

## The Use of Sitcoms in Teaching Confidentiality

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**Abstract:** The traditional teaching of secrecy usually uses the lecture method to impart knowledge, and in the teaching of secrecy, the lecture method makes the teaching effect relatively single, and students often learn the basic theoretical knowledge in the learning process, but the practical case cognitive is not high. Based on the above situation, the author analyzes the relevant teaching situation and proposes the innovative teaching method of "situational drama". This method is a new form of practical teaching, not only to consolidate the students' basic knowledge, but also to improve the effectiveness of confidential teaching. I hope that the discussion in this paper can have new thoughts on the teaching methods of college confidentiality education, so as to improve the relevance and feasibility of the relevant teaching.

**Keywords:** Confidentiality; Melodrama; Innovation; Higher Education

General Secretary emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that classroom teaching should be used as the main channel, and that ideological and political theory classes should be strengthened in improvement, enhance the affinity and relevance of ideological and political education, and meet the needs and expectations of students' growth and development. Changes in teaching methods point to respecting the laws and enhancing students' sense of access. President Xi's important instructions are the fundamental guidelines for good classroom teaching in colleges and universities, as well as the fundamental guidance for strengthening the military's confidential education in the new era. With the non-stop exploration of the teaching mode of the course, the teaching method of situational drama has gradually appeared in the vision of teachers. At the beginning of the twenty-first century, many domestic colleges

and universities have emulated the comedy classroom teaching methods in art schools, and regarded the sitcom as a new type of teaching method, which consists of the teacher teaching the course content, combined with the students' own understanding of the knowledge, the students self-written scripts, classroom interpretations of the scripts; the other students based on the performances so as to strengthen the consolidation of the content of the lectures and reflections. Situation drama is an emerging teaching method in confidentiality teaching, realizing the students' situational immersion experience, but also to strengthen the spirit of teamwork, so as to enhance the students' interest in confidentiality courses, simulating the real situation in the situational drama, and realizing the transition of the learned skills in the practical application.

### 1. Brief Analysis of Campus Confidentiality Education

President General Secretary emphasized, "Strictly guard the Party's secrets, so as to guard the mouth like a bottle, and prevent the intention like a city." Against the background of the times when the form of leakage is severe, colleges and universities have been focusing on the confidentiality education of students and attaching importance to cultivating students' awareness of confidentiality.

Confidentiality course is an important course opened by all kinds of colleges and universities in various majors, the purpose is to learn the principle of information security and confidentiality and operation methods, to cultivate security and confidentiality awareness, and to improve the ability to prevent the use of technical means. It is of great significance to enhance the awareness of security and confidentiality, improve the quality of confidentiality, master the information security and confidentiality skills, and prevent the occurrence of breach of confidentiality and theft. Under the call of the times of educational reform and innovation, confidentiality

education has shown more practical problems.

### **1.1 Problems with Confidentiality Education in the Institution Itself**

First of all, the specific cases of confidentiality teaching materials are updated faster, the content of traditional teaching materials remains unchanged, but the corresponding confidentiality technology with the development of the times in the continuous iterative updating, there will be information lagging behind the drawbacks, can not cause students to confidentiality knowledge of the technical resonance of the confidentiality of the technology of the existence of the misconceptions about the confidentiality of the technology. Secondly, a lot of knowledge of the course needs to be linked to a large number of cases to analyze, and other courses are slightly different, if the use of a flavor of examples of oral lectures, it is inevitable that boring, resulting in students of the course of the learning effect is not good. Again, the large class teaching often exists part of the students do not have a good understanding of confidential knowledge and teachers can not get feedback disadvantages, teachers can not deeply contact each student's knowledge blind spot and thus make up.

### **1.2 Problems with the Institution's Confidentiality Program Itself**

Based on the analysis of the academic situation, teacher-student talks and teaching experience, we found that there are still problems with the confidentiality course in terms of ideology, teaching methodology, teaching methods and many other aspects.

#### **(1) Listening a lot, not much in the head**

In order to enhance the security awareness of the whole nation, the State has organized a series of activities, such as the National Security Education Day, National Cybersecurity Week, etc., and all kinds of media often report confidentiality-related news and special programs. Many students on such events mostly just listen, really into the heart and brain thinking less. "There are a lot of people who think that there is no secret to protect, and wrongly believe that the security of state secrets has nothing to do with them, and for the mainstream propaganda of confidentiality education, they will carry out task-based learning, but only to complete the tasks set by

the school, according to the survey found that students believe that the confidentiality of the responsibility of all people is correct consciousness is not strong.

#### **(2) More theory, less practice**

Confidentiality knowledge education form more embodied in case lectures, watching videos, etc., but in the face of constantly updated steganography, only stay in the theoretical explanations, just like a castle in the air, not grounded, not easy to realize. Only let the students personal experience in order to make them fundamentally grasp the confidentiality skills; confidentiality education is often the nature of the lecture to carry out teaching, students can not bring themselves under the podium, the learning effect is not good.

#### **(3) Many changes, few updates**

In recent years, with the continuous development of new computer technology, social engineering and means of stealing secrets, it has become increasingly difficult to keep secrets. Many people believe that in the era of big data, we are "difficult to protect secrets". With the seriousness of the international network situation and the gradual formation of the scale of information warfare, there are problems such as not knowing enough about confidentiality and leakage of information, not deep enough in the study of new foreign confidentiality technology, and not thorough enough in the study of confidentiality technology. Therefore, we have to keep abreast of the development trend of technology, constantly update our knowledge structure, solve new problems and adapt to the new environment.

According to the above problems, the author for the confidentiality of education using the drama teaching method, the following is the analysis of the current situation of the method as well as the relevant advantages and disadvantages of a short description, I hope that the confidentiality of the teaching of the new reform and innovation can be relevant to help.

## **2. The Necessity of Situational Drama in the Teaching of Confidentiality**

Definitions of sitcoms vary, and many researchers have offered their own interpretations of them. Although there are different opinions, the basic content is similar. Since there are many different definitions, I will not repeat them, but I will quote one to show its

meaning. According to Zhang Dongliang, the concept of sitcom teaching is "an experiential teaching method, which is a teaching process of self-writing, self-directing, self-acting, self-filming, and self-assessment of sitcoms from the teaching needs, combined with the relevant teaching content, under the guidance of teachers, and with students working in small groups." The author summarizes in practice that such teaching methods have the following characteristics.

(1) Voluntary. After learning theoretical knowledge, the need for script writing and interpretation of personnel, so that textbook knowledge is no longer obscure, through the gradual implementation of the method, can promote the students for the active acquisition of theoretical knowledge, for the course of the teaching objectives to produce a high degree of fit, to realize the theory to practice a good connection. (2) Comprehensive. In the implementation of small teams as performance groups, the comprehensive quality of students has been greatly improved. In writing the script, it can cultivate students' creative ability and ability to accept information; in arranging the script, it can cultivate students' team ability and sense of obedience; in the process of performance, it can cultivate students' courage and psychological quality; in the evaluation process, it can exercise students' language expression ability and knowledge extension ability.

Confidential classroom scenarios, which begin with the teacher giving direction to the content and material of the topic, are ten to fifteen minutes long, and through the students' own performances, they provoke other students to think about the pitfalls and precautions associated with the scenario.

### **2.1 Sitcom is Scripted in a Real Environment, Which is More Conducive to Linking Theory with Practice**

Confidentiality course content and form is relatively boring, single, if a didactic education, will lead to big words, empty words, the educational effect is not obvious. Members of the course team have visited other colleges and universities to research, conduct in-depth student talks, and combined with the teachers' years of teaching experience, formed a three-dimensional teaching mode of thematic education based on situational drama in the

means of teaching. Guided by the concept of constructive learning teaching, reflecting the student's main position. It allows students to actively participate in teaching activities, motivates them to learn in an active, cooperative and exploratory way, and improves their motivation.

Compared with the previous theoretical teaching methods, the sitcom performance can let students experience the current situation immersively, the students who perform can be close to the actual script performance, the students who watch can watch the active reflection, both of which can connect the knowledge with the actual, break the limitations of the textbook theory, and bring the knowledge to life.

### **2.2 The Sitcom Model Approach Stimulates Students' Knowledge Retention and can Stimulate Student Engagement**

Scenarios are a great example of deep student engagement. It is also the most favorite part of the students. Sitcom performances provide a platform for students to demonstrate. The form of performance can be a live performance or made into a video. The sitcom performance develops students' teamwork ability as well as their comprehensive quality.

On the one hand, reductions or rewrites are made based on a large number of facts or real-life examples, so the context allows for immersive experiences and reductions for the students responsible for the performance. The students' knowledge of the script is constantly referred to as well as utilized throughout the process, and thus the students' memory of the knowledge can be greatly stimulated. On the other hand, the students watching can also be impressed by the novelty of the performance and the need to provide a review of the knowledge points after the performance. Therefore, this type of approach enhances students' active memorization of knowledge points.

## **3. Strategies for Implementing the Sitcom Teaching Format**

### **3.1 Teacher's Guidance on Topic Selection**

As the overall theme of the sitcom to determine, is a crucial first step, is the root of the sitcom. In this step the teacher should fully reflect their own value embodiment, will be their own for

the relevant knowledge of the material and channels to share with the students, as well as the theme and the actual specific context of the interface point to make appropriate mention. The sitcom needs to reflect the nodes and suitable to stay to watch the expansion of the thinking of the nodes to distinguish, so that students do not have no clue, to avoid the script quality is not high, the script is not close to the actual drawbacks. After the students have roughly organized the script, the teacher appropriately carries out the guidance of the Civic and Political nodes, integrates the Civic and Political elements into the script, and lets the Civic and Political elements serve as the final touch of gold in the script. After the organization is more skilled, the teacher can appropriately relax the setting of the scenario theme, so that the students' subjective position is fully released.

### **3.2 Script Preparation Before the Lesson**

In the process of script preparation, we need to pay attention to the understanding of students' knowledge, always pay attention to whether the direction of the knowledge is biased and whether the method of table method is correct; secondly, the treatment of students' individual differences is also a part of the attention, so that they can interpret different roles according to the differences, and at the same time, we should pay attention to avoiding strengths and avoiding shortcomings, but pay attention to the students' shortcomings, so as to make up for the shortcomings of the strengths of the students; lastly, in the preparation process, we should let students prepare and interpret the script under the premise of voluntary participation. Finally, in the preparation process, we should fully allow students to prepare and interpret under the premise of voluntariness, and strive for the participation of all the whole process, in the performance of the script, for the interesting nodes, line mastery guidance.

### **3.3 Classroom Interpretation as well as Extension**

In the classroom performance, students and teachers together as the object of viewing, students are the main body of learning, the teacher is the dominant prompt, for the plot of the scenario performance, students and teachers to think together, after the performance is completed, to strengthen the interaction

between students and teachers, for the whole scenario of the sublimation of the progressive, making the course more vivid presentation.

In the process of the sitcom performance, the teacher should always pay attention to the students' reaction when watching the timely feedback messages, for the students obviously lose interest in the nodes, and for the knowledge of the performance of the link is not very meaningful to record. After the performance is completed, let the students carry out self-assessment, other assessment, and finally the teacher to summarize.

### **4. Aspects to be Noted and Room for Development of Situational Drama based Confidential Teaching Practice**

Teaching methods to improve the process of slow, innovative and challenging, new teaching methods need to keep pace with the times also need to be combined with the practical, research methods and paths are not set in stone, with the development of the times certainly need to do some improvement and refinement, educators can not be blind to the new methods can be directly reformed to report the greater hope, but only for the diversity of means of teaching a reference. The ultimate goal of education is to let students learn knowledge, the initial intention of the reform method is to improve student motivation, feel the joy of learning, the disadvantages of the method is that these innovations are built on the basis of strong student cooperation, student motivation depends on the effectiveness of the course, in addition to the situational drama teaching mode of practice for a short period of time, the way to be perfected, but through the survey found that the students and teachers generally on an innovative method of expressing Recognition and affirmation, students' interest in confidentiality courses has also improved, for such teaching methods are very interested. The author believes that this kind of confidentiality course teaching mode still exists a greater positive effect, can be positively oriented to vocational and technical education teaching and training of new talents.

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