

Research on the First Lesson Responsibility System

Na An^{1*}

¹ School of Art, Taishan University, Taian, China

Email Address

annatsu@126.com (Na An)

*Correspondence: annatsu@126.com

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Abstract:

This study aims to effectively integrate the first lesson education into the daily teaching of the first lesson through innovative teaching models, forming a comprehensive and all-round education pattern for all staff. The research content mainly covers three aspects: theoretical framework construction, innovative teaching mode, and effectiveness evaluation and feedback.

Keywords:

First Lesson Responsibility System, Research, Systematicity, Comprehensive Ability, Education

1. Research Background and Significance

The rapid advancement of social development has caused a series of changes in society, and education is no exception, deeply influenced by social development. With the development of society, education is becoming increasingly important. Is there a way to achieve the goal of educating and nurturing all people? This gave rise to the first lesson responsibility system. The first lesson responsibility system is to make full use of the first lesson, which is not limited to knowledge education, but more about improving children's ideological and moral qualities and social responsibility. The first lesson responsibility system is to integrate these educational contents into students' first class, which is conducive to the development of their comprehensive abilities. The first lesson responsibility system expresses the educational content in a rich and colorful form, which is closer to the psychological development of students, conducive to their acceptance, and can stimulate their interest in learning and cognition. Unconsciously, it naturally integrates the educational content into students' hearts. Guide students to establish the correct direction of life and understand what the correct values and worldview are. It has played a significant role in promoting the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor skills.

The practice of the first lesson responsibility system provides new ideas and methods for educational and teaching reform. It deeply integrates and promotes the integration of physical and mental education with professional courses, which helps to break the disconnect between ideological education and professional education in

traditional education, and promotes the development of education and teaching reform to a deeper level. The implementation of the first lesson responsibility system requires the active participation and careful planning of teachers. The implementation of this system can enhance teachers' sense of responsibility and mission, and encourage them to pay more attention to the comprehensive development of students and the effectiveness of quality education. At the same time, by constantly summarizing experiences and lessons, teachers' teaching level and physical and mental literacy can be improved.

2. Innovative Teaching Models and Educational Content

2.1. Theoretical Framework Construction

The primary task of a theoretical framework is to clarify the core objectives of education. This should closely revolve around the fundamental task of educating people with moral character, combined with the core values of society, and establish the specific educational effects to be achieved through the "first lesson responsibility system". These goals should reflect the comprehensive improvement requirements for students' moral qualities, social responsibility, and other aspects, ensuring that the implementation direction of the "first lesson responsibility system" is clear and the key points are highlighted.

On the basis of clarifying the core objectives of physical and mental education, it is necessary to comprehensively sort out the elements used in various professional courses. We need to conduct in-depth analysis of the curriculum, identify the elements that have an impact on physical and mental development that correspond to the curriculum, and then organize these into vivid and realistic teaching materials. Through sorting, a list of usage elements for each course can be formed, providing rich content support for the implementation of the "first lesson responsibility system". During this process, special attention should be paid to the organic integration of physical and mental education elements with professional course content, ensuring that educational elements can be naturally integrated into daily teaching.

For the implementation of the "first lesson responsibility system", it is necessary to carefully design the teaching activities before each lesson. This link should make full use of the time of 5 minutes before class, and combine major current events, social hot spots, professional characteristics and other contents to carry out physical and mental education for students in a lively and lively form. The design of teaching activities should focus on inspiration and interactivity, encourage students to actively participate in discussions and thinking, and enhance the attractiveness and infectiousness of physical and mental education. At the same time, attention should also be paid to the connection and coordination between the teaching process and the subsequent professional course content, ensuring the coherence and systematicity of physical and mental education.

In order to ensure the implementation effect of the "first lesson responsibility system", it is necessary to establish a scientific evaluation and feedback mechanism. This mechanism should include regular evaluations of students' learning outcomes, teachers' teaching performance, and timely collection and processing of feedback from students and teachers. Through evaluation and feedback mechanisms, problems and deficiencies in the implementation process can be identified and resolved in a timely manner, continuously optimizing and improving the implementation plan of

the “first lesson responsibility system”. [1] At the same time, the evaluation results can also serve as an important basis for teacher performance assessment and student comprehensive quality evaluation, motivating teachers and students to actively participate in the implementation of the “first lesson responsibility system”.

The implementation of the “first lesson responsibility system” cannot be separated from a high-quality teaching staff. Therefore, it is necessary to strengthen teacher training and team building work. Teachers can receive training on courses, conduct course discussions, and prepare lessons collectively to improve their comprehensive teaching literacy. Encourage teachers to actively explore and practice new ideas and methods of the “first lesson responsibility system”, form innovative teaching results, and at the same time, strengthen the training and support for young teachers, providing a solid talent guarantee for the sustainable development of the “first lesson responsibility system”.

2.2. Innovation of Teaching Mode

Encourage students to give pre-class speeches around the theme of comprehensive literacy, sharing their viewpoints and insights. Teachers can guide and organize students to discuss in a timely manner, stimulate their enthusiasm and participation in thinking. This form not only exercises students’ expression ability and critical thinking, but also subtly permeates physical and mental education. Design scenario simulations or role-playing activities based on course content and physical and mental education elements. Allow students to personally experience and feel in simulated situations, deepening their understanding and recognition of correct psychological development. This form is lively and can stimulate students’ interest in learning and emotional experience. Micro videos and multimedia presentations: Using multimedia tools such as micro videos and PPTs to present educational content to students in a visual and vivid form. Teachers can select physical and mental education materials related to the curriculum, create micro videos or PPTs, play them before class, and guide students to think and discuss. [2] This form has a large amount of information and strong visual impact, which helps to attract students’ attention and deepen their impression.

Organize students to conduct current affairs commentary or case analysis based on current hot topics and social events. Teachers can guide students to pay attention to major domestic and international news and events, and conduct in-depth analysis and discussion based on the course content elements. This form can enable students to timely understand social dynamics and national affairs, enhance their sense of social responsibility and mission. Regularly hold class meetings or special lectures with the theme of physical and mental education, and invite experts, scholars, or outstanding alumni to come to the school to share their experiences and insights. The theme of class meetings or lectures can be flexibly set and adjusted according to the course schedule, ensuring close relevance to the course content and students’ actual needs.

Students can also participate in activities through social practice to improve their overall cultivation. Schools can organize students to conduct on-site inspections and social research in communities, enterprises, rural areas, and other places, allowing students to personally experience social reality and national development achievements. At the same time, students can also be organized to participate in volunteer service activities, cultivating their sense of social responsibility and dedication. Design project-based learning tasks or research projects based on course

content and physical and mental education elements. Students can independently choose research topics or project tasks under the guidance of teachers, and complete research tasks through methods such as researching materials, conducting field investigations, and analyzing data. This form not only exercises students' comprehensive abilities and innovative thinking, but also deepens their understanding and recognition of physical and mental education knowledge in research.

2.3. Educational Content Design

Teachers should closely monitor major current events both domestically and internationally, and promptly incorporate them into the “first lesson” educational content. By guiding students to pay attention to national affairs and social hot topics, we aim to cultivate their political sensitivity and sense of social responsibility. Choosing events that are closely related to students' lives and have a wide social impact as educational materials can incorporate cases into teaching through various colorful teaching methods, such as analyzing cases, discussing events, etc. Through students' participation, it can stimulate their thinking about the events, understand the reasons, and form correct values and social views.

Each professional course contains rich elements of physical and mental education, and teachers should deeply explore these elements and integrate them into the “first lesson” educational content. Each course has its own professional characteristics and elements of physical and mental education. [3] For example, the events, characters, relationships with society, and national development involved in the history of curriculum development. Integrating these into the classroom and combining them with reality enables students to receive a dual education of knowledge and physical and mental education, which helps to enhance their overall quality and comprehensive development ability.

Select representative and deeply moving stories as educational materials, and stimulate students' emotional resonance through vivid storytelling, video playback, and other methods. This helps to enhance the infectivity and persuasiveness of educational content, making students more emotionally identify with and accept physical and mental education. In the process of “first lesson” education, emphasis is placed on creating a positive and uplifting emotional atmosphere. Teachers can infect and motivate students through their words, actions, emotional involvement, and other means, so that students can receive physical and mental education in a relaxed and pleasant atmosphere.

By combining students' actual situations and interests, diverse teaching methods such as speeches, debates, and situational dramas are adopted to make the “first lesson” education more vivid, interesting, and attractive. This helps to stimulate students' interest and participation in learning, and improve educational effectiveness. Make full use of new media technologies such as WeChat, Weibo, short videos, etc., to present physical and mental education content to students in a more intuitive and convenient way. This helps to broaden educational channels, expand educational coverage, and benefit more students.

Organize social practice activities such as volunteer service, social research, etc. based on the course content and the actual situation of students. Through practical activities, students can personally experience social reality and national development achievements, enhance their sense of social responsibility and mission. Organize a variety of themed educational activities around specific themes such as patriotism

education and mental health education. Guide students to think deeply and actively participate through activities, forming correct values and behavioral habits.

2.4. Effect evaluation and feedback

Evaluate students' acceptance of the "first lesson responsibility system", learning outcomes, and overall improvement of their literacy. Data can be collected through methods such as questionnaire surveys, interviews, student assignments, and performance. Evaluate the teaching attitude, teaching methods, and teaching effectiveness of teachers in implementing the "first lesson responsibility system". It can be conducted through teacher self-evaluation, peer evaluation, teaching supervision, and other methods. Evaluate the integration of the "first lesson responsibility system" with professional courses, the depth of exploration of physical and mental literacy elements, and the timeliness of teaching content. This can be done through course outline review, lesson plan inspection, classroom observation, and other methods.

Evaluate students' learning effectiveness through quantitative indicators such as exam scores, completion of assignments, and classroom participation. Evaluate the improvement of students' physical and mental education literacy and changes in emotional attitudes through qualitative materials such as their works, reflective journals, and group discussion records.

Pay attention to the initial effectiveness of the implementation of the "first lesson responsibility system" and adjust the teaching plan in a timely manner. Track students' long-term development and evaluate the sustained impact of the "first lesson responsibility system" on students' comprehensive quality improvement.

Establish channels such as student suggestion boxes and online feedback platforms to encourage students to actively express their opinions and suggestions on the "first lesson responsibility system". [4] Regularly organize student symposiums to listen to students' feedback on the "first lesson responsibility system", understand students' learning needs and expectations, and establish a teacher feedback mechanism.

Organize a teaching reflection meeting for teachers to share teaching experience and lessons, and explore how to improve the implementation effect of the "first lesson responsibility system". Establish a teacher mutual aid platform to encourage teachers to learn and support each other, and jointly improve the quality of teaching.

Management feedback mechanism

The teaching management department should regularly collect and analyze data on the implementation effect of the "first lesson responsibility system", and provide timely feedback on evaluation results and improvement suggestions to teachers. Based on the evaluation results and feedback, adjust and optimize the implementation plan and management measures of the "first lesson responsibility system" in a timely manner.

Taking the evaluation and feedback results as an important basis for improving the "first lesson responsibility system", forming a closed-loop mechanism of "evaluation feedback improvement". Take timely measures to improve and optimize the problems and deficiencies identified during the evaluation.

Continuously track and evaluate the implementation effect of the improved "first lesson responsibility system" to ensure the effectiveness of the improvement measures. Based on the new evaluation results and feedback, we will continue to improve the

effectiveness of the "first lesson responsibility system" through a cycle of continuous improvement.

Summarize and promote successful cases and advanced experiences in the implementation of the "first lesson responsibility system", providing reference and inspiration for other schools and teachers. Strengthen inter school communication and cooperation, and jointly promote the innovation and practice of the first lesson responsibility system.

In short, after the implementation of the "first lesson responsibility system" based on the first lesson responsibility system, effect evaluation and feedback are key links to ensure the continuous optimization of the system and enhance the effectiveness of education. By establishing a multidimensional evaluation system, a sound feedback mechanism, and a continuous cycle of improvement processes, the educational effectiveness of the "first lesson responsibility system" can be continuously enhanced, making greater contributions to the comprehensive development of students and the harmony and stability of society.

3. Outlook and Suggestions

In the future, the research and practice of the "first lesson responsibility system" should continue to deepen in the following aspects: firstly, strengthen theoretical research and construct a more comprehensive theoretical framework; Secondly, innovate teaching models and educational content to improve the pertinence and effectiveness of physical and mental education; Thirdly, establish a sound mechanism for evaluating and providing feedback on the effectiveness, ensuring the continuous improvement and optimization of the "first lesson responsibility system"; The fourth is to strengthen interdisciplinary cooperation and communication, and promote the deep integration of physical and mental education with professional courses. At the same time, it is recommended that each school flexibly adjust its implementation plan according to its own actual situation to ensure that the "first lesson responsibility system" is truly implemented and achieves practical results.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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