

How to Integrate Chinese Teaching and Moral Education in Secondary Vocational Schools

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Abstract: *With the rapid development of modern educational concepts, traditional classroom teaching has undergone tremendous changes in teaching concepts, teaching methods, teaching environment and so on. Moral education is an important part of the integration of moral education and classroom knowledge teaching in the secondary vocational school. The auxiliary teaching tools of subject courses provide an effective way for the reform of traditional education. Based on the analysis of the current situation of the development of the teaching curriculum model, this study constructs a moral education curriculum model suitable for secondary vocational school students. A new teaching mode has emerged in the teaching system of the Chinese course of the secondary vocational school. The Chinese education system of the secondary vocational school, which integrates the ideological and moral education, can not only cultivate the students' learning interest and initiative, learning ability and classroom participation, but also the teaching effect is obviously better than the traditional classroom using paper courseware.*

Keywords: *Chinese Teaching in Secondary Vocational Schools, Moral Education, Integration Strategy*

1. Introduction

As an important content of building socialist spiritual civilization, moral education is an important part of school education at the secondary vocational school stage. At the same time, it is also an eternal topic of social development, which has a profound impact on the formation of students' moral quality, ideas and spiritual beliefs. At the same time, it also plays a core role in the development of students' scientific world and outlook on life. Therefore, in the teaching process of Chinese courses in secondary professional education, we can boldly try to link the extensive content of moral education with Chinese education, and let students understand it, so as to better cultivate students' cultural knowledge and thinking ability, and enable students to have certain political quality and moral character.

2. The present situation of moral education of students in secondary vocational school

2.1. The integration of moral education and knowledge education is not enough

In the process of education and teaching in the secondary vocational school, teachers should first make it clear that moral education is not "fighting alone". Only when it penetrates into the teaching contents and processes of various disciplines can it give play to the "leading" and "penetrating" functions of knowledge education. Moral education is an important medium to publicize knowledge, which must be reflected in the rich connotation of our real life. It is completely consistent with the basic characteristics of knowledge teaching.[1] Therefore, moral education and common sense teaching complement each other in purpose and are unified as a whole. This means that only by integrating moral education and secondary vocational education can we give full play to the function of education. However, due to the value function orientation of the school, teachers' educational values, curriculum evaluation index system, teacher evaluation standards and other issues, in the actual educational practice, some teachers often only pay attention to disseminating knowledge and training thinking ability to students, but neglect the education and inspiration of moral principles and life ideals. Students often only learn instrumental learning methods and lack practical knowledge literacy, which makes moral education and learning education completely disconnected. Some educators only study morality instead of instilling morality into the teaching of secondary vocational school. They do not pay attention to the investigation of students' actual learning, but turn moral education into the investigation of students' moral thoughts, moral norms and moral feelings, turning moral education into pure knowledge teaching and turning the

education object into human materialization.[2]

2.2. Moral education and virtue cultivation are separated

Cultivating students' moral quality is the duty and responsibility of moral education in colleges and universities. Moral education should be formed by the process of external norms and internal moral education, and the two should be combined together, so that moral humanism can be self-conscious, voluntary and self-motivated in the cultural context and social reality. However, some people always attach importance to the enlightenment and restriction of external norms, and equate the basic moral education of secondary vocational education with "the educators transform the moral norms and requirements respected by the society into the individual moral quality education of the educated". In their education, they follow the constraints of the basic moral norms and ignore the cultivation process of the internal moral quality. This also makes it easy for students to train them as people who blindly follow the basic social norms. At the same time, because education separates the cultivation process of external norms and internal morality, neglects the difference and connection between external norms and internal morality, only pays attention to the observance of external rules, but neglects the needs of the moral growth of the main body. These two levels of education are lack of humanistic care, only abstract moral norms, but it is difficult to penetrate and touch the moral soul of students. This goes against the "original intention" of the school to cultivate and improve students' moral quality.

3. Grasping the opportunity of moral education in teaching

In China's secondary vocational education, there are many opportunities for moral education to penetrate into the classroom, but the most important thing is to make good use of every opportunity of moral education introduction. First of all, secondary vocational teachers should make full use of all opportunities to do a good job in moral education. In the Chinese practice course, a large part of the educational content in the textbook has the important color of moral education. For example, when studying the content of the text Qinyuan spring • Changsha, teachers can explain Comrade Mao Zedong's great patriotic thought and feelings according to the writing background and content of the text. Teachers can also take this opportunity to teach students the spirit of patriotism by helping them understand and feel the great rivers and mountains of the motherland, so as to enhance their patriotism and further stimulate their awareness of contributing everything to the great cause of the motherland. For example, the students deeply felt Matilda's strong vanity in the process of learning The Necklace. Teachers can take this opportunity to teach students the connotation of correct moral character, and help students understand the harm caused by excessive vanity when they see the bad consequences caused by the master's vanity, so as to help students determine the correct values, outlook on life and world outlook. In addition, teachers should adapt every course to moral education in the course of teaching. All research should include introduction, learning, discussion, feedback and re learning. In every aspect of education, moral education is actively integrated. [3]Especially at the beginning stage, teachers can make full use of multimedia and other tools to gradually make students better enter the world of "moral education". For example, in the process of learning the text Thunderstorm, teachers can download and edit a performance video about Thunderstorm from the Internet, so that students can deeply feel the social environment and social conditions of that era, people's helpless anger and deep frustration, so that students can experience today's hard won happy life and further enhance their love for new China, in order to enhance their sense of social responsibility. Finally, Chinese teachers in secondary vocational schools should make every educational activity suitable for moral education. The Chinese teaching in the secondary vocational school should pay attention to practice. In the actual teaching, we should pay more attention to the students' oral expression and written ability. Therefore, teachers can regularly organize some training courses such as oral communication, composition and writing, and quietly integrate moral education in this process. For example, let students discuss, communicate, speak or write about their ideals, careers, responsibilities, maturity and some issues in today's society. This can not only cultivate students' language ability, but also help students better improve their moral quality.

4. Combining classroom education with social practice

Social environment plays an important role in the formation of students' ideology and morality. Therefore, moral education cannot be separated from Chinese education. In addition, the content of moral education should not be limited to books. Teachers can also enrich the content of moral education and add more practical elements in the teaching process of Chinese courses. For example, in social practice,

the "twenty four filial piety" education, thanksgiving education, composition contest or speech contest were carried out, and students were organized to actively participate in various practical activities, such as donation in disaster areas, memorial to martyrs' tombs, and care for the "empty nest elderly". In the practical activities after class, the Chinese teachers at the secondary vocational school stage act as organizers, guide students to actively participate in various meaningful activities, and help students to participate in their feelings and understand after participation, so as to help students improve their ideological and moral level to the greatest extent. In addition, we can also give full play to the role of general education channels and actively develop a broad model of multi-party education. Teachers can invite education experts, scientists and heroes to make consulting reports. In addition, they can also invite Communist Party members, elites, entrepreneurs and excellent teachers in various industries to enter the secondary vocational school Chinese class to communicate with students, in order to better make the moral education content go beyond the "book world" to the "big classroom" of society.

5. Efforts should be made to standardize the order of education and solve the problem of "chaos"

Today's secondary vocational education in the Chinese curriculum mostly pay attention to its tool, practical, and light than the educational function. In the Chinese curriculum of secondary vocational schools, teachers should not only teach students the basic knowledge of Chinese, but also permeate ideological and moral teaching. Because Chinese course is a course that integrates tools and humanity, only by infiltrating moral education course into secondary vocational Chinese course can we achieve the teaching goal of secondary professional colleges and universities and provide a large number of qualified talents for the society. Secondary vocational education not only has the commonness of Chinese higher education, but also has its own distinct personality.[4] The cultivation of thousands of high-tech applied talents in China also comes from secondary vocational education, and therefore, the humanistic teaching in secondary vocational teaching is particularly important and necessary. In the courses used to teach secondary vocational Chinese, there are many fine Chinese traditional culture education, and this fine Chinese traditional culture education also has a rich humanistic spirit, including a large number of moral education materials. Make full use of this kind of teaching materials to infiltrate moral education in Chinese education, so that students can experience the humanistic thought from reading, which has a special significance for the shaping of students' mind and the formation of rational values. But with the development of market economy in our country, and the arrival of the network age, coupled with the influence of multimedia, make many primary and middle school students did not completely control, the degree of moral character is generally not high children lost in the Internet world, but in the real social environment lost self, the lack of basic humanities and moral concepts. In addition, although moral character is important in the school education work, but many teachers always mistakenly think that the ideological and moral education of students is the work of political teachers and class teachers, they only teach them knowledge is enough, the lack of basic moral exchange and humanistic care. In view of such problems, the school should let the teachers understand that a good teacher is also a key part of the development of moral education in the school. Do not hurt the children's young psychology because of some wrong behavior. Otherwise, no matter how great the moral proposition will only become a "blank check" and can never be realized. Therefore, secondary vocational Chinese teacher is this stage teaching guide and organizers, they in the daily education teaching work must be "leader" of moral education, its noble professional responsibility and professional dedication to all students, form the emotional communication between body and heart between teachers and students, to a certain extent, the real secondary vocational Chinese classroom become one of the important ways of students' ideological and moral education idea, to help secondary vocational stage children get better growth and development space.

6. Realize the integration of Chinese and moral education

In the process of education and teaching in the secondary vocational stage, teachers should realize that this group of children are still in the primary stage of forming the outlook on life, values, world outlook and so on, and they will also feel inferior because of their poor grades or for various other reasons. For this kind of situation, teachers should be deeply aware of the weakness of the children's mind, can also target their some disadvantages, the Chinese teaching as the backbone of social moral education course, using cultural appreciation, aesthetic edification means to make students experience the basic meaning of social humanistic thought, and make it in imperceptible in the influence on the development of students. The subject basis and moral value of Chinese discipline can produce complementary and complementary teaching effects. The mastery of the basic knowledge of Chinese can enhance the

students' understanding and cognition of the moral value, and the improvement of the students' cultural quality will also improve their moral awareness. Moreover, there is a strong moral value hidden in Chinese teaching. As long as teachers can well analyze and summarize, and explore the moral education materials in the field of Chinese, they can also achieve the effective combination of Chinese and moral education, so as to achieve a "win-win" effect. In the process of teaching, teachers need to firmly remember the "student-centered" basic teaching concept, and all their efforts are all for these children who can have a better life. Based on this, teachers should impart the correct moral values to their children, so as to help them to go further and more smoothly on the road of life.

7. Conclusion

With the comprehensive deepening of economic globalization, the emergence of new concepts and the interweaving and impact of diversified ideas have also brought a great impact on the students' traditional moral concepts. Therefore, how secondary vocational schools grasp the pulse of the times and deal with the ideological and moral problems and value conflicts of middle school students not only plays a pivotal role in promoting the overall ideological and political education on campus, but also relates to how middle school students practice the socialist core values with practical actions. This paper answers the above questions and puts forward some strategies to help students better carry out moral education.

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