

Exploring the Moral Education of Primary and Secondary Schools from the Perspective of Greater Civic Education Effective Path

Tingting Zhou, Yashu Zhang

Faculty of Education Sichuan Normal University, Chengdu, 610066, China

Abstract: *The core literacy is a future-oriented training guide for students, from specialized education to whole-person education, from study education to life education, from Civics education to whole-subject education, and from narrow curriculum education to broad curriculum education. The integration and penetration of implicit and explicit curricula, the synergistic development of the Civic and Political Science curriculum and the discipline curriculum, and the exploration of the effective path of the "Great Civic and Political Science" education of the whole staff, the whole area and the whole curriculum in primary and secondary schools.*

Keywords: *whole curriculum, moral education, effective pathway*

1. Introduction

No one can be established without virtue, and the root of education lies in the establishment of virtue. Since the 18th Party Congress, the Party Central Committee, has always made the establishment of moral education a fundamental task of education in the new era. At the National Education Conference, General Secretary Xi Jinping emphasized that moral education should be integrated into all aspects of moral education, cultural knowledge education, and social practice education, throughout all areas of basic education, vocational education, and higher education, and that the subject system, teaching system, teaching material system and management system should be designed around this goal, teachers should teach around this goal, and students should learn around this goal.^[1]

The definition of "virtue" varies from time to time and from country to country.

As the soul of education, moral education in primary and secondary schools covers a wide range of areas, including education on patriotism, ideals, and beliefs, collectivism, labor, humanitarianism and social ethics, conscious discipline, democracy, and the concept of the legal system, a scientific outlook on the world and life, mental health and many others.

2. The existing circumstances and challenge of moral education in primary and secondary schools

2.1. Subject bias towards homogeneity

In primary and secondary schools, the main subject is the moral education department in the case of schools; in the case of classes, the main subject is the class teacher. As the color of utilitarian education still exists, many subject teachers are more concerned with the quantitative degree of students' knowledge, and lack the thinking and design of the subject's nurturing function; coupled with the artificial over-division of roles, class teachers have taken on almost all the tasks of moral education, and coupled with the lack of the subject teachers' thinking and political skills, resulting in the marginalization of their nurturing function and the slogan "everyone is a moral education worker". It is difficult to form a situation in which teachers of various subjects can work together to cultivate and nurture students.

2.2. The content is biased towards theoreticality

The main position of Civic and Political Education in primary and secondary schools is the subject

of morality and the rule of law. The top-level design of Curriculum Civic and Political has been carried out from a superior concept, but in the process of implementation, there is a lack of in-depth experience and practical exploration, and the traces of dogmatization are more obvious, making it difficult to produce a collision of thinking and emotional resonance with students so that students can improve their ideological and moral qualities in other subjects. Curriculum Civics should not just stay at the theoretical level, but should also be expanded to the practical level.

2.3. Formal bias towards inherency

In the administrative classes of primary and secondary schools, a weekly class meeting session is arranged, which is enough to reflect the importance the state attaches to moral education. The fixed time, fixed content and fixed people disseminate the fixed content of moral education, and the first signs of moral education are visible, but the effectiveness of moral education needs to be improved. The lack of professional and systematic training and guidance for teachers, the step-by-step implementation of various moral education content, coupled with the moral education department's solidified evaluation system, the lack of moral education reflection, moral education wisdom, moral education innovation of moral education, in the long run, may gradually lose moral education vitality.

2.4. Design bias towards blindness

The effective implementation of moral education needs to be grounded in the right time and space, but it is never random and fragmented. The lack of systematic construction of primary and secondary school thinking and administration requires both the vertical logical construction of national moral education goals, school moral education goals, classroom moral education goals, and individual education goals, and the horizontal integration of individuals and peers, individuals and families, and individuals and society. Blind design runs counter to the theory of "all-around development", which requires careful design to reflect randomness and a harmonious atmosphere to permeate the mind.

2.5. Evaluation is biased towards one-sidedness

At present, moral education evaluation in primary and secondary schools mainly relies on moral education departments and class teachers. Due to the lack of universal moral education evaluation standards and methods, each school puts its spin on it, and although it enriches the way of evaluation, there are problems such as scientificity and practicality, etc. It tends to ignore the evaluation of subject teachers, the evaluation among students, the evaluation of parents, etc.; takes in-school evaluation as the whole evaluation, ignoring the role of moral education in life. The emphasis on summative assessment neglects the function of process assessment; the emphasis on overall consistency assessment neglects the individual assessment of students; the emphasis on the present assessment of students neglects the continuous assessment pointing to the future, and one-sided assessment will certainly create a one-sided view of moral education.

Therefore, for basic education in primary and secondary schools, moral education is fragmented, superficial, single-minded, and arbitrary, lacking systematic top-level design, theoretical-practical guidance, normalized nurturing models, diversified nurturing perspectives, whole-person nurturing awareness, and scientific nurturing evaluation.

Drawing on the concept and practical achievements of "Greater Civic Education" in China's higher education, we are exploring a whole-person, whole-area, whole-curriculum approach to the education of people in primary and secondary schools.

3. The connotation and value of "Greater Thought and Politics"

"The concept and institutional mechanism of integrated leadership, professional operation, and collaborative nurturing of people are to build a large pattern of ideological and political education and an effective collaborative institutional mechanism and to play a good combination of punches to promote the collaborative nurturing of people in various fields, links and elements, to enhance the effectiveness of ideological and political education.^[2] The course is designed to break the limitations of time and space, and to change from a single "Civic Science Course" to a multi-dimensional teaching mode of "Civic Science Course".^[3]

4. Theoretical support for education in the "Great Ethics"

According to Professor Wang Zhengping of the School of Philosophy and Law and Politics of Shanghai Normal University, the modernization of education in China needs to be led by eight core values of education ethics in the new era. They include the concept of cherishing life, the concept of respecting teachers, the concept of teaching and educating people, the concept of educational justice, the concept of educational innovation, the concept of educational benevolence, the concept of pursuing truth, and the concept of shared destiny. The ethics of education provides theoretical support for the practice of "Greater Civic and Political Science" at both the teacher and student levels; while the implementation of core literacies is an important step in the realization of moral education, the core literacies of disciplines clearly define the necessary character to be cultivated in each discipline, and the analysis of the differences and connections between the necessary character of each discipline is conducive to the construction of a systematic "Greater Civic and Political Science" curriculum framework. This is conducive to the development of a systematic framework for the whole curriculum. Therefore, the "Big Thinking and Politics" model for the development of students in primary and secondary schools should have the following characteristics: from the point of view of the content of education, it is not only the disciplinary tasks of the Ethics and Law curriculum, but also the integration of education in multiple disciplines; from the point of view of the form of education, it is not only the education of learning, but also the education of life; from the point of view of the main body of education, it is not only the education of classroom teachers and other specialized personnel. From the viewpoint of the main body of nurturing, it is not only the class teacher and other specialized nurturing models, but also the nurturing model of the trinity of teachers, students and parents; from the viewpoint of the field of nurturing, it is not only school nurturing, but also the perspective of family and social nurturing should be opened.

5. An effective way to build a "big thinking and politics" education model in primary and secondary schools

According to Professor Wang Zhengping of the School of Philosophy and Law and Politics of Shanghai Normal University, the modernization of education in China needs to be led by eight core values of education ethics in the new era. They include the concept of cherishing life, the concept of respecting teachers, the concept of teaching and educating people, the concept of educational justice, the concept of educational innovation, the concept of educational benevolence, the concept of pursuing truth, and the concept of shared destiny.

5.1. An educational community that points to the cultivation of the whole person

In the conventional moral education system in primary and secondary schools, student development centres and class teachers and deputy class teachers undertake almost all the moral education work, which is divided into two modes: group moral education is often in the form of activities of the Young Pioneers, group activities and class meetings, and a series of moral education activities are carried out with specific themes at specific times; individual moral education is mostly one-to-one counselling for individual students by class teachers and deputy class teachers. Obviously, this kind of moral education does not reflect the value of whole-person education.

Parents are the best teachers for their children, so they can open up the channel of co-education through the home-school contact book, parents' lecture hall and home-school homework, so as to share their feelings and grow together in communication; students, as the main body of moral education, are both educated and As the main body of moral education, students are both educated and educators, setting student role models, infusing and infecting students with each other, and realising the sublimation of individual to group moral development. Secondly, through sharing of experiences and exchange of results, the educators can gain a sense of success and provide motivation for continuous education; we can also gradually build a system of whole-person education and form a paradigm of whole-person education.

5.2. The whole curriculum model that points to all-round education

The "Big Thinking and Politics" concept of all-round nurturing reflects the in-depth integration of various disciplines under the leadership of Thinking and Politics, as well as the importance of organic integration of the implicit and explicit curricula. The 'whole curriculum' in a narrow sense is the sum of

the national curriculum, local curriculum and school-based curriculum; the 'whole curriculum' in a broad sense includes the sum of all school curricula and activities. The 'whole curriculum' referred to in this article is broad and includes both the subject curriculum and the activity curriculum.

The core literacies clarify the educational objectives and values of each subject, but fragmented educational objectives are not conducive to the construction of a systematic moral education system for students. The subject curriculum under the "Greater Civic Education" should take Civic Education as the leader, analyze the connotation of moral education in primary and secondary schools, and look for materials for the integration of moral education in subjects under the discussion of teachers of various subjects. When infiltrating labor education, you can combine it with organizing courses (organizing ideas, organizing the campus, organizing teachers, organizing laboratories, organizing clothes, etc.) as an entry point to feel the joy and value of labor. Through the integration of materials, the focus of moral education can be clarified, a point can be chosen as the center, and multiple disciplines can be built around the point, from point to surface, from surface to body, to build a "big thinking and politics" curriculum system, and through the implementation of the curriculum and feedback, the integrated curriculum system of thinking and politics can be further improved (see Figure 1).

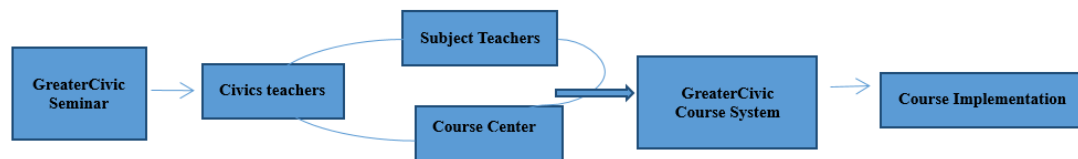


Figure 1: Comprehensive curriculum system

Activities are a symbiosis of inquiry and experience, a combination of implicit and explicit moral education. The activities curriculum under the "Big Thinking and Politics" includes regular school activities, special school activities, traditional festival activities and social practice activities. The regular school activities, such as morning assembly, national school recitation and class meetings, are sublimated into the curriculum, and the concept of moral education is consciously infiltrated, so that moral education is normalized subtly; the special school curriculum is focused, and cross-border resources are used to enrich the outreach curriculum of moral education.

5.3. The path of life education that points to the cultivation of people in the whole area

Education is a tripartite responsibility of schools, families and society. The government should consciously encourage relevant departments or communities to participate in education, such as the fire brigade setting up fire-fighting activities on campus, the courts coming to campus on Legal Day, and the analysis and testing centers setting up free experimental platforms.

Schools should break the ideological confinement of traditional education and dare to make good use of various resources for nurturing people. For example, through the establishment of practical bases such as labor, the field of learning can be broken, extending from inside to outside the school, broadening students' horizons, enriching their experiences, enhancing labor skills while cultivating students' emotions of respecting and loving labor.

6. Conclusions

The "Big Thinking and Politics" in primary and secondary schools are still at the primary stage of development, and the exploration of an integrated whole-curriculum system led by Thinking and Politics is still in progress, requiring deeper exploration of the interoperability of educational resources in the integration of multiple disciplines and deeper research on the integration of teaching materials.

The concept of the whole curriculum is proposed to make moral education conscious, normalized, systematic and lifelike, from theory to practice, and then to theory, and to realize the importance and necessity of establishing sportsmen at a deeper level. To knock on the depth of the students' hearts' education, the exhibition of Chinese characteristics of the essence of moral education.

References

- [1] Liu Jinsong. *Study on the Connotation and Value of Xi Jinping's Educational Thought of*

"Establishing Virtue and Raising People"[J]. Theoretical Scope,2021(6):194-203.

[2] *Yang Xiaohui. Complete works of Marx and Engels (Volume 1) [M]. Beijing: People's Publishing House, 1956.*

[3] *Liu Xingping. Theoretical orientation and practical construction of the "great ideological and political" pattern in Colleges and universities [J]. Studies in Ideological Education, 2018(4):30-36.*