Research on the Psychological Integration Education Construction of the Course on the Thematic Study of Marxist Legal Thought

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Abstract. In the development of teaching in our country, the establishment and development of the Marxist legal thought course is of great significance. This course guides students to learn legal thought from the historical dimension of Marxist theory. The aim of the course is to let students deepen their understanding of the rule of law in China in the new era from the perspective of historical development and from their psychological. However, due to the limitations of the teaching staff and teaching methods, there are still some problems in the construction and development of the course. Based on this, this paper deeply analyzes the problems existing in the course construction process and proposes practical solutions. In particular, this paper analyzes relevant safeguard measures from the perspective of the teacher and the audience students' psychological integration education and teaching, which are for reference only.

1 Introduction

Marxist legal thought is an important part of scientific socialism. The construction of Marxist legal thought has great theoretical and practical value. The original intention of the curriculum is to enable students to have a correct understanding of the historical origin and value orientation of socialist politics and law with Chinese characteristics from the perspective of historical development. Let students have a correct understanding and understanding of Marxist legal thoughts psychologically and inwardly, especially the legal thoughts of Marx and Engels in the 19th century, and through the cognition of the dynamic development process of Marxist legal thoughts, to answer the various puzzles and problems faced by China in the current era of the rule of law, and to seek solutions to the problem, in-depth discussion in the course, cultivate students' awareness of the rule of law, strengthen their rule of law belief, and provide a strong reserve force for the development of socialist politics and law with Chinese characteristics.

2 Overview of the Marxist Jurisprudence Course

2.1 Course objectives

In the treasure house of Marxism, Marxist legal thought occupies an extremely important position. Marxist legal thought belongs to the professional elective course of socialist political and legal research direction with Chinese characteristics, the course accurately defines the formation and development process of Marx and Engels' legal thoughts, focuses on the revolutionary significance of the formation and development of Marxist jurisprudence in the 19th century, and focuses on explaining the practical significance of Marxist legal thought in the process of "ruling the country according to law" in the "new era."

2.2 Design concept

2.2.1 From the aspect of mastery of basic knowledge, let students study the classic works of Marxism and the frontiers of this subject, and grasp the essential connotation of Marxist legal thought and its historical development through horizontal comparative analysis.

2.2.2 From the aspect of learning and application, organize students to explore the dialectical relationship between the historical background of Marx and Engels's legal thoughts and the social reality at that time from the perspective of historical materialism, it also discusses the hot legal and political issues in the current process of ruling the country according to law, and raises its own doubts and explores the solution ideas.

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2.3 Position and role in the training of professional talents

This course is a professional elective course in the direction of socialist politics and law with Chinese characteristics. This course provides students with a comprehensive and accurate grasp of the theory of Marxism in China, especially the basic theories and basic methods of law in the theoretical system of Marxism, Mao Zedong Thought and socialism with Chinese characteristics, as well as how to correctly face and solve various typical problems of the socialist legal system and practice with Chinese characteristics for a long period of time, it can provide the most solid foundation support and guidance of the rule of law.

3 The course structure of Marxist legal thought

3.1 Proportion of knowledge composition and ability composition

The knowledge composition and ability composition of the Marxist legal thought course should be distributed according to the ratio of 4:6. The basic content of this course is basically fixed, which is the formation and development of Marx and Engels's jurisprudence in the 19th century and its historical and contemporary significance. This is the basic knowledge that students master and the theoretical basis of practical ability. But based on the practical qualities of jurisprudence and the critical and open nature of Marxism, it is necessary to sort out and integrate these basic knowledge systems into a powerful driving force for the construction of socialism with Chinese characteristics in the new era. It is necessary to cultivate the practical ability of students to apply what they have learned. Therefore, in the course structure arrangement, the amount of cognition of the basic knowledge is fixed at 40%, that is, 6-7 hours, while the remaining 10 hours focus on training students' practical application ability, it is mainly to use the basic theoretical knowledge to analyze the current social hotspots and social doubts, for example, the background and reasons for the abolition of the presidency of the President in the constitutional amendment adopted at the 13th session, the analysis of the actual function of the law in the state and society, or the analysis of what communism is and whether it can be realized. On the one hand, it solves the students' own doubts and strengthens the students' ability to summarize, ask questions and solve problems.

3.2 Proportion of story content and self-study content

The narrative content and self-study content of the Marxist legal thought course should be distributed according to the ratio of 5:5. If the content of the course is taught by the tutor alone, the teaching objectives of the students' cognition, comprehension, identification and application can not be achieved well, and the

postgraduate stage needs to emphasize the students' independent learning ability and expressive ability. Therefore, at the beginning of the course, after the instructor explains the basic outline of the course to the students, the focus will be on the overall arrangement of the content completed by the instructor and the students each time, according to the characteristics of a topic in different periods, the self-collection and collation of teaching materials is assigned to different students. In the follow-up course, the students set up the WeChat group, and sent the materials of this part and the contents of the next class report to the group in advance before each class, so that other students can preview in advance, in the classroom, the student report is the main line, the instructor interspersed to solve the problems raised by the students and guided the ideas of the extended students, and achieved the teaching objectives of the course.

4 The main content of the Marxist legal thought course

4.1 Master's degree study method of studying Marxist legal thought

As an elective course for master students, Marxist legal thought should first teach students how to learn this course and tell students how to study Marxist legal thought as a graduate student. First of all, it expounds the status of Marx's world and the status quo of studying Marxist legal thought at home and abroad. Second, the teacher sums up the purpose and reasons for studying and studying Marxist legal thoughts, among them, Marxist classical legal thoughts affect all human beings and help to clean up all kinds of counterfeit Marxist theories in time; only when returning to Marx can they truly surpass Marx. Third, explore the methods of learning and research: faithful original work, focus on the background; comprehensive system, vertical and horizontal comparison; bold doubt, reasonable correction, etc. Fourth, understand the main content of the study and the focus and order of the students' respective learning reports. Fifth, summarize and analyze the theoretical logic of Marxist jurisprudence: ontological meaning, value theory meaning, methodological significance and so on.

4.2 Early Marxist Jurisprudence

After the students have mastered the learning method, the teacher should tell the early Marxist legal thought. First of all, it should be clear that this period was from the autumn of 1835 to the summer of 1843, that is, from Marx University to its inauguration during the "*Rheinische Zeitung*". Secondly, through Marx's classical theory, analyzing the characteristics of this period of legal thought, the classics include "*Reviewing Prussian recent book inspection orders*", "*On Divorce Law*", "*Debate on Forest Theft Law*", "*Philosophy*

Declaration of Historical Law School", etc. These classics reflect the characteristics of rational law.

4.3 The Marxist Jurisprudence Thought in the Maturity Period

When describing the part of Marxist legal thinking in the period of maturity, it should first be clear that the period from March 1843 to July 1845. Secondly, the authors of Marx and Engels's writings, such as *"The Holy Family, or the Criticism of Criticism of Criticism"*, *"Critique of Hegel's Legal Philosophy"*, *"On Jewish Issues"*, and *"Introduction to Hegel's Legal Philosophy"* *"The British Constitution of the United Kingdom"* and *"The Situation of the British Working Class"* are analyzed in the embedded legal thoughts.

4.4 The Formation and Announcement of Marxist View of Law

The formation of the Marxist view of law and the narration of the proclamation period centered on the 1846 *"German Ideology"*, *"Poverty of Philosophy"*, *"Principles of Communism"*, and *"Communist Manifesto"*, the formation of the Marxist view of law and the narration of the proclamation period centered on the 1846 *"German Ideology"*, *"Poverty of Philosophy"*, *"Principles of Communism"*, and *"Communist Manifesto"*.

4.5 The Preliminary Application and Deepening of Marxist View of Law

The initial application and deepening of the Marxist view of law was from 1848 to 1870. This period covers Capital, the French Class Struggle from 1848 to 1870, the German Peasant War, the 18th of the Moon in Louis Bona, the Introduction to Political Economy, and the French Civil War. -- The Declaration of the General Committee of the International Workers Association, *"On Housing Issues"*, *"The German Workers' Party Program Endorsement"*, and *"Dullin"*.

4.6 Engels' Contribution to Marxist Jurisprudence in His Late Years

The final lecture of the course was based on Engels. Engels assumed the important task of carrying forward the Marxist legal thought in his later years and made a useful supplement to the historical materialism legal concept. In this period, there are *"The Origins of Family, Private Ownership, and State"*, *"Ludwig Feuerbach and the End of German Classical Philosophy"*, etc, it contains the scientific summarization of the theory of the state and the theory of law, the dialectical relationship between law and economic foundation, and further deepens the typical Marxist legal thought.

5 The status quo of the construction of Marxist legal thought course

5.1 Weak teacher

In the curriculum construction of Marxist legal thought, the limited resources of teachers is a major problem affecting the development of the curriculum. First of all, China's high corrections strengthen the construction of Marxist theoretical disciplines, put Marxist theoretical disciplines into a priority construction strategy, and the supply of teachers in the direction of Marxist theoretical disciplines is in short supply; Secondly, the Marxist legal thought course has higher requirements for the professional quality of teachers. The Marxist legal thought is different from the history of Chinese legal thought and the history of Western legal thought. It analyzes legal thought from the perspective of Marxist theory. Therefore, the course not only requires teachers to have a solid Marxist theoretical foundation, but also knows the independent process of the creation and development of Marxist legal thoughts. At the same time, the number of teachers with such conditions is relatively limited, therefore, the weakness of the faculty has restricted the development of curriculum construction to a certain extent.

5.2 Single teaching method

The overall teaching mode of Marxist legal thought course is relatively simple, and the teaching mode is relatively solid. The less flexible teaching method will inevitably lead to the tendency of the teaching effect of the course. What kind of teaching mode the teacher chooses and which teaching method is used are all limited by the teaching organization form and teaching content. The course content of Marxist legal thought is theoretically strong, involving Marxist theory, law, philosophy and other disciplines, learning the intellectual knowledge requires more understanding of the background of the times. It is not the same for students to read related books in advance. Teachers need to supplement more time backgrounds and related knowledge theories when they teach, so teachers are in a dominant position. The unilateral teaching of knowledge leads to a weak sense of student participation, which makes students feel boring and boring.

5.3 Lack of resources for teaching materials

The lag in the development of the textbook of Marxist legal thought also constrained the development of the curriculum. First of all, China has not yet formed a professional and unified textbook system in this course. The widely used Fu Zitang's book *"Marxist Legal Thought Research"* is also published in 2008. It has a long time. Marxism is a discipline that is constantly updated and advancing with the times. In particular, China has achieved remarkable results in the construction of the rule of law in recent years, and can find its origins in the early Marxist legal thoughts. Therefore, the textbooks need to be updated and revised, and systematically arranged to form professional and authoritative professional textbooks. Teachers can

systematically and coherently explain the students and impart a coherent knowledge system to the students, let students think about reality while understanding early Marxist legal thoughts and deepen their understanding of Marxist legal thoughts.

5.4 Students' professional skills and psychological acceptance are weak

Due to the serious lack of social practice experience, students are unclear about the current series of political and legal issues facing China, and the depth of discussion is not enough. Usually, there are fewer books on relevant theoretical knowledge, the theoretical foundation is weak, and the blindness of the tutor is too heavy. It is not conducive to the real solution of the problem export. Solving this problem requires a gradual process. We must solve the students' own ideological and cognitive problems, so that they can be the outstanding communicators and practitioners of socialist politics and law with Chinese characteristics. Students can't really accept and integrate these thoughts psychologically.

6 The Main Ways to Strengthen the Construction of Marxist Legal Thought Courses

6.1 Strengthen the construction of the professional capacity building and psychological integration of teachers

The construction of the teaching staff is the foundation of the construction of the Marxist legal thought curriculum. It is necessary to form a team of teachers with age ratio, professional fit ratio, complete direction and reasonable direction. The project team teachers carry out a reasonable division of labor according to their respective advantages, from the syllabus to the teaching plan to the specific teaching content and teaching philosophy, etc., each responsible, put in place, complete the macro framework of curriculum optimization.

First of all, in view of the current lack of capacity of most teachers in cross-border disciplines, schools can introduce relevant professional teachers from different disciplines to build an interdisciplinary faculty team in Marxist politics and law, providing a multidisciplinary perspective for teaching; Establish an interdisciplinary teaching and research exchange platform to promote mutual help among teachers, encourage young teachers to pursue higher degrees or conduct cross-professional research projects, and enrich their knowledge systems; Secondly, there are specialized teachers in the faculty who grasp the teaching objectives and teaching directions of the curriculum from a political level, and ensure that the curriculum meets the political mainstream requirements of China's current and future period; Finally, there are special teachers in the faculty who design and teach the lesson plans and can effectively implement them in the classroom. It is

necessary to integrate a comprehensive knowledge system of professional knowledge, moral education knowledge, legal knowledge and educational methods, it is necessary to ensure that both a good knowledge reserve and an appropriate teaching method are implemented, so that teachers and students can cooperate with each other in the classroom to form a benign interaction and achieve a good teaching effect.

6.2 Implement the "three in one" teaching method and through the "practical solutions" to strengthen students' psychological integration ability

Innovative teaching methods are the key to the construction of Marxist legal thought courses, and also an important link in the construction of Marxist legal thought courses. In order to give full play to students' subjective initiative and teaching, the "three-in-one" teaching mode of "extracurricular self-study---theory speculation--training solution" can be implemented. The so-called "extracurricular self-study" refers to the purpose of the student's extracurricular self-study to find and comb the literature to achieve the basic knowledge of basic cognition. "Theoretic speculation" refers to the teaching of basic theoretical knowledge in the classroom to achieve the purpose of allowing students to accurately understand professional knowledge. "Training Answers" refers to the purpose of deliberately debating and discussing various problems in the classroom between teachers and students in light of the actual needs of the current society in order to achieve an appropriate solution.

In this model, the "training and answering" link, as the end link of the model, carries a major task of transforming theory and practice. Therefore, students' extracurricular self-study and classroom speculation are essential and are typical basic work. At the same time, what is more important is the correct guidance and task assignment of the instructor, which enables the students to complete the assigned tasks in a targeted and efficient manner. This kind of gradual teaching method is different from the traditional "flip classroom", it has its own shape, and it emphasizes the correct guiding of the tutor and the solution of the practical problems of the society, so as to ensure the goal of teaching is fully and smoothly realized.

6.3 Make full use of teaching materials and curriculum resources

First, learn from the knowledge systems and designated textbooks of relevant foreign disciplines, the Ministry of Education or key universities organize authoritative experts in Marxist legal thoughts at home and abroad, through the study of the Marxist legal thought curriculum system, construct the main framework of the curriculum, compile a unified syllabus and exemplary teaching materials, making Marxist legal thought course can form the latest professional complete system teaching material system as soon as possible. A

competent research institute can also establish an independent research center to encourage professional talents to compile teaching materials and speed up the updating of teaching materials.

Secondly, the main content of the Marxist legal thought curriculum involves all aspects of national governance and social development. Before the completion of the latest textbooks, the lectures should be supported by classic original works, and then make full use of the useful discussion of a large number of academic theories. Therefore, in the choice of teaching materials should not be limited, the teacher gives a basic scope and the main scope of each student to be responsible, in this scope, flexible collection of relevant curriculum resources, including library and bookstore paper resources, as well as various online e-books and journal resources. The key is to give students a degree of freedom, so that they can extend their interest in learning to find their academic interests within the scope given by the teacher. In this way, classroom interaction can be effectively carried out, and useful exploration can be carried out on real problems, rather than simply completing the homework. I believe that such resource utilization can play a very good role in driving and demonstrating.

6.4 Using informational teaching methods

In the course of teaching this course, this informational teaching method is different from traditional informationization. The original simple PPT courseware display can not meet the students' desire for curiosity and the desire to ask questions. They often become teachers simply speaking the class objects, unable to form the interaction between teachers and students and mobilizing the students' enthusiasm, and can not achieve the goal of the course well.

Therefore, the course can abandon the traditional PPT play mode in the actual teaching process, and assign simple theoretical knowledge collection and cognitive tasks to students as an essential content for self-study under the class. Instead, build a QQ group or a WeChat group for the course discussion among the students to whom the course belongs. The teacher asks the students to preview the self-study content they have assigned in advance, and sends the discussion materials to the materials they are thinking about and the materials to be discussed in the next lesson. Other students, including the teacher, downloaded the familiarity in advance, and the teachers and students used this as a basis for the next discussion. Through the practice of this teaching method, it has achieved an unprecedented good teaching effect, indicating that this informational teaching method is not only more flexible and efficient, but also can greatly exert the subjective initiative of students, let students think about what they think, think about what they think, said that he wants to say.

6.5 Change the way the course is assessed

Course assessment is an important part of improving teaching quality, testing teaching effects, and training qualified personnel. Assessment is not only a form of restraint, but also an incentive. In the past, most of the course assessments were based on examinations, and the usual scores only accounted for 40%. This made it easy for some students to form a bad phenomenon of "not usually working hard and pre-testing". Comprehensive consideration, the Marxist legal thought curriculum is changed to use the method of investigation, based on the design concept of the teaching method, this course uses 50% of the usual and final grades, emphasizing the importance of process participation, while not giving up the original intention of the results assessment. In order to make students realize the importance and participation of the usual class discussion, the proportion of the usual grades is raised to 50%. Considering the "five degrees" of the seriousness, profoundness, expressiveness, discussion, and summarization of the materials collected by the students in their usual course content, it not only respects the students' efforts, but also guarantees fair results, which is highly consistent with the teaching objectives and educational purposes of this course.

7 Conclusion

To sum up, on the premise of clarifying the course objective, in line with the student-oriented principle, the teachers and students should strengthen their psychological integration ability, so as to guarantee the effective development and value realization of teaching. We can say that the cultivation and strengthening of psychological integration ability is an important basic guarantee for the course of marxist jurisprudence research to achieve its teaching goal. Specifically, this course, as the support object of quality course construction project, should focus on the following three points in strengthening the psychological integration ability of teachers and students in the teaching process:

First, do a good job in setting up the course content. This is the basic work to follow the general development process of psychological integration ability and realize the teaching effect. No matter how the teaching method changes, the teaching content has always been the foundation of teaching success or failure. The accurate political positioning, the frontier of professional content and the strong applicability of practice have always been the basic standards for the definition of the quality of the course content.

Second, do a good job in the course of interactive communication. This is the key work to verify whether the psychological integration ability is promoted to standard and whether the teaching effect is outstanding. The teaching content interaction is achieved on the basis of a kind of teaching method, it includes with the help of the above mentioned new media information technology teaching means, such as by adding daily course students take the initiative to speak during the proportion of reforms to the way the final one-time check method and so on, then can through

students' active thinking, positive answer questions of teaching methods, gradually develop into students professional ability.

Third, to find the common interest between teachers and students, which is the ultimate standard to guarantee the successful formation of psychological integration ability and effectively boost the course teaching. The cultivation of psychological integration ability and the success or failure of teaching effect are all related to the quality of quality courses. Besides emphasizing students' psychological integration ability, the cultivation of teachers' psychological integration ability is essential, because teachers are the baton of teaching direction. Only if the direction is accurate can the goal be achieved. The cultivation of teachers' psychological integration ability requires teachers to take the initiative to meet students' actual interest needs and actively explore, so as to find common interest points and guarantee the smooth realization of teaching effect.

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