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Research on the Application Path of Large Language Models in Situational Teaching of "Morality and Law" in Junior High School

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Abstract

In the context of curriculum reform oriented towards core competencies, teachers are required to innovate their teaching methods and integrate abstract theoretical knowledge with vivid scenarios. Situational teaching has become a key method for enhancing the effectiveness of moral and legal education in junior high school. However, there are still common issues in current teaching practice, such as insufficient authenticity of scenarios, uneven student participation, and singular teaching evaluation. Large Language Models (LLMs), represented by generative artificial intelligence, provide a new technical solution to address these challenges with their powerful capabilities in content generation, natural interaction, and data analysis. Based on teaching practice, this paper systematically analyzes the main issues facing situational teaching in junior high school moral and legal education. It deeply explains the mechanism by which LLMs empower teaching through enriching situational materials, supporting human-computer dialogue, and enabling process-oriented data collection. Centered around the three stages of teaching design, implementation, and evaluation, it constructs an application path of "intelligent situational construction - human-computer collaborative interpretation - accompanying feedback optimization" to enhance the timeliness of junior high school moral and legal education.

Keywords

Intelligent Era; Large Language Models (LLMs) "Morality and Law" in Junior High School; Situational Teaching.

1. Introduction

According to the educational goal of "unity of knowledge and action" emphasized in the "Curriculum Standards for Compulsory Education Morality and Law (2022 Edition)", creating teaching scenarios that are both engaging and thought-provoking has become an important method for cultivating students' core competencies. Ideal situational teaching can help students build correct values through their actual experiences. However, in current classrooms, situational activities often become mere formalities, disconnected from real life, with students showing low emotional engagement and the learning process becoming superficial, affecting the educational outcome. Meanwhile, the rapid development of large language model technologies such as ChatGPT and DeepSeek, which excel in content generation, complex dialogue, and logical reasoning, has become an important tool for promoting curriculum reform in junior high school "Morality and Law". The country has clearly stated in the "Outline for the Construction of a Strong Education Country (2024-2035)" that "we should open up new development paths and create new development advantages through digital education" and "promote artificial intelligence to assist educational reform", providing policy support for exploring new teaching models empowered by technology. Therefore, based on the practice of moral and legal education in junior high school and combined with existing research, this article systematically explores the application of large language models in situational teaching, with the aim of improving the effectiveness of classroom teaching and achieving educational goals.

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2. Main Issues Faced by Situational Teaching of Morality and the Rule of Law in Junior High School

2.1. The Authenticity and Contemporaneity of Situational Materials Are Insufficient

2.1.1. Lack of Authenticity

The situational teaching of morality and the rule of law must adhere to the principle of "realistic situations"[1]. Only by rooting in the situations of real life can students appreciate the practical significance of knowledge. However, currently, some teachers have a clear tendency to deviate from reality when designing situations, which weakens the actual effect of teaching. These situations often rely on textbooks, online resources, or the teachers' own experiences, but these sources often lack authenticity and specificity, making it difficult to align with students' rapidly changing daily lives and cognitive levels, and unable to truly touch their emotional and ideological concerns. Such designs violate the core concept of life-oriented teaching. Moreover, many current situations precisely lack this "sense of life", which not only fails to effectively help students understand abstract knowledge but also exacerbates students' alienation from the curriculum, making them feel that this is just a theory from a book, unrelated to their lives, thereby affecting their initiative and enthusiasm for learning. Improving situational design to make teaching more effective and relevant to life is undoubtedly an important step to enhance student engagement.

2.1.2. Lack of Contemporaneity

Teaching materials should be contemporary, fully reflecting the latest achievements of the sinicization of Marxism, contemporary social progress, and technological development, and closely linked to students' life experiences[2]. However, in actual teaching, many situational materials are updated slowly, failing to reflect social reforms, changes, and educational requirements in a timely manner. Firstly, the integration of policies and social development achievements into teaching is not timely enough. For example, when explaining "state institutions and government functions," outdated cases of administrative approval processes are still used, ignoring the latest policies such as the "streamlining administration, delegating powers, improving regulation, and providing better services" reform and "Internet plus government services"; when cultivating students' "public participation" ability, the designed situations often remain in traditional forms such as "submitting written suggestions to the community" or "participating in offline hearings," without considering online digital participation channels, which is out of touch with the digital lifestyle of contemporary people. Secondly, the use of current political hotspots in teaching becomes superficial. Although some teachers introduce current political materials into the classroom, they often merely list phenomena without deeply exploring the moral logic, principles of the rule of law, and value orientation contained therein. For example, when discussing the theme of "scientific and technological innovation," teachers only present pictures and videos of artificial intelligence or 5G technology, but fail to design speculative situational tasks such as "ethical boundaries of scientific and technological innovation" or "personal information protection in the digital era," weakening the educational value of the situations.

2.2. Unbalanced Student Participation and Difficulties in Personalized Guidance

2.2.1. Participation Imbalance

In traditional situational teaching, teacher-student interaction often manifests as a pattern of "teacher-led, with a minority of students participating and the majority of students observing," which fails to fully reflect the subjective position of students. In terms of participation

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opportunities, classroom discussions, role-playing, and topic presentations are usually dominated by a few extroverted students with strong communication skills, while those who are introverted or have weaker communication skills often remain silent and struggle to gain equal participation space. For example, in the "mock court" scenario, the roles of judge and attorney are usually designated by the teacher or actively sought after by proactive students, while other students can only participate as observers, lacking substantive participation experience. In group discussions, there is often a phenomenon where a few people speak and the majority echo, failing to achieve effective thinking collision. In terms of interaction forms, traditional situational teaching is often limited to fixed forms such as group discussions and classroom question-and-answer sessions, lacking innovation and appeal. This single form of interaction is difficult to meet the diverse learning needs and interests of junior high school students, nor can it fully mobilize students' initiative and creativity.

2.2.2. Guidance Inaccuracy

Junior high school students, who are in their adolescence, exhibit significant differences in cognitive level, interests, experiences, and personality. Their acceptance of teaching scenarios, participation methods, and learning needs also vary. However, the traditional classroom teaching model struggles to provide accurate and timely feedback and guidance. When designing scenarios, teachers often base their plans on the average level of the class, overlooking the needs of students with different cognitive levels. For those with high cognitive abilities and rich life experiences, overly simple scenarios lack challenge and fail to stimulate deep thinking. Conversely, for students with weak foundations and limited life experiences, overly complex scenarios may exceed their ability range, leading to a fear of difficulty. This "one-size-fits-all" scenario design disregards individual differences among students and contradicts the teaching principle of "teaching students according to their aptitude". Furthermore, during scenario interaction with students, teachers often focus on the overall class discussion progress and conclusions, making it difficult to accurately respond to each student's views and performance. When guiding students, teachers often adopt a "unified explanation" approach, without providing individual guidance based on each student's specific views. As a result, students' doubts are not effectively resolved, and their personalized development needs are not sufficiently addressed.

2.3. Monotonous Teaching Evaluation Methods and Lagging Feedback Mechanisms

2.3.1. Evaluation of Uniqueness

The current evaluation methods are still dominated by summative evaluation, which excessively focuses on the results or conclusions presented by students after the completion of situational activities, while lacking systematic and effective observation and evaluation of key dimensions such as thinking development, value experience, and emotional attitudes during the learning process. This evaluation model clearly has its limitations: Firstly, the content of evaluation tends to emphasize knowledge memorization, neglecting the cultivation of abilities and qualities. Written tests usually only test students' memorization and simple application of textbook knowledge points, making it difficult to evaluate important abilities such as legal thinking, moral judgment, communication, and collaboration that students demonstrate when participating in situations. For example, in the "mock court" situation, students' abilities such as evidence analysis, logical reasoning, and language expression cannot be effectively evaluated through conventional written tests. Secondly, evaluation often focuses more on the final results and ignores performance during the process. Teachers usually focus on whether students have reached the "correct conclusion" during evaluation, neglecting students' thinking changes, emotional experiences, and level of effort during participation in situations. In the "public participation" thematic situation, although some students ultimately propose incomplete

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suggestions, their positive attitude and ability improvement in actively consulting materials and communicating and collaborating are commendable, but traditional evaluation methods are difficult to effectively evaluate this. This evaluation method that emphasizes results over process not only fails to comprehensively reflect the growth trajectory of students' qualities but also makes it difficult for teachers to accurately identify the actual cognitive obstacles and value confusion encountered by students during situational interaction, thus affecting the adjustment and improvement of subsequent teaching.

2.3.2. Feedback Lag

Currently, there is a general lack of a comprehensive feedback mechanism in situational teaching for moral and legal education classes in junior high school. There are issues with the timeliness, relevance, and comprehensiveness of feedback. Firstly, feedback is often not timely enough. Teachers often need to correct homework, analyze tests, or reflect on their teaching after class to identify problems that students encounter during situational participation. For example, in the context of "family conflict communication", if students have issues such as "improper communication methods" or "lack of respect for each other's feelings", these issues cannot be immediately corrected, which may perpetuate incorrect communication methods and affect teaching effectiveness. Secondly, the content of feedback is often too general. The comments given by teachers are often directed at the entire class, such as "discussion is not deep enough" or "participation enthusiasm is low", lacking specific individual analysis and personalized suggestions. Students only know that their performance is not ideal, but they are not aware of the specific problems and how to improve. Furthermore, the feedback subject is single and fixed. Most current teaching feedback is provided by teachers in a one-way manner, failing to fully utilize the role of students in self-assessment and peer assessment, thus resulting in an incomplete feedback perspective. Under traditional evaluation models, students, as the participating subjects, have direct feelings about their own experiences, thinking processes, and existing problems, but the opportunity for self-assessment is often overlooked. This lagging, general, and one-way feedback mechanism makes it difficult to solve teaching problems in a timely manner and dynamically adjust situational design based on students' actual situations, thus limiting the practical effectiveness of situational teaching in educating students.

3. The Mechanism of Action of Large Language Models in Empowering Situational Teaching of Morality and Law in Junior High School

3.1. Enrich Contextual Materials to Enhance Real-Time Relevance

3.1.1. Situational Concreteness

Large language models possess vast knowledge bases and powerful multimodal generation capabilities, enabling them to quickly respond to teachers' instructions and generate rich, vivid, and topic-relevant multimodal real-life scenario materials based on students' life experiences and teaching objectives[3], breaking the limitations of traditional scenarios that are "abstracted" and "flat". By integrating various forms such as text, audio, video, and animation, large language models can accurately reproduce real-life scenarios in campus life, family interactions, and social exchanges, such as simulating scenarios like "implementation of campus garbage classification", "communication of family conflicts", and "rights protection in online shopping". These scenarios not only conform to the logic of life but also align with students' cognitive characteristics, allowing them to "immerse themselves" in the practical significance of moral and legal knowledge. Generative artificial intelligence can facilitate the construction of real and immersive ideological and political story scenarios through multimodal content creation, and this advantage is fully demonstrated when large language models provide support for situational teaching. For example, when teaching "civil rights", the large language model can generate a complete scenario of rights protection in online shopping,

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including chat records, shopping vouchers, and communication dialogues, helping students intuitively understand the key points of protecting reputation rights and privacy rights. By replicating real-life scenarios, students can shift from "passively receiving knowledge" to "actively participating and experiencing", deeply understanding and applying knowledge in the context, while enhancing their identification with the course.

3.1.2. Timeliness of Materials

Relying on its vast data resources, real-time updating capabilities, and intelligent analysis functions, large language models can quickly capture current political hotspots, national policies, and social dynamics, and transform them into contextual materials suitable for moral and legal education in junior high schools, thus solving the problem of "lagging timeliness" in traditional contexts. On the one hand, large language models can integrate the latest policy achievements and social development trends in real time, injecting contemporary elements into contextual teaching. Teachers only need to input the teaching topic, and the large language model can automatically match relevant latest cases and policy interpretations. For example, when explaining "government functions", the large language model can generate a context of "optimization of government services under the 'streamlining administration, delegating powers, and improving regulation' reform", including materials such as the usage process of a local government APP, data on the improvement of enterprise efficiency, and real feedback from the public, allowing students to intuitively feel the transformation of government functions and the purpose of serving the people. When cultivating the quality of "public participation", the large language model can also design a context of "digital government participation", guiding students to experience new-era public participation channels through simulated government messages, online political inquiry, and other methods. These contextual materials closely align with social reality, allowing students to feel the contemporaneity and practical significance of moral and legal courses.

On the other hand, large language models are capable of deeply processing current political hotspots, refining the moral logic, principles of the rule of law, and value orientation inherent in them, thereby avoiding the issue of "being superficial" in traditional teaching materials on current politics. For instance, in the thematic teaching of "scientific and technological innovation and ethical norms", large language models can generate scenarios centered around "the application and risks of AI face-changing technology", presenting positive application cases of face-changing technology in film and television creation and government services, while also showcasing its abuse risks in privacy infringement and online fraud. This guides students to discuss deeper issues such as "how to balance scientific and technological innovation and rights protection" and "what ethical norms should be followed in the development of science and technology". This kind of deeply processed current political scenarios can not only stimulate students' interest in exploration but also cultivate their dialectical thinking and value judgment abilities.

3.2. Empowering Human-Computer Interaction and Deepening Individual Engagement

3.2.1. Participation Equality

The large language model promotes the evolution of moral and legal education classrooms from a binary structure of "teacher-student" to a ternary interactive structure of "teacher-machine-student", breaking the unbalanced state of "a few people dominate while the majority remains silent" in traditional situational teaching and providing equal participation opportunities for every student. The large language model can play multiple roles such as "learning companion", "situational role", "debate opponent", and "guidance consultant" according to the needs of the teaching situation, engaging in real-time interaction with each student and effectively broadening the dimension of interaction. In the context of "prevention and control of campus

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bullying", the large language model can also play different roles such as "victim", "perpetrator", "bystander", and "class teacher". Students can choose any role for dialogue and interaction according to their needs. For example, as a "bystander", students need to communicate with the "victim" to offer help, negotiate with the "perpetrator" to stop their behavior, and report the situation to the "class teacher". Through multi-role interaction, students can comprehensively understand the coping strategies for campus bullying. In the context of "legal debate", the large language model can act as an "AI debate partner" to engage in debates with students on topics such as "the boundaries of freedom of speech on the internet" and "the relationship between individual interests and collective interests". The large language model can provide rebuttals and supplementary arguments based on students' viewpoints, cultivating their critical thinking.

This human-computer interaction mode has significant advantages. Firstly, it reduces participation pressure. For students who are introverted and have weak expression abilities, interacting with a large language model eliminates the concern of "being ridiculed for making mistakes", allowing them to express their views and confusion more freely, gradually enhancing their confidence in participating in classroom interactions. Secondly, it breaks the constraints of time and space. Students can not only interact with the large language model in class, but also continue to participate in situational exploration through online platforms after class, effectively extending the duration and breadth of interaction. Thirdly, it enriches the forms of interaction. The large language model can support various forms of interaction such as text dialogue, voice communication, role-playing, debate competitions, etc., which cater to the interest characteristics of junior high school students and effectively enhance their participation enthusiasm.

3.2.2. Guide Personalization

Large language models possess powerful capabilities in data analysis, user personas, and adaptive adjustments. Based on students' learning levels, learning styles, knowledge backgrounds, and other characteristics, they can recommend suitable learning paths and tasks to students, and generate customized learning scaffolds, which help improve students' learning outcomes[4]. On the one hand, large language models can generate adaptive contextual tasks based on student personas. According to students' cognitive levels, contextual tasks with lower difficulty and clearer steps are generated for students with weak foundations, such as guiding them to identify simple infringements in the context of "legal protection" and gradually learning the process of safeguarding rights. For students with higher cognitive levels, complex contextual tasks with speculative nature are designed, such as "analyzing the moral and legal boundaries of the behavior of 'loyalty to righteousness at the expense of kinship'," challenging their thinking limits. Based on students' interests and hobbies, contextual tasks such as "creating a short video promoting the rule of law" can be generated for students who are passionate about short video creation, and "a debate competition on the theme of the rule of law" can be designed for students who enjoy debating, allowing students to learn knowledge through activities they are interested in.

On the other hand, large language models can provide real-time and accurate personalized guidance. During the situational interaction process, large language models can dynamically adjust guidance strategies based on students' performance. When students encounter misunderstandings of knowledge, large language models will not directly negate them, but will guide students to self-correct by providing relevant legal cases, logical reasoning questions, etc. When students' thinking is blocked, large language models can provide targeted ideas for inspiration. When students perform well, large language models will promptly give affirmation and encouragement to enhance their learning confidence. This personalized guidance method can fully meet the development needs of each student and truly achieve "teaching students according to their aptitude".

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3.3. Collect Process Data to Optimize Teaching Regulation and Control

3.3.1. Multidimensionality of Data

In terms of evaluation philosophy, it should be based on the student's principal position, aiming to enhance comprehensive literacy. It not only emphasizes developmental evaluation, paying attention to students' growth process and progress space, but also adheres to a result-oriented approach, reversely optimizing teaching design around expected learning outcomes. At the same time, it emphasizes the visualization and observability of evaluation results[5]. Large language models can fully record students' various performances in situational teaching and collect multi-dimensional process data, effectively compensating for the shortcomings of traditional evaluation that "emphasizes results over process" and "emphasizes knowledge over literacy". The data recorded by large language models covers three core dimensions: First, participation behavior data. This includes students' situational participation duration, frequency of speech, task completion progress, and interaction response speed, which can intuitively reflect students' classroom participation enthusiasm and engagement level. Second, cognitive performance data. Large language models analyze students' speech content, viewpoint expression, argument selection, etc. through natural language processing technology, assessing their knowledge mastery level, depth of thinking, and logical clarity. Third, emotional attitude data. With the help of emotion recognition algorithms, it captures students' language tone, emotional feedback, etc., thereby judging their acceptance of the situation, identification of knowledge, and degree of emotional resonance.

These multi-dimensional process data provide support for establishing a comprehensive and objective teaching evaluation system. Research shows that the data integration capability of large language models enables teachers to fully understand students' performance in contextual learning, making teaching evaluation more focused on students' thinking processes and participation experiences. It not only focuses on "what students have learned", but also on "how students learn" and "what qualities are reflected in the learning process", thus achieving a comprehensive evaluation of students' core competency development.

3.3.2. Feedback Accuracy

By capturing procedural data, large language models can generate multi-dimensional and accurate feedback, establishing a continuous optimization mechanism of "data collection-analysis feedback-teaching improvement", which aligns with the trend of generative artificial intelligence promoting the shift from "single result-oriented" to "process and result-oriented" evaluation. For students, the feedback report is both personalized and value-oriented, encompassing quantitative indicators such as participation and knowledge mastery, while also precisely identifying value orientation and thinking shortcomings, providing tailored theoretical materials and critical thinking guidance. Considering the cognitive characteristics of junior high school students, the feedback adopts an intuitive and easy-to-understand presentation format. This not only echoes the technical advantage emphasized by scholars such as Ruan Yifan, who highlight the "precise insight into the ideological dynamics of educational objects"[6], but also assists students in independently correcting cognitive biases and deepening their identification with correct values through concise, clear, and targeted guidance.

For teachers, feedback reports can clearly indicate the direction for optimization in teaching, help teachers see the intrinsic connection between teaching strategies and students' value recognition, and analyze the details that can be adjusted in the teaching process. The report does not provide vague suggestions, but rather combines the actual teaching situation of moral and legal education in junior high school to provide specific and practical adjustment ideas. This not only achieves diagnosis of teaching situations and control of learning situations, but also allows teachers to quickly identify areas that need improvement and efficiently optimize teaching processes and situational design. This dynamic feedback continuously adjusts its focus

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based on students' classroom performance and subsequent learning situations, leveraging the advantage of technology in data processing while always focusing on the actual needs of teachers and students. This makes feedback truly effective in promoting teaching and assisting in educating people, driving situational teaching to better align with the fundamental requirements of student growth and moral education.

4. Application Paths of Large Language Models in Situational Teaching of Morality and Law in Junior High Schools

4.1. Instructional Design: Intelligent Context Construction and Resource Integration

4.1.1. Contextual Serialization

Large language models can generate logically coherent and progressively deeper situational chains based on curriculum standards, teaching objectives, and textbook content, organically combining knowledge learning, ability development, and literacy cultivation. Teachers only need to input key information such as core teaching themes, objectives, and student grades, and the large language model can automatically design a series of coherent situational tasks to form a complete teaching situational chain. For example, in the course of "Consolidating the Foundation of the Rule of Law", the large language model can create four links: the past of the Civil Code, exploring the legislative process; the present of the Civil Code, interpreting core provisions; the future of the Civil Code, practical application and expansion; and the Civil Code and "Youth", personal rights protection. The initial link uses the means of presenting the legislative process of the Civil Code and simulating legislative hearings to guide students in understanding the concept of good law and good governance. Next, through case studies in daily life, core provisions such as responsibility for objects thrown from high altitudes and personal information protection are interpreted to help students grasp relevant legal knowledge. Subsequently, focusing on situations such as family property inheritance disputes and online shopping rights protection, students' legal application abilities are enhanced. Finally, focusing on campus situations, activities such as legal protection against campus bullying and safeguarding minors' online rights are designed to strengthen students' awareness of the rule of law.

Each scenario is accompanied by corresponding question designs, activity plans, resource support, and evaluation criteria. Teachers can make adjustments based on the specific situation of each class, which significantly improves the efficiency of teaching design. With the layered and progressive scenario design generated by large language models, students can gradually deepen their understanding of knowledge, achieve the transformation process from cognition to recognition to practice, and cultivate core competencies such as political identity and legal awareness.

4.1.2. Resource Integration

The moral and legal education curriculum in junior high school has close intrinsic connections with subjects such as history, Chinese language, art, and geography. Large language models can break down disciplinary barriers, integrate cross-disciplinary resources to construct composite scenarios, enrich teaching content, and cultivate students' systematic thinking and comprehensive application abilities. Based on teaching themes, large language models can automatically retrieve and integrate relevant resources from different disciplines to generate cross-disciplinary scenario tasks. For example, in the teaching of "Practicing Chinese Traditional Virtues", large language models can integrate multidisciplinary resources to design a project-based scenario called "Seeking Roots and Passing on Traditions - Our Family Traditions Story". In the dimension of history, students are guided to understand the historical

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origins of family traditions and family precepts through interviews with family members and consulting family genealogies; in the dimension of Chinese language, students are instructed to write family tradition stories and create family precept maxims; in the dimension of art, students are encouraged to present the connotation of family traditions through handmade posters, short videos, comics, and other forms; in the dimension of moral and legal education, students are guided to analyze the traditional virtues contained in family traditions and explore the significance of family traditions to personal growth and social harmony.

In the teaching of "national unification and ethnic unity", large language models can integrate territorial knowledge from geography, ethnic interaction history from history, national policies from politics, and patriotic poetry from Chinese language, to construct an immersive "ethnic unity as one family" scenario. Through interdisciplinary tasks such as "drawing ethnic distribution maps", "telling ethnic interaction stories", "interpreting ethnic policies", and "reciting patriotic poetry", students can comprehensively understand the significance of national unification and ethnic unity, cultivating their political identity and national sentiment. Interdisciplinary situational teaching can promote the comprehensive improvement of students' practical abilities and core competencies. The large language model's ability to integrate interdisciplinary resources provides technical support for the implementation of this teaching model.

4.2. Teaching Implementation: Human-Computer Collaborative Situational Deduction and Value Guidance

4.2.1. Situational Deduction Interaction

During the implementation of classroom teaching, teachers can utilize large language models to conduct multi-role situational role-playing activities, enhancing students' sense of experience and participation, and achieving human-machine collaborative education. Large language models can play multiple roles in the situation and engage in real-time interaction with students, thereby promoting the development of the situational plot. Taking the "mock court" scenario as an example, the large language model can simultaneously play the roles of "judge", "defendant", "defendant's attorney", "witness", etc., while students are divided into groups to play the roles of "plaintiff" and "plaintiff's attorney". In the court investigation phase, students, as "plaintiff's attorneys", need to state their claims and submit evidence, while the "defendant's attorney" played by the large language model conducts cross-examination and rebuttal, and the "witness" played by it provides testimony. In the court debate phase, students and the large language model debate around the focus of the dispute. The large language model can put forward targeted viewpoints based on students' statements, stimulating their critical thinking ability. In the sentencing phase, the "judge" played by the large language model combines the debate between both parties and legal grounds to make a fair judgment, and explains the reasons for the judgment in detail.

During the interpretation process, teachers assume the roles of "guides," "regulators," and "evaluators," observing students' performances and promptly correcting their cognitive biases. When students encounter obstacles in their thinking, timely guidance is provided. After the situational interpretation, teachers can utilize the procedural data generated by the large language model to comprehensively evaluate students' performances, acknowledging their strengths and pointing out areas for improvement. This multi-role human-computer interactive interpretation allows students to "immerse themselves in the situation," deeply engage in the situational process, deepen their understanding of legal knowledge through practical experience, enhance their communication, expression, logical reasoning, and other abilities, and strengthen their awareness of the rule of law.

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4.2.2. Rogressiveness Guided by Value

The large language model can capture students' value orientations and thinking characteristics in real-time during situational interaction. Through heuristic questioning, rational analysis, case evidence, and other methods, it guides students to establish correct values and gradually advance their thinking abilities. The large language model will engage in two-way interaction based on students' viewpoints to achieve value guidance, allowing students to deepen their understanding through critical thinking.

When students encounter cognitive misconceptions during situational discussions, large language models assist them in self-correction through a process of "question guidance - case support - logical reasoning". For instance, in the context of "personal interests versus collective interests", if students unilaterally emphasize "the supremacy of personal interests", the large language model will first ask: "If everyone only focuses on personal interests, will class activities be unable to proceed, ultimately affecting personal interests?" Then, it presents a case of "the class sports meeting being defeated due to some students refusing to participate", and finally guides students to analyze the "interdependent relationship between personal interests and collective interests", allowing them to recognize through reflection that "collective interests are the safeguard of personal interests". When students' thinking remains superficial, the large language model will guide them to deepen their thinking through progressive questioning. For example, in the context of "cyber civilization", if students only recognize that "cyber rumors are bad", the large language model will further ask: "What are the harms of cyber rumors? Why do cyber rumors occur? What methods can we use to resist cyber rumors?" This guides students from "what" to "why" to "how", achieving a progression in thinking.

In this process, teachers need to maintain control over the value orientation throughout and ensure that the guidance provided by the large language model aligns with the core values of socialism. When the large language model exhibits guiding deviations, teachers must intervene and correct it in a timely manner. At the same time, teachers should pay attention to students' emotional experiences, as only through empathetic communication can value guidance be infused with warmth. This method of value guidance enables students to form correct values through independent thinking and critical analysis, enhancing their depth of thinking and moral judgment abilities.

4.3. Teaching Evaluation: Companion Data Support and Feedback Optimization

4.3.1. Diversity of Evaluation System

Large language models support the construction of a diversified evaluation system, combining "process evaluation and summative evaluation", "quantitative evaluation and qualitative evaluation", as well as "teacher evaluation, student self-evaluation, and student peer evaluation", which can comprehensively and objectively reflect students' learning status and core competency development.

In process evaluation, large language models conduct quantitative scoring and qualitative analysis based on data from multiple dimensions, such as student participation, depth of thinking, emotional attitude, and knowledge application. Quantitative aspects include indicators such as speaking frequency, task completion rate, and knowledge mastery; qualitative analysis focuses on students' thinking patterns, values, and literacy performance, such as "students can use legal thinking to solve practical problems, showing good legal awareness" and "listening to others' opinions during interaction, demonstrating good communication and collaboration skills". In summative evaluation, large language models design targeted test tasks in conjunction with teaching objectives, such as "designing a campus legal publicity plan" or "analyzing moral and legal issues in daily life", to assess students' comprehensive knowledge application ability and core competencies.

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In addition, large language models provide a platform for students' self-assessment and peer assessment, guiding them to conduct comprehensive reflection and mutual evaluation. Students can view their learning data and performance reports to engage in self-reflection, such as "I spoke less during the discussion, and I should be more proactive next time." During peer assessment, large language models provide evaluation criteria and reference bases, such as "accuracy of knowledge application," "logical thinking," and "communication and collaboration skills," helping students make objective and fair assessments, such as "His evidence analysis in the simulated courtroom was accurate and logically clear, worth learning." This diversified evaluation system breaks the limitations of traditional evaluation, comprehensively assesses students' performance, and promotes the improvement of students' self-reflection and evaluation abilities.

4.3.2. Adaptability of Teaching Strategies

Based on diversified evaluation results, large language models can assist teachers in dynamically optimizing teaching strategies and enhancing the overall quality of situational teaching. On the one hand, for common issues in the classroom, teachers can leverage large language models to adjust situational design and teaching methods. For instance, if evaluation results indicate that students encounter difficulties in a particular situation, such as interpreting provisions of the Civil Code, the large language model can generate simpler scenarios or supplementary materials. Initially, simple cases can be used for guidance, gradually transitioning to more complex applications. If student participation is not active, the large language model can design more engaging interactive formats, incorporating elements like murder mystery games or challenge tasks to enhance the attractiveness of the situation. If students are found to perform poorly in core competencies, such as a lack of significant improvement in legal thinking ability, teachers can, with the advice of the large language model, incorporate more critical thinking-based situational tasks, such as analyzing complex legal disputes or organizing legal debate competitions.

On the other hand, teachers can intervene based on the differences among individual students by utilizing personalized feedback provided by large language models. For students who have relatively weak mastery of knowledge, large language models can assign targeted exercises, such as legal judgments of simple infringement behaviors. For students lacking in thinking ability, they can provide critical thinking cases and thinking training tasks. For students with weaker expression abilities, they can design specialized interactive scenarios such as simulated communication and negotiation or thematic speech exercises. In addition, large language models can also track students' long-term development, analyze the trajectory of their core competency improvement, and provide scientific basis for future teaching plans. For example, if it is found that the class has a high demand for improving public participation literacy, it is recommended to increase relevant situational teaching. Through this dynamic optimization, situational teaching can better meet the needs of students and continuously improve teaching effectiveness.

5. Conclusion

The educational value of moral and legal education courses in junior high school ultimately needs to be realized through teaching practices that are close to students and aligned with the times. The introduction of large language models is not intended to replace the leading role of teachers, but rather to serve as a technical assistant, injecting new vitality into situational teaching. It makes situational materials more realistic and contemporary, allowing every student to have equal opportunities for participation and personalized guidance. It also shifts teaching evaluation from "emphasizing results" to "emphasizing both process and results," more accurately capturing the trajectory of students' literacy growth.

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In practical applications, teachers must not only leverage technological advantages to optimize teaching processes through intelligent situational construction and interdisciplinary resource integration, but also adhere to the essence of educating individuals. They should control value orientation in human-machine collaboration, pay attention to students' emotional experiences and cognitive development, and avoid cognitive inertia and value bias caused by technological dependence. In the future, with the deepening advancement of digital education and the deep integration of large language models with technologies such as virtual reality and augmented reality, it will open up broader spaces for moral and legal education. Only by always focusing on student growth and achieving the organic unity of technological empowerment and humanistic care can situational teaching truly play its role in shaping souls and educating individuals. This will help students establish correct worldviews, outlooks on life, and values while mastering knowledge and enhancing their abilities, enabling them to grow into a new generation capable of shouldering the great task of national rejuvenation.

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