

Research on the integration path of Morality and Rule of Law Education with primary school Chinese teaching from the perspective of forging the sense of Community with a Shared Future for the Chinese Nation

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Abstract

Guided by the goal of "forging a strong sense of community with a shared future for the Chinese nation," this study explores practical paths for integrating primary school Chinese language teaching with Morality and Rule of Law education. Using literature analysis, content analysis (including text coding and data statistics), it systematically examines the Morality and Rule of Law core competencies and the educational elements of the above-mentioned community sense contained in unified primary school Chinese textbooks. The study finds that the proportion of relevant texts rises spirally as school stages advance, and the distribution of the five core competencies of Morality and Rule of Law education shows distinct stage-specific features, aligning with the three-stage cognitive law of "emotional enlightenment, narrative comprehension, and rational identification." Based on this, it develops a three-dimensional integration framework centered on "cognitive drive, content carrier, and value goal," and outlines a specific teaching process: "goal-setting, content positioning, process design, and evaluation design." Taking the first-grade text *I Am Chinese* as an example, it presents a teaching case to illustrate the operability and timeliness of this integration approach. Research shows this integration has theoretical basis and practical feasibility, offering practical guidance for front-line teaching and facilitating the implementation of education on forging a strong sense of community with a shared future for the Chinese nation in primary schools.

Keywords

The sense of community with a shared future for the Chinese nation; Morality and Rule of Law Education; Primary School Chinese Language Teaching; interdisciplinary integration.

1. Introduction

1.1. Prosperity of Interdisciplinary Integration Practice Driven by Policies and Suspended Goals

With the in-depth advancement of the new curriculum reform, the importance of taking "fostering virtue through education" as the fundamental task has become increasingly prominent. Against this backdrop, the Curriculum Standards for Compulsory Education Chinese Language (2022 Edition) advocates integrating interdisciplinary knowledge and teaching methods, continuously cultivating students' core competencies and promoting their all-round development—thus driving primary school Chinese teaching into a practical upsurge of interdisciplinary integration. The Chinese curriculum not only cultivates students' language proficiency, thinking ability, and expression skills but also inherently possesses comprehensiveness and educational value. The Morality and Rule of Law (hereinafter referred to as "MRL") curriculum, on the other hand, is crucial for fostering students' good moral

character and awareness of the rule of law. Integrating the two helps consolidate the shared educational resources of both, realizing the coordinated development of Chinese teaching and ideological and political education. However, current research and practice on the integration of primary school Chinese and MRL curricula face problems such as unclear concepts and suspended teaching goals.

1.2. Prominent Connotation of the Sense of Community under Goal Guidance and Lack of Paths

Education on forging this sense is a pioneering, fundamental, and strategic project for realizing Chinese-style modernization and the great rejuvenation of the Chinese nation, with its core being to inspire the identification of people of all ethnic groups with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China, and socialism with Chinese characteristics, and to embed the core content of “shared weal and woe, shared honor and disgrace, shared life and death, and shared future” in people’s hearts. Implementing such education in primary schools plays a fundamental role. Taking it as the overarching goal of integrated education helps subtly enhance students’ identification and understanding of this sense at the primary school stage, and is more conducive to the rooting of the sense of community in integrated teaching. Against this background, this study aims to explore interdisciplinary integration paths from the perspective of education on forging a strong sense of community with a shared future for the Chinese nation. By systematically sorting out the core competencies of the MRL curriculum and relevant texts in unified primary school Chinese textbooks, it identifies effective interdisciplinary integration points, addressing practical dilemmas such as unclear concepts and suspended goals in the integrated teaching of primary school Chinese and MRL curricula.

1.3. Literature Review

“Forging a strong sense of community with a shared future for the Chinese nation” is a major contemporary proposition in the field of education. Research trends show that the number of studies on the “sense of community” has grown rapidly in recent years in China, mainly concentrated in ethnic colleges and research institutions. At the higher education stage, scholars have constructed a framework for promoting education on the sense of community through curriculum, space, and school stage coordination from the perspective of “large ideological and political courses”[1]. They not only emphasize interdisciplinary linkage, but also advocate paths such as improving teaching methods, integrating teaching content, and utilizing online resources to integrate it into ideological and political course teaching, proposing to strengthen the top-level design of courses and enhance curriculum system integration under the guidance of the sense of community—providing theoretical references and practical paradigms for basic education.

Specifically, at the basic education stage, research on the integration of primary school Chinese and MRL curricula is deepening from “why to integrate” to “how to integrate”. On the one hand, scholars generally recognize that the Chinese curriculum has inherent advantages in interdisciplinary integration[2]. On the other hand, the core competencies of the MRL curriculum are key to the implementation of education on the sense of community in integrated teaching[3]. Focusing on the current integration of primary school Chinese and MRL curricula, there are studies that explore the moral education elements in texts and summarize specific teaching strategies through cases[4], as well as studies that attempt to go beyond individual texts and design interdisciplinary thematic learning from the overall unit perspective[5]. From existing research, it can be seen that there is a significant lack of research on paths to serve “forging a strong sense of community with a shared future for the Chinese nation” in the integrated teaching of primary school Chinese and MRL curricula.

By comparing international research on the development of moral education, it is found that “interdisciplinary integration of values education, teachers’ moral demonstration, and dialogue immersion paths” are global hotspots[6]. Some countries enhance students’ moral literacy by designing five content modules, constructing a “school-family-society” collaborative mechanism and diverse practical forms, giving play to the important role of curriculum functions[7], teaching methods, and support systems, and returning to traditional classics, strengthening national spirit, and reforming curricula and activities[8]. Of course, there are differences in ideology, patriotism, and other aspects between Chinese and foreign moral education, requiring critical reference. These studies provide important inspirations for this study to integrate Chinese and MRL curricula with “education on the sense of community” as the value guide.

In summary, existing research has made significant progress in theoretical construction, international comparison, and interdisciplinary practice[9], providing a solid theoretical foundation and methodological inspiration for this study. However, most studies on “forging a strong sense of community with a shared future for the Chinese nation” are either at the macro policy interpretation level or focus on strategy exploration within a single discipline. Although research on interdisciplinary learning in primary school Chinese is abundant[10], there is a lack of systematic and operable integration path research on deepening the integration of Chinese and MRL curricula to directly serve the overarching goal of “forging a strong sense of community with a shared future for the Chinese nation”. This study will focus on exploring how to transform the connotation of the sense of community into specific teaching goals suitable for the primary school stage, how to realize the in-depth coupling of MRL core competencies and the sense of community by exploring integration elements in Chinese textbooks, and ultimately provide practical interdisciplinary integration paths for forging a strong sense of community with a shared future for the Chinese nation.

2. Organization of the Text

2.1. Existing Foundation of Integrated Education: Text Coding Analysis Based on Textbooks

2.1.1. Research Design and Methods

Based on the five core competencies of the MRL curriculum and the connotation of education on the sense of community, this study systematically sorts out and analyzes the selected texts (i.e., the series of texts selected in accordance with curriculum standards) in unified primary school Chinese textbooks. For Grade 1, “reading” texts in the table of contents are selected, excluding character recognition and Pinyin content. For Grade 2, texts clearly marked as “texts” in the textbook table of contents are selected, excluding character recognition units. For Grade 3 and above, texts are selected excluding oral communication, composition, Chinese Garden, Happy Reading Bar, and comprehensive learning modules. In the text analysis of unified primary school Chinese textbooks, the principle of seeking truth from facts is adhered to: the title and content of each text are taken as the analysis objects, and statistics and analysis are conducted with “pieces” in the textbook table of contents as the unit. When a lesson contains two or more texts, analysis is conducted based on the actual number.

To ensure the objectivity and scientificity of text analysis, this study invited different researchers to independently code the texts of 12 volumes of unified primary school Chinese textbooks in accordance with a unified coding manual. The coding manual sorted out the definitions and judgment criteria of the five core competencies (including “political identification” and “moral cultivation”) based on the MRL Curriculum Standards. To test the reliability of the coding manual and the consistency of judgments among coders, Cohen’s Kappa coefficient was used to test the coding results. The overall initial Kappa value was 0.639 (p

< .001). Subsequently, regarding texts with inconsistent coding, researchers discussed and re-coded them with reference to the coding manual, forming the final coding results for data analysis. The Kappa value of coding reliability increased to 0.784 ($p < .001$). According to the standards of Landis & Koch (1977), this value indicates a “strong” consistency among coders, and the analysis results have high consistency. Fig. 1 shows the total number of formal texts in unified primary school Chinese textbooks, the number of texts reflecting MRL core competencies and the sense of community, and their proportion in the total texts of each grade. It can be seen that the proportion of texts reflecting MRL core competencies in primary school Chinese textbooks is relatively high, which strongly proves that primary school Chinese teaching is a natural carrier for infiltrating MRL education and forging a strong sense of community with a shared future for the Chinese nation.

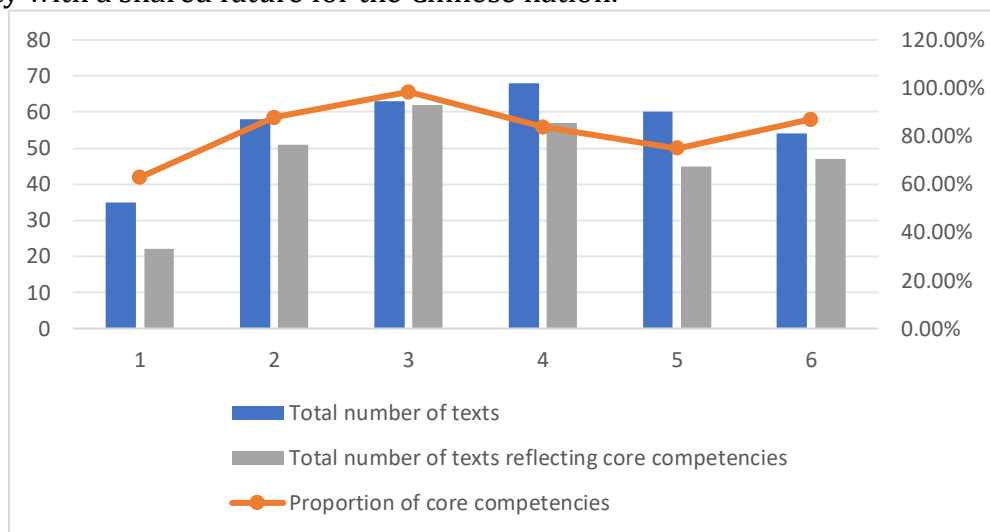


Fig. 1 Proportion of Texts Reflecting MRL Core Competencies and the Sense of Community

2.1.2. Revelation of Distribution Characteristics and Laws: The “Three-Stage Progression” Model of Competency Distribution

Based on the analysis of the overall presentation characteristics of the five MRL core competencies in primary school Chinese textbooks (see Table 1), this study finds that although the proportion of the five core competencies varies across grades, they do not exist in isolation but complement each other.

Table 1 Proportion of the Five Core Competencies

Grade	Proportion of Texts on Political Identification	Proportion of Texts on Moral Cultivation	Proportion of Texts on Awareness of the Rule of Law	Proportion of Texts on Sound Personality	Proportion of Texts on Sense of Responsibility
1	27.27%	86.36%	4.55%	95.45%	36.36%
2	23.53%	47.06%	0.00%	92.16%	23.53%
3	19.35%	35.48%	1.61%	88.71%	35.48%
4	24.56%	61.40%	5.26%	94.74%	36.84%
5	33.33%	42.22%	2.22%	97.78%	51.11%
6	38.30%	36.17%	2.13%	74.47%	34.04%

Grades 1 and 2 focus on cultivating students’ “sound personality” and “moral cultivation”, but the themes of texts on “political identification” are very distinct. This requires teaching to arouse students’ emotional resonance in an intuitive and perceptual way, starting from small things and explaining profound truths in simple terms. This also conforms to the requirements

of the Chinese Curriculum Standards for the first school stage, which is to “guide students to initially feel the important value of excellent traditional Chinese culture, inspire respect for revolutionary leaders, revolutionaries, and heroes, and plant the seeds of cultural confidence and national identity in students’ hearts” . For example, the Grade 1 texts *I Am Chinese* materialize abstract concepts such as “China” into concise and catchy language, as well as intimate symbols and rituals—cultivating students’ language ability while inspiring strong patriotic feelings and a sense of belonging to the Chinese nation.

Data from Grades 3 and 4 show that the proportion of “sound personality” and “moral cultivation” remains stable, the proportion of “awareness of the rule of law” and “sense of responsibility” increases, and “political identification” tends to be stable. This reflects that the cultivation of students has shifted from intuitive and symbolic emotional enlightenment to historical stories, biographies, and fables—achieving the cultivation of the five core competencies simultaneously through the understanding of complex narrative texts.

The proportion of texts reflecting “sense of responsibility” and “political identification” in Grades 5 and 6 has jumped significantly, with content involving more family and national feelings, cultural inheritance, and life values—enabling students to form rational cognition and conscious commitment to their role in the community. For example, the texts *Serve the People* and *Only One Earth* can guide students to think about their role and identity in the family, society, country, and even the community with a shared future for mankind.

Overall, “sound personality” is the dimension with the highest and most stable proportion among the five core competencies, indicating that the Chinese subject focuses on cultivating students’ emotions, attitudes, personalities, and will qualities. The “sense of responsibility” is relatively evenly distributed across grades, showing a gradual upward trend and stabilizing in higher grades. The development trend of “political identification” is very clear, showing an obvious upward trend. These data indicate that the arrangement of textbook content follows students’ cognitive laws, presenting a process from simplicity to complexity and from proximity to distance. Based on text coding and data processing, this study can clearly extract that the distribution of the five core competencies in Chinese textbooks follows the cognitive development law of “emotional enlightenment—narrative comprehension—rational identification”. This is not only a characteristic of textbook arrangement but also reflects, at a deeper level, that curriculum design follows the laws of children’s cognitive and moral development. This empirical finding is the fundamental basis and logical starting point for the subsequent construction of all teaching paths in this study.

2.2. Ideal Construction of Integration Paths: Teaching System Design Based on the “Three-Stage Progression” Model

Based on the “three-stage progression” cognitive law revealed by text coding and data analysis in Section 3, this section takes this as the core driver to construct an integration path integrating a theoretical framework, implementation process, and evaluation system—namely, the “three-dimensional integration framework”.

2.2.1. Logical Generation of the Theoretical Framework: Construction and Interpretation of the Three-Dimensional Integration Framework

Through the systematic sorting of unified primary school Chinese textbooks, this study finds that the distribution of the five core competencies in selected texts presents an obvious progressive law, i.e., “emotional enlightenment—narrative comprehension—rational identification”. At the same time, drawing on the essence of the “knowledge—emotion—belief—behavior” theory proposed by scholars based on moral development theory, this law is constructed as the vertical cognitive drive axis of this framework. This is the logical starting point of the framework constructed in this study, which regulates the sequence and rhythm of teaching with dynamic and developmental laws.

Given that the five core competencies of the MRL curriculum account for a relatively high proportion in primary school Chinese textbooks across all school stages and complement each other, this natural advantage provides a horizontal content carrier axis for integrated teaching. The “content carrier axis” refers to the use of integration growth points contained in textbooks to select appropriate content for teaching at different cognitive stages.

The concepts of “four shared aspects” and “five identifications” contained in “forging a strong sense of community with a shared future for the Chinese nation” have a high degree of isomorphism and complementary links with the core competencies of the MRL curriculum. They are the high-level value goal axis of the entire framework, regulating the direction and purpose of teaching and striving to solve the problem of “suspended goals” in integrated teaching.

Therefore, this study proposes a three-dimensional integration framework (see Fig. 2) of “cognitive drive—content carrier—value goal”—an organic system driven by cognitive development laws, taking content carriers as the means, and aiming at realizing the overall value goal.

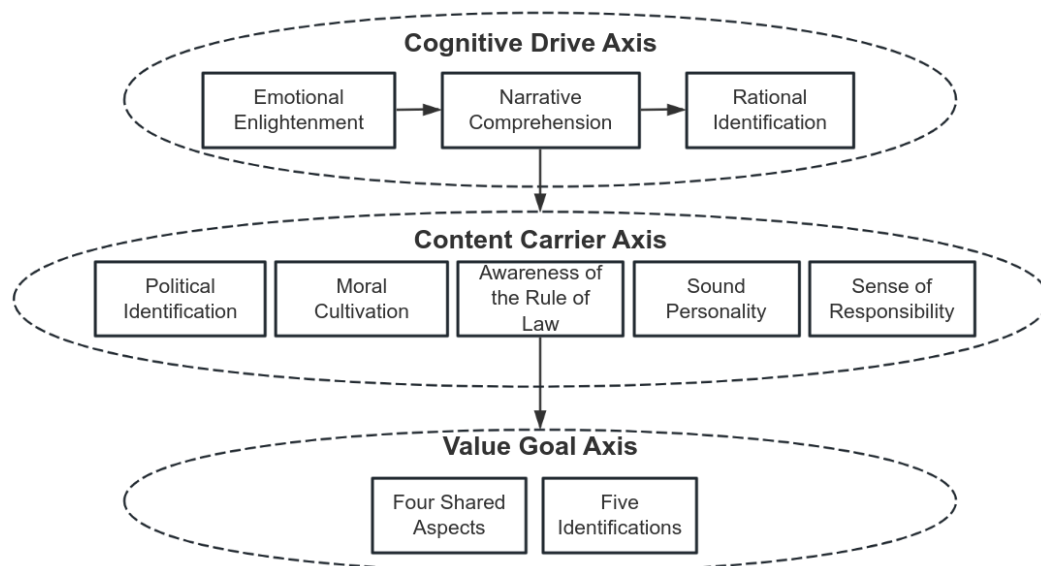


Fig. 2 Schematic Diagram of the Three-Dimensional Integration Framework

2.2.2. Operationalization of the Framework: A Four-Step Integrated Teaching Implementation Process

Based on the three-dimensional integration framework and referring to the integrated design concept of “unit big idea—learning task—evaluation system”, this study further designs a four-step integrated implementation process: “goal establishment, content positioning, process design, and evaluation design” (see Fig. 3). In the “goal establishment” step, it is necessary to clarify the Chinese teaching goals, MRL core competencies, and the final sense of community to be achieved (i.e., value goals) for the lesson, aligning the three-dimensional goals. The core task of “content positioning” is “cognitive anchoring”, which means reconstructing teaching content in accordance with the “three-stage” cognitive development stage of students and the requirements of the Curriculum Standards, and selecting the most appropriate entry point that conforms to the characteristics of that cognitive stage. For example, when teaching “national identity” to Grade 1 students, it is necessary to start with specific symbols such as the national flag and national anthem for emotional enlightenment, rather than explaining national governance. The key to “process design” is “strategy matching”, i.e., selecting the most effective teaching strategies based on the stage characteristics of the “cognitive drive axis”. For example, situational creation and intuitive experience are mostly used in the emotional enlightenment

stage; story-telling and role-playing are used in the narrative comprehension stage; and thematic debates and project-based inquiry are used in the rational identification stage. “Evaluation design” must implement three-dimensional comprehensive evaluation, focusing on three dimensions: language ability, value cognition, and behavioral orientation, and adopting multiple methods such as performance evaluation and process evaluation to ensure the consistency of teaching, learning, and evaluation. In addition, the entire process requires teachers to act as guides, proactively building learning scaffolds for students when designing interdisciplinary integration, and cultivating students' interdisciplinary thinking and literacy.

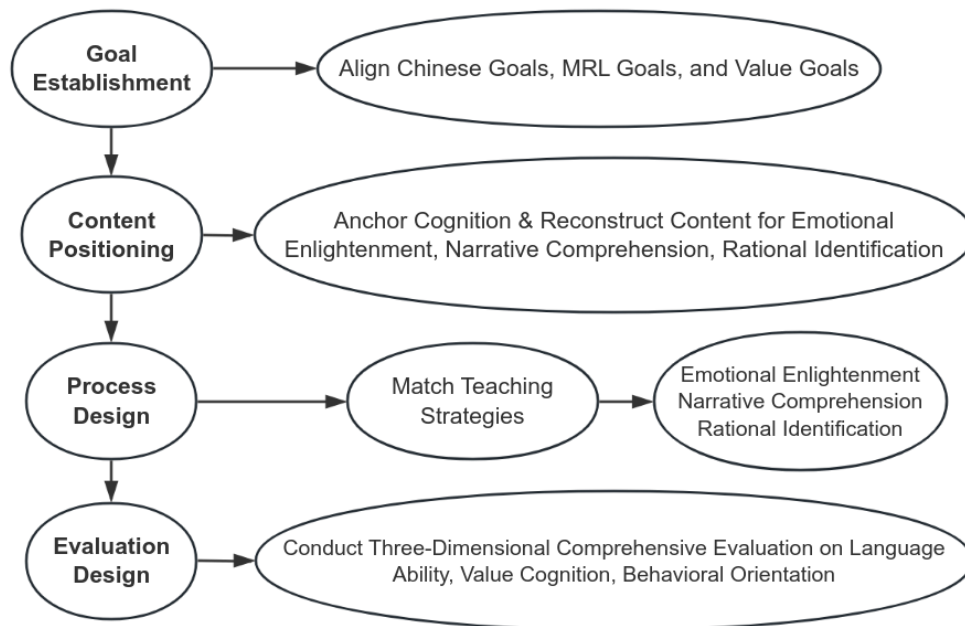


Fig. 3 Flowchart of the Four-Step Integrated Implementation Process

2.3. Application Demonstration of the Path: Taking I Am Chinese as an Example

To specifically explain the application of the above framework and process, this study takes the text *I Am Chinese* from the first volume of the unified Grade 1 Chinese textbook as an example to conduct a demonstration design. *I Am Chinese* is the first text in the first volume of the unified primary school Chinese textbook for Grade 1, with the unit theme “I Start School”. While undertaking admission education, this text scientifically highlights the subjective status of newly enrolled students. The integrated teaching design of this lesson guides students to enhance their identity as “Chinese people” through the “four-step integrated” implementation process, subtly infiltrates the cultivation of the five MRL core competencies, and finally achieves the value goal of education on the sense of community.

2.3.1. Step 1: Establish Three-Dimensional Goals

By studying the Chinese Curriculum Standards and MRL Curriculum Standards, and taking the Teacher's Teaching Book as an important reference, the three-dimensional teaching goals of this text are clarified as follows:

First is “Chinese teaching goals”. Through correctly following the reading of sentences, students know that China is our motherland and feel proud of being Chinese. Through observing pictures, students initially understand that China is a multi-ethnic country. Second, recognizing the national flag, know that they are Chinese, and initially establish a sense of national identity. Know that China has 56 ethnic groups and respect the cultures of different ethnic groups. Third, realizing students' identification with the great motherland and the Chinese nation, and

integrate the value goal of forging a strong sense of community with a shared future for the Chinese nation into the first lesson that is Value goal (education goal of the sense of community). Grade 1 students are in the emotional enlightenment stage of the “cognitive drive axis”. The core principle of this teaching design is “materialization, symbolization, and emotionalization”, avoiding abstract preaching. The subsequent teaching process design must follow this principle.

2.3.2. Step 2: Analyze and Reconstruct Teaching Content

The design uses intuitive textbook illustrations and multimedia resources to guide students' observation and perception. Teaching aids needed (such as pictures of costumes of various ethnic groups and the Five-Star Red Flag) are prepared before class. At the beginning of the class, an emotional atmosphere is created using pictures, music, and videos to build a solemn and warm classroom atmosphere. Students follow the reading of three sentences: “I am Chinese”, “We are all Chinese”, and “The Chinese nation is one family”. Using the textbook illustrations, students learn that the Five-Star Red Flag is China's national flag and Tiananmen Square is a national symbol, and feel the happy smiles of primary school students of all ethnic groups in the illustrations—stimulating their pride in being Chinese. Finally, students are guided to imitate the hand-holding actions in the textbook illustrations, initially experiencing national unity and peer cooperation, and further deepening their patriotic feelings.

2.3.3. Step 3: Select Teaching Methods and Carry Out Teaching Design

In this case, this study designs the following three links.

Link 1 – I Am Chinese: To meet the auditory experience of the “emotional enlightenment” stage and quickly create an atmosphere, the song Great China is played, and students are guided to say “I am Chinese” and “China is our home”. The teacher first guides students to observe the textbook illustrations from top to bottom, asking them to say what they see—leading to “Tiananmen Square is a national symbol and the Five-Star Red Flag is the national flag”, and telling students to stand at attention and salute the national flag during the flag-raising ceremony. This materializes the abstract concept of “country” through the most intuitive symbols that are easy for young children to understand, deepening their understanding. A video of the flag-raising ceremony in Tiananmen Square is played, and students stand up and salute the national flag along with the national anthem. The teacher can extend the content by asking students, “What other representative buildings does our country have?” After students have basically mastered this knowledge, the teacher uses multimedia equipment to display pictures of Tiananmen Square and the Five-Star Red Flag, guiding students to briefly introduce them. This step reflects the principle of “from guidance to independence”, allowing students to shift from passive acceptance to learning to describe using language. In this way, students feel their identity as “Chinese people” and their national identity in the process of briefly introducing Tiananmen Square and the Five-Star Red Flag.

Link 2 – The Chinese Nation Is One Family: The teacher tells the story: “The 56 ethnic groups are like 56 flowers blooming in the big garden of the motherland”, and shows the illustration of primary school students of all ethnic groups holding hands in the textbook, asking, “Are all the children in the picture Chinese? Why are their clothes different?” The teacher guides students to observe the smiles and hand-holding actions in the picture, explaining, “China is a multi-ethnic country with a total of 56 ethnic groups. Among them, the Han people are the largest, and all ethnic groups are Chinese—we are one family.” Finally, several students are invited to play the role of primary school students of different ethnic groups holding hands, allowing students to gain a preliminary perceptual experience of the concept of “national unity” through physical movements. Led by the teacher, all students read aloud: “I am Chinese” and “The Chinese nation is one family”.

Link 3 – We Are All Chinese: The teacher uses story-telling methods to tell stories of different ethnic groups, guides students to observe pictures, and expands on the clothing, culture, and

diet characteristics of different ethnic groups to help students better understand ethnic groups such as the Zhuang, Hui, Mongolian, and Tibetan. Finally, the teacher asks questions to inspire students: “What ethnic group do you belong to? What are the characteristics of your ethnic group? What other ethnic groups do you know?” The teacher concludes, “Although the 56 ethnic groups wear different clothes, we are all Chinese—we are one family.” By repeatedly emphasizing the concepts of “we are all Chinese” and “we are one family”, students’ identity and national identity are continuously enhanced, thereby stimulating their national pride and national pride.

2.3.4. Step 4: Conduct Comprehensive Evaluation

In the teaching process of this lesson, “language ability” is reflected in whether students can correctly follow the reading of sentences such as “I am Chinese”, “We are all Chinese”, and “The Chinese nation is one family”, and whether they can recognize the national flag and ethnic groups based on illustrations and actively express themselves using language. “Value cognition” is reflected in whether students can express pride when saying sentences such as “I am Chinese”, and whether they understand that China is a multi-ethnic country and know how many ethnic groups China has. “Behavioral orientation” is evaluated by observing whether students are willing to participate in the hand-holding activity and whether they can introduce their ethnic group with pride. In the actual teaching process, teachers can also provide timely positive feedback to students through process evaluation, such as observing students’ emotional reactions, participation, and cooperation performance in the situation—maximizing the teaching effect.

3. Summary

Taking “forging a strong sense of community with a shared future for the Chinese nation” as the overarching goal, this study systematically explores the theoretical basis and practical paths of integrating primary school Chinese curriculum and MRL curriculum. Based on literature review and curriculum standard interpretation, the five core competencies of the MRL curriculum are highly consistent with the connotation of the sense of community, and the educational characteristics of the Chinese curriculum provide an inherent foundation and content carrier for integration—fully demonstrating the feasibility of discussing the integrated teaching of primary school Chinese and MRL curricula from the perspective of forging a strong sense of community with a shared future for the Chinese nation. Through text analysis of unified primary school Chinese textbooks, it is found that the proportion of texts containing MRL and sense of community educational elements increases with the progression of school stages, showing a spiral upward distribution characteristic with different focuses on core competencies—providing empirical basis for teachers’ teaching design. This study clarifies that teaching should follow students’ cognitive development laws based on the progressive characteristics of “emotional enlightenment → narrative comprehension → rational identification”, reflecting the stage, continuity, and development of core competency cultivation. Then, a “three-dimensional integration framework” of “cognitive drive—content carrier—value goal” is proposed, providing a clear operational path for teaching design. On this basis, this study further takes I Am Chinese as an example to demonstrate how to use the integration framework to anchor specific teaching goals, reconstruct content, design processes, and conduct comprehensive evaluation—verifying the practicality and effectiveness of the framework and providing a reference model for front-line teachers.

Although this study has initially constructed a three-dimensional integration framework and conducted case demonstrations based on textbook text analysis and theoretical deduction, the lack of extensive teaching practice verification and effect measurement makes the universality of the conclusions need to be further tested. For future research, empirical research and effect

evaluation should be further carried out: selecting pilot regions or schools, collecting and analyzing data through questionnaires, interviews, classroom observations, and other methods to test the actual effect of the integration path. At the same time, the success of integrated teaching highly depends on teachers' interdisciplinary integration literacy and curriculum integration ability. This study has insufficient consideration of teacher factors and does not conduct in-depth discussions on implementation conditions such as teacher training, resource support, and collaboration mechanisms. To improve teachers' interdisciplinary integration literacy and ability, a teacher support system should be developed, providing teachers with interdisciplinary integration training support and supporting teaching resource packages (such as integrated teaching design cases and multimedia material libraries), and further establishing a teaching and research community support system. Finally, the "three-dimensional comprehensive evaluation" proposed in this study is still biased towards conceptual description, lacking specific and quantifiable evaluation indicators and tools. In the future, it is necessary to continuously develop a scientific and effective evaluation system, construct scientific evaluation tools, further refine the three-dimensional evaluation indicators, and realize the consistency of teaching, learning, and evaluation.

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