and goals. Integrating abstract into concrete understanding will conduct acceptable transmission to students of positive energy via textbook knowledge. Such a knowledge teaching process is far from a rigid dogma, and will make students happy to accept and actively participate in.

1.2 The Guidance of Positive Attitude of Positive Energy Meeting a Reasonable Interpretation

The argument credibility of understanding on laws should be positively reflected. The credibility of positive energy is closely related to self-discipline and integrity, and it is a rational psychological guidance factor dominating practice behaviors as well as is interactive with trust and implementation. During knowledge enlightenment, we should combine the enlightenment in thought and culture with modern docking process. The principle is that we cannot give up
commanding height in order to cater to trend, nor should we make positive energy too high to be popular and on the contrary, we should make it down to ground and establish it in existing links driven by a sustainable development to prevent the vulgarity from losing elegance and flattery from disregarding ourselves. If politics teaching fails to attract students physically and mentally and grasps their development past and in the future, the new normal of positive energy will be passive, interpret realistic acceptance ways with elegance and vulgarity, explain background theoretical essence of political development by connecting realistic economic development and stimulate students to learning and participate in. A review of positive energy to possible position loss shows that a correct relevance understanding of long-term development goals of nations lost and personal realistic goals affects the positive state of individuals. While in terms of judgments of factors affecting individual states, they should propose new ideas and countermeasures with the development of times. One principle is that students should not be deprived of an accurate attitude to reach truth and possible comprehensive achievement or individual laws cognition should be limited by limited realistic modes and ways.

1.3 A Negative Attitude Guidance of Positive Energy Conforming to Logical Transformation.

The law mechanisms should be proofed in a negative way, so is their feasibility. Because an interpretation to positive energy will cause a limited recognition to laws, behaviors limitation caused limited recognition and a series of negative consequences as a result of insufficient expressions. There is difficulty and uncertainty in integration and recognition to laws among nature, society, people and personal relationships, and in addition to changes in space-time and external contradictions, the internal and external projection physically and mentally of political, economy and culture relies on the guidance of positive energy realize transformation. In political classes, the performance, origins and influence of negative attitude of positive energy should be clearly pointed out and analyzed, and the rejection of the younger generation to previous expression is the key that they deny realistic development. What an issue the political classes need to solve urgently is about how to reduce the destructive power and increase the constructive so as to achieve a correct and sound development, and an concrete method is to find an interpretation of the practical scene under a comprehensive outlook of the world and the so-called logic refers a regularity interpretation and specific valid operation of methods. We should rely on historical and realistic arguments to achieve the acceptance of students in the future and a new starting point, or play a reference role of guidance[1]. It is significant for a correct interpretation of immutability in social development and for students to apply positive energy methods in integrity and actions. In terms of comprehensive and limited expressions, it is not always right for practically finite methods, teachers should help students avoid the traps of eternal positive energy to achieve positive theoretical adherence in their hearts. Recognizing this point is conducive to mastering evidence justifying comprehensive sources of positive energy.

2. A Corresponding Relationship Understanding to Students' Learning and Social Capability

2.1 Integration of Theoretical Interpretation, Students' Acceptance and Application

Discipline segmentation and industrial division based on political and economic power will easily bring about scattered and incomplete ideas of individuals, and in terms students in schools, they tend to produce and form one-side understanding as a result of limitation in physical, mental and knowledge experience. A misunderstanding of knowledge, power and wealth, as well as limited judgment and misleading to relationships among individuals, nationalities and states caused will mix or loss the principal judgment correctness of long-term development goals and form capability of confronting interference as well as even attenuation and distortion. In terms of politics class in middle school, teachers should demonstrate the values and essence of theoretical knowledge by remembering knowledge points and applying trainings as well as applying hypothesis analysis judgment of existing examples demonstration and realistic contradiction to help students obtain positive energy; it should be pointed out that teachers should defuse and prevent damage and provocation to positive energy from theoretical blindness, and whether they are from ignorance or
dogmatic interpretation, as well as the known and unknown misleading historically or realistically.[2] There should be cognition and warning to rich conspiratorial connotation and uncertain conspiratorial destruction, and should be principled interpretation in order to verify hierarchic and complicated contradictory of positive energy under a comprehensive way. On the contrary, it should not be the knowledge that separates and hinders its functions, but it should reflect with entities and ideas of contradictory; it should point out origins of reasons and influence caused; theoretical knowledge methods contain uncertain selection and unclear dialectical relationships, so it will avoid a single dogma training pattern in learning and consequences.

2.2 Enhancement of Cognitive Ability in Environmental Transition and Corresponding Role Relationships

A relationship understanding of many-for-one and one-for-many will help students know positive energy practically, understand environmental transition relationships beside individual environment that they are familiar with, realize the uniform contradiction of politics, economy and culture in families and nations, overcome wheezy and old teaching methods, making students accept consciousness management and obedience as well as cultivating their creativity. We should properly make use of limitation in lives and existence, living environment and time as well as understand and correctly response to individual contradictions caused and contradictions in nationalities and nations practically and profoundly, therefore, we will correctly understand responsibility and motivation of individuals. The individual national education on positive energy should effective understand group connotation in traditional national culture, public opinions and cultural carriers, such as the demonstration of communism and nationalization ideals, and compare historical and realistic influences in Republic and fantasy utopia. We should make full use of a new presentation of cultural needs motivation and new era of truth in economic development to master and promote quality development and enhancement of nations as a whole. [3] In terms of reasons of historical twists and suspend development as well as relationships of realistic positive energy, teachers should combine different hypothesis derivation under different conditions of historical conclusions to make students comprehensively understand consistency of comprehensive historical reality, and at the same time, allow them changeable participation methods of realistic limitation and capable learning motivation, compare relationships between long-term goals of nations and individuals in one way and knowledge learning and positive energy mastered in another way and promote students to establish and consolidate faith.

2.3 Realization of Practical Contradiction Sensibility and Adjustment and Adaptation of Rational Relationships

Teachers should assist students understanding a relationship of unity of opposites in realism, romanticism and illusory. Students should be guided to realize the source roots of psychological, concept and behavior basis of concepts and behaviors as well as their positions in world and spirit as a whole; they must accurately understand tendency in the future of historical and practical culture of politics and economy as well as enhance consciousness of positive energy learning. Teachers should help students find the positions and solution of dogmatism and idealism in a comprehensive world, understand elements of individuals biologically and individual functions and the functions as a whole, master realization premise, limitation and manifestation modes of physiological desires under social conditions as well as disposal, treatment and adjustment of contradictory changes under the public and political economy relations. Students should realize the historical and practical causes of individual economic differences of material decisive action and relationship of overall national development environment, influences of gaining and loss faced by individuals, the influence of the gains and losses of the individual, and the dynamic processes and manifestations of historical and realistic material cognition; students should apply historical materialism and Marxist political economy methods to cognize influence of individual economic, political and cultural positions made by dynamic roles of economic relationship and the cognitive concepts aiming at production.[4] Therefore, they will establish an authoritative and objective understand of positive energy and regard political textbook knowledge as a bridge and gate to truth and the world, instead of mechanical memory and dogmatic rigidity confining minds of students. The development of the
times has created a new technical and economic, political and cultural atmosphere for the new normal performance of positive energy, so this should be implemented properly in politics class in middle school.

3. Attention to Capability Cultivation of Practical Contradictory Solution of Students

3.1 Breaking Rigid Dogma to Treat Individuals and the World

Under the premise of limited material existence and limited personal existence cycle, the knowledge learning of individuals and participation in existing established interests will lead to changes in subjective and dynamic participation of objective development and in the process of individuals development, their cognitive status achieved are different in positivity and destruction to subjective and objective contradictions. The function of education aims to reduce destructive efforts in the process of cultivating and inheriting individuals, and because of the negation of rational representatives, the original owners will be replaced out of education ways. In this process, all material and concepts are in un-triggered state relative to individual contact perception, and when contacts occur to individuals, the original balance will be changed and so will direct and indirect contacts. Therefore, in the process of individual growth, the complexity of contradiction faced should be simplified guidance and adjustment of comprehensive inspiration of teaching method in middle school politics classes, and the conceptual disorder caused by real material contradiction should be transformed into observation and interpretation in a process of material reaction concept to material reaction. The teaching practice of teachers should make students profoundly and comprehensively understand the abstract theories and allow them to realize that the comprehensive functions of links can be known in entirety through a method of modern thinking combining tradition, so that students will conducts a understanding different from one that treat things rigidly and in isolation, so will individual inner concepts at the same time. Dogma impedes development of others and individuals, and deprives environment and world of correct development approaches and opportunities. [5]So it is not empty to understand positive energy practically and the implementation of new normal is feasible. A sound teaching result will be obtained when traditional teaching and enlightenment methods are applied in such political classes in middle schools.

3.2 Capability Cultivation of Cognition in Students’ Ideal Development and Ideological Level

The development in body and concept of growth is not synchronized, and in fact, in terms of world where individual live in faces components in environment, and in addition to limited technical development and changes, one difference between innocence and the wise is cognitive connotation in one thing. Therefore, teachers should guide students to define recognition of love stages of same things, pure concept understanding and practice understanding from concept, technological development changes and individual contradictions, group, racial, national and international contradictions as well as assumptions and prepositional explanation triggered by individual contradictions, which are realistic in middle school politics classes. Students’ cognition of concepts will be enlightened in many aspects and angles; teachers should help students understand that self participation of natural world technical development needs a vivid scene for knowledge learning and display dynamic contradiction and make them realize relationships of cognition, diploma and capabilities. Teachers should explain contradiction solution, principles and methodology significance through live examples in economic and political culture areas. During the process of individual and the world, the cognition demonstrates the importance of theories as reference. The cognition concepts and theories in a world view establish self-development process, knowledge ability connection as well as ideal understanding and implementation of individuals, society and world through practice and changeable processes.[6]

3.3 Understanding of Unified Laws and Recognition Self-development Adaptation

Students should be guided to express understanding and positive energy to states of existence. For example, in terms of the abstract and concrete concepts: existence and none, they are understood via limited ways. The ignorance and misleading of concepts will be produced after one thinks existence and none are separate, holds that none refers uncertainty and possibility of development space for existence which is actually the process performance of time and space
development. Therefore, to know and master laws is to understand the process laws of things development, and the law that fully demonstrates process is truth. Teachers should guide students to analyze cognition limitation that textbook knowledge is simply viewed as laws and truth, to establish theoretical learning principles based on survival contradiction and to distinguish the difference and connection between individual growth law and talents training as well as technical development ability. The communism theory should not be of desalination, and teachers should change compulsory teaching ways, and emphasize rationality and necessity of national goals in one thousand and ten thousand years as well as overcome a shortcoming that an excessive and misleading interpretation separated from the physical and mental reality of students and social development. It is incorrect and ill-intentioned to deny the current existence of communism in virtue of its long-terms, and in terms of groups who fail to be independent or capture regime, the regime maintained correctly today attributes to the consolidation and development of CPC in a healthy and peaceful nation. So these must be properly and accurately explained in middle school politics classes in order to hand down and inherit this spirit. It is in line with and serving existence to make students realize the correctness of truth, and the recognition and solution of individual and groups of survival contradictions accompany individual development physically and mentally, and accompany recognition and solution of survival development contradictions.

4. Conclusion

The teaching method that keeps the positive energy and responds to the new normal in the political lesson of the middle school, which should reflect the social contradictions to obtain the activeness of the classroom teaching. By creating and designing to embody the language of the new normal, and to make the reasonable and logical interpretation of the positive energy. Associate the classroom knowledge teaching with the corresponding knowledge between campus and society. Integrate the theory application and environment with the cognition of social role, to achieve the adjustment of sensibility and rationality, and to break the rigid and dogmatic understanding towards oneself and the world, which can reflect the root and existing way of the concept and behavior’s psychological basis, letting students know the participant methods of changing limits, and the starting point and direction of the real world outlook. Unify the law understanding and the ability development, promoting the sustainable coordinated development of students.

5. References