

A Study on Cultivating Students' Awareness of Morality Based on New Curriculum Standards

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Abstract: *The Curriculum Standards for Ethics and the Rule of Law in Compulsory Education (2022 Edition) (hereinafter referred to as "the new curriculum standards") point out that education should implement the fundamental task of establishing moral education, cultivate students' correct outlook on life, worldview and values with the guidance of core literacy, interconnect students' experiences and knowledge with the curriculum, and give full play to the ideology of the curriculum. This paper takes the curriculum standards as the directional guide, and closely relates to students' real life and social practice.*

Keywords: *moral consciousness; core literacy; new curriculum standards*

1. Introduction

This paper explores the significance of cultivating students' moral quality by taking the curriculum standards as the guideline and core literacy as the value pursuit. From the perspectives of students' own identity, character cultivation, and personality cultivation, we explore how to cultivate students' moral consciousness and the meaning and influence of students' learning outcomes on social practice based on moral norms, value levels and communication styles.

2. Orientation of the curriculum standards

2.1 Identity and Literacy Cultivation

The new standards point out that the curriculum of morality and rule of law should reflect the basic connotation of core literacy, enable students to form political identity and cultivate their moral cultivation. Students should consciously practice the core values of socialism, form a correct world view, outlook on life and values, and become the builders and successors of socialism. At the level of moral cultivation, the cultivation of students' moral qualities and behavioral habits, i.e. whether students can internalize moral norms and related rules, so that students can cultivate their core qualities in learning, cultivate rationality, and form a sound personality, so that students can have good moral behavior.

Identity is the student's recognition of his or her own identity, the student's understanding and recognition of his or her learning identity, social identity, and the student's own inherent identity, and the student's conscious practice of the responsibilities required of his or her identity according to the values. Based on their different social identities, social backgrounds, and cultural differences, students will develop their own ethics guided by their values.

The norms of law and ethics are rules that are prescribed and that one needs to practice and follow. Students internalize moral norms in the process of learning, living and practicing, and transform moral norms into their own moral qualities is the educational goal to be achieved in the Ethics and Law curriculum. To make students understand their own identity based on the interconnection of their own lives with social norms, personal identity background, so that identity drives the improvement of literacy, literacy in turn to the identity of identity, to help students better develop their own literacy, practice to the life. ^[1]

2.2 Conceptual development and personality integrity

Perception is the development of students' consciousness. Personality is the concrete manifestation

of students' self-awareness and ideological and moral health, which is a reflection of the internalization of consciousness. Students' attitude to life, self-regulation ability, and learning lifestyle are a way of presenting their personality. A healthy psychological quality and a positive lifestyle help students to correctly perceive themselves, adapt to society, and cultivate their ability to face problems. The curriculum emphasizes the need to follow the laws of physical and mental development and growth of students, on the basis of which students' consciousness, logical thinking and sound student personality are developed. The entire educational theme reflects the character of education as preparation for life, and the curriculum is planned and designed from a holistic perspective. Education is not only about nurturing students' knowledge, but also about developing their abilities, refining and perfecting their personalities, and enabling them to develop good study and behavior habits in their studies. Students will have a correct understanding of themselves, adapt to their study life in school and then to their future social life, and form a positive and optimistic attitude to life to become a new age youth with unique personality charm and conceptual awareness.

2.3 Practice test and ability enhancement

According to the new standard, awareness of responsibility means that students have the cognitive emotions and attitudes to take responsibility, and that they are able to externalize their awareness into concrete actions and apply these cognitive emotions to relevant practical activities. Practical actions are the concrete behavioral manifestations of responsibility consciousness, while perception, personality and responsibility consciousness as values in the human brain provide effective value guidance for students' concrete practical activities. Students' consciousness, identity, and spiritual awareness as social subjects involved in relevant practical activities are the manifestation of students' sense of responsibility. The new curriculum standards pay more attention to the integration of students' experiences in the process of teaching and learning, put more emphasis on students' main practical participation, make students understand all aspects of knowledge, inside and outside, causes and consequences in practical activities, so as to strengthen the interrelationship between students' consciousness and practice, knowledge and life, understanding and application, achieve the purpose of cultivating students' core literacy, and realize the value of education.

The cultivation of students' abilities is one of the purposes of education. In the process of learning, students fully understand the connotation and value implications of traditional culture, link excellent traditional culture with current moral standards, is the old and new experience can be interconnected, and practice new socialist core values with contemporary connotation while inheriting excellent traditional culture. Secondly, in students' learning and life, students can organically combine their personal development with the development of society, develop their own abilities, enrich their conditions and consciousness while consciously practicing their social responsibilities, build society with their learned abilities and knowledge, and continuously promote the development and progress of society on the basis of self-development to achieve the great rejuvenation of the Chinese nation. Promoting students' identity, conceptual awareness, moral cultivation, and ability level are to help students better fulfill their duties and responsibilities, and become the builders and successors of the great rejuvenation of the Chinese nation. The value of educational practice is to promote human development and a way to achieve freedom for people as subjects. Whether it is physical freedom, material freedom, or freedom of the human soul and spirit. Education is to help people pursue deeper freedom and liberation through the transmission of knowledge and the construction of concepts.

3. The pursuit of core literacy values

3.1 Moral norms and behavioral constraints

Norms originated in human society and were established in the belief that some people should be restrained. Norms both point out the direction and set the limits for the development of things. ^[1] The Modern Chinese Dictionary explains a norm as "an agreed or explicitly stated standard." A moral code is an invisible norm that people consciously follow and use to bind themselves under the guidance and influence of values or ideological constraints. Formally, morality is intangible, invisible and unseen, while a code is a kind of code of conduct that people must follow. In terms of practical effects, moral norms constrain the spiritual world of people, while behavioral norms govern the behavior of human subjects, i.e., they refer to the behavior generated by human practical activities. Learning is to make students consciously follow the norms under the guidance and constraint of spiritual consciousness by means of knowledge transfer. In other words, it is an invisible way to promote the implementation of

tangible norms, to better practice the core socialist values, and to cultivate students' ideology so that they can become a well-rounded person with the correct three views in both moral and behavioral levels.

3.2 Quality orientation in practice value

The instrumental value of educational practice means that education should cultivate people who are useful to society and develop students' knowledge ability and skill level, and the humanistic value means that education should promote the development of human personality and spiritual progress.^[2] Students will be able to understand moral norms, consciously practice the requirements of laws and regulations, and develop the ability to participate in social practice and life. Recognizing the value and meaning of life, cherishing life, and cultivating students' sense of teamwork and good attitudes toward life are the specific descriptions of the cultivation of students' core literacy in the new curriculum.

For the different stages of students' learning, the new standard also gives the related goals of the school level. In the primary stage, the new standard emphasizes that students can achieve basic understanding and cultivate students' inner emotion, and in the second stage, it emphasizes that students can perceive and feel the related emotion and basic knowledge. In the third stage, students are expected to have a certain understanding of the basic national conditions based on their knowledge and to develop a sense of cultural identity and national pride. At the junior high school level, the emphasis is more on the students' perception and experience of knowledge and culture, so that they can form an impression of the relevant knowledge and further comprehend it on the basis of understanding and comprehension. Such a learning and teacher guidance system reflects the development of students' core literacy oriented from the perspective of students' self, nature, society and nature, based on the actual life of students, divided into pairs of school sections, according to the theme of the learning identity of the design of the articulation of learning content, reflecting the living nature of student learning.

Morality and the rule of law curriculum as a whole to develop core literacy-oriented, dedicated to cultivating the necessary character that students have in learning and life. Compulsory education is a period of rapid physical and mental development for students, and as students grow and progress, the formation of their character is crucial during this period. In the new curriculum standards, students must be able to develop knowledge and values that are integrated into society, into real life, and into the structure of knowledge content, to form correct values and character, to play a role in guiding and leading the curriculum in thinking, and to achieve the fundamental task of establishing moral education. During this period, the law of physical and mental development of students and the law of growth of students have the subjective initiative and individual differences. For the compulsory education stage of the curriculum should be able to reflect the combination of education and morality and the rule of law, inculcate human ideology, in a more holistic and organized way to carry out the design and implementation of the curriculum.

3.3 Dialogue and communication

Speech practice is the most basic form of human practice. Language is the basic tool of human thought and communication.^[3] The basic goal of the ethics and rule of law curriculum is to enable students to form awareness, to achieve the norms of speech and action, to develop a love of life, to have excellent ideological and moral qualities, to cultivate good habits, to master the relevant general knowledge and thus learn good qualities, and to carry out social practice.

Education is the education of the human soul, a dialogue between people, and "dialogue is the way to explore the truth and self-knowledge."^[3] In the curriculum, the cultivation of students' concepts also emphasizes the need for students to engage in equal dialogue with students, to be good at communicating with teachers, and to be good at cooperating with others in the process of solving problems. Dialogue is in fact a form of education, and at the same time, dialogue and communication are also a way for students to develop. The essential task of educational activities is to establish the interconnection between people by means of education, to establish a special practice of interaction among practical activities, and to be a social activity studied for the development of people.^[4]

4. Practical significance of quality cultivation

4.1 Teachers' teaching

Education is a process of interaction between the teacher as a subject and the student as a subject

through teaching methods. Education and teaching emphasize the importance of the student as the main body and the cultivation of students' personality and abilities based on their life experiences so that they can become well-rounded people. The teacher as the main body of teaching activities in the teaching process is to guide and lead students in the learning of knowledge and the formation of consciousness. Students are not passive recipients of knowledge in teaching activities, but the process of interaction between the subject and the object. The relationship between teachers and students is not isolated and unrelated, but rather a relationship between students and teachers in which they interact and progress together in the learning process. The interaction between students and teachers is one of the basic forms of education and teaching, and teachers also use their interaction with students to orient themselves to their roles.

In the process of classroom teaching design, teachers should be good at creating specific situations, asking specific questions, using interdisciplinary knowledge and ways to make students understand the connections between knowledge, between knowledge and life, and between knowledge and social practice, so that students can use the knowledge learned in the classroom and the concepts formed by education to solve practical problems using cooperative and independent thinking.

In addition, the new curriculum standards also put forward new requirements for teachers in the context of teaching design, which is not yet practiced in classroom teaching, but is also a teaching plan under construction and reflection, with more emphasis on the connection between knowledge and students' own original experience and on the value of practical education. In the context of the new curriculum, more emphasis is placed on the connection between knowledge and students' own experiences, and on the value of practical education. New requirements and challenges are posed to teachers' professional competence in instructional design.

4.2 Student Learning

For different periods of students' lives, the new standards also set special and different requirements for nurturing students. In the compulsory education stage, emphasis should be placed on cultivating students' three views of evidence, during which students' ideas and abilities to make independent judgments are constantly enhanced, their sense of responsibility is strengthened, and their own abilities and character are constantly developed.

In the compulsory education stage, students' self-concept and self-awareness are gradually revealed, and students should be able to learn to regulate their emotions in the process of physical and mental development, understand themselves correctly, continuously improve their self-management ability and emotional management ability, deal with the mutual relationship between themselves and others, individuals and individuals, and individuals and society, and continuously enhance their team consciousness and cooperation spirit.

The cultivation and learning of moral consciousness highlights the connection between students' learning and their life and social practice. The human being is the starting point and the destination of educational practice.^[5] The new standard states that education should realize the value of nurturing people and prepare them for their future lives. To strengthen the relationship between students' experience and social life, the connection between knowledge and practice. As an independent individual and a subject of learning, students learn with their own experiences, their life and cultural backgrounds, their parents' education style and other factors influence the way students learn and the way they practice in society. Education should focus on the connection between students' existing experiences and textbook knowledge, and students' learning should also pay attention to their own characteristics and take advantage of their own strengths in learning.

4.3 Social practice

The purpose of education is to enable people to engage in better social practices. Practice is an activity that is carried out in pursuit of a better life and spiritual liberation in the future. The purpose of practice changes from the initial need for survival to the need for life and then to the realm of spiritual needs.^[6] Learning is the cultivation of a person's awareness of problems, understanding the inner logic of things and the laws of natural development, so that one can constantly transcend oneself and realize oneself in the process of learning. Morality and the rule of law are closely related to human life and social practice.

Human social interaction cannot be separated from the regulation and control of morality and the protection of law. Morality is the internal quality of human beings, and the social behavior of human

beings is both the externalized form of morality. What kind of morality and quality is formed in the process of education and teaching, what kind of people will become, what kind of things will be done, and what kind of social practice will be involved in the future. Society is a collection formed between people and nature, people and people, and this collection is inevitably the interaction between people, dialogue and communication is one of the basic forms of social practice.

Practice is a kind of social activity that pursues "intrinsic good". [6] Seeking goodness and promoting the development of human spirit and soul is the advanced goal of practice, which is an important activity to guide human existence and development. Morality, whether from the internal moral constraints of human beings or from the external norms of law, can have an important guiding and restraining effect on human thoughts and behaviors, helping people to better seek goodness, develop their inner interests, and regulate their behavior in future social events.

Human social interaction cannot be separated from the regulation and control of morality nor from the protection of law. Morality is the inner quality of human beings, and human social behavior is both the externalized form of morality. What kind of morality and quality is formed in the process of education and teaching, what kind of people will become, what kind of things will be done and what kind of social practices will be involved in the future. Society is a collection of people and nature, people and people, and this collection is inevitably interactions between people. Moral consciousness is a very crucial concept guideline necessary for people to participate in social interactions, and cultivating students' moral consciousness is also conducive to promoting students to become fully developed people.

5. Conclusion

Human social interaction cannot be separated from the regulation and control of morality and the protection of law. Morality is the internal quality of human beings, and the social behavior of human beings is both the externalized form of morality. The kind of morality and quality formed in the process of education and teaching will determine the kind of people, the kind of things to do and the kind of social practices to participate in the future.

Society is a collection of people and nature, people and people, and this collection is inevitably the interaction between people, moral consciousness is necessary for people to participate in social interaction, very critical concept guidance, cultivating students' moral consciousness is also conducive to promoting students to become a fully developed person.

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