

The Comparison and Enlightenment of Moral Education in Chinese and English Schools

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Abstract: Britain, as a country with developed education, is very prominent in the aspect of moral education. This paper mainly analyzes the differences and similarities between the two countries through some research and comparison of the current situation of moral education in China and Britain, takes the essence of British moral education, discards its dross, and applies it in combination with the specific conditions. By combining with the practice of moral education in China, I put forward my own opinions for improving the study of moral education in schools in China, so as to promote the innovation and reform of moral education research.

Keywords: Sino-British; Moral education; To compare; A revelation

1. Introduction

Moral education is an important part of basic education and even lifelong education. School moral education means that the educator exerts ideological, political and moral influences on the educatees in a purposeful, planned and systematic way according to certain school, social or class requirements, and through the educatees' positive understanding, experience and practice. In order to form a certain society and class of moral education activities, that is, educators purposefully cultivate the moral character of the educated activities.

Since the 1960s, moral education has been widely concerned in the field of education and has gradually become a hot topic, which has been highly valued by all countries in the world.^[1]As an economic and educational powerhouse, Britain has a unique educational method and approach in school moral education, which has a great enlightenment for the school moral education of our country.

2. Moral Education in Chinese Schools

2.1. Moral Education in ancient Chinese academies

In ancient China, morality is one of the core concepts of children's education.^[2] As early as the Spring and Autumn Period (770-476 BC), "a hundred schools of thought contended" emerged in China and numerous schools of thought were formed. The result formed by "hundred schools of thought contend" reflects the thinkers' thinking and practice of moral education at that time, which marks them maturity of moral education in ancient China.^[3]The moral education of many schools of thought, such as Confucian moral education with "benevolence" as the core, Taoist moral education with "inaction" as the guidance, "rule of law" as the center of moral education, etc., the system is very complete, and has distinct, characteristics, and has a profound influence on the later generations.

Academy is a unique educational organization form in ancient China. As a unique school education system in the history of Chinese education, it originated in the Tang Dynasty, flourished in the Song Dynasty, continued in the Yuan Dynasty, popularized in the Ming and Qing Dynasties, and ended at the end of the Qing Dynasty. It has existed for more than one thousand years, which has had a significant impact on the development of feudal education in China and contains a lot of moral education thoughts.

2.1.1. Focus on the integration of knowledge and practice

Stifle desire and change the good. "Many academy educators are against empty talk and moral education divorced from reality. The key to moral cultivation is to "conform to the way of 'loyalty', advocate the spirit of practice, strive to combine knowledge and practice, and put what you learn into practice."^[4]

2.1.2. Pay attention to personality education

“The cultivation of moral quality is an important content of college personality education, and the cultivation of will quality is an integral part of personality education.” The personality education in the academy is mainly carried out through two ways: one is to educate students on moral quality and will quality through sacrificial activities and diary teaching; The second is the behavior treaty in the school rules, which stipulates and restricts the daily words and deeds of the apprentices in detail, and shapes the ideal personality of the apprentices through the system design and cultural construction.^[5]

In the sacrificial activities of the traditional academies, the academies often strictly select the sages and teachers who are rigorous in learning and outstanding in virtue as the objects of worship. On the one hand, the students of the college will be deeply influenced by their thoughts and virtues. On the other hand, the solemn and solemn sacrificial environment allows each student to feel the great personality charm of the sages.

2.1.3. Pay attention to moral education environment

First of all, most of the sites of academies have beautiful environments, and they will pay more attention to the construction of their own scenery. Reading and living in such a relaxing and happy environment can nourish their temperament. Secondly, the academy attaches great importance to creating a good cultural environment. Most of the buildings are plain and unsophisticated. There are many stone tablets and couplets placed in the hospital to create a moral environment. Finally, most of the academies have created a good interpersonal environment for moral education. On the one hand, the teacher-student relationship is harmonious, the academy has a strict system for selecting teachers and paying great attention to creating an atmosphere of respecting teachers and loving students. On the other hand, most students and apprentices help each other and grow together.^[6]

2.2. Moral Education in contemporary schools in China

Since the reform and opening up, the important position of “cultivating virtues and talents” has gradually become prominent. Since the new era, education has established “cultivating virtues and talents” as the fundamental task, and is committed to cultivating talents with both virtues and talents and all-round development.

The content of moral education mainly includes: patriotic education. The most important thing of patriotic education is to cultivate students’ patriotic spirit, establish their cultural confidence, understand our long history and the progress of science and technology, so that students can be proud of their own country from the heart and aspire to fight for the great rejuvenation of the Chinese nation; Collectivism education, students from kindergarten to live in the class, collective education for students, let students know that they are part of the collective, and the collective weal and woe, inseparable; Labor education, the importance of labor education in today’s era has gradually become prominent, to guide students to participate in labor, love labor, which is also an important step from the theory of moral education to practice;^[7] Socialist education and the education of socialist core values is the innovation point and improvement point of school education at present. It guides students to set up correct core values, ideals and beliefs, and carries forward the socialist spirit.

The methods of moral education mainly include: theoretical education. Teachers teach students socialism, patriotism and other theoretical knowledge in a purposeful and planned way through teaching, demonstration and other methods, focusing on guidance rather than instilling; Practicing the exercise method requires the educatees to participate in person and achieve the purpose of education through practice. Example model law, with the excellent person’s own noble character, code of conduct and outstanding achievements influence students to achieve the purpose of education, and should be good at using the negative examples, to achieve the effect of warning.

3. Moral Education in British Schools

As an old capitalist country, Britain has a long history of precipitation, moral education in the British society is highly valued. Britain advocates gentleman education, moral education is goal-oriented, the content of moral education is hidden, religious and secular, aiming at cultivating responsible and caring citizens. Moral education in the school is centered on emotion, so that students can learn to care and understand. Teachers pay attention to emotional interaction, often say “great”, “very good”, “love you” and other words, advocate happy education, pay attention to children’s

mental health, which is also a major feature of moral education in the UK.

3.1. There are various ways of moral education

1) Curriculum education: including religion course, moral education course, physical education course, personal social and health education course, etc. Before 1840, ideological education in Britain was mainly carried out through religious education. Moral education in schools was conducted by the church, which was mainly religious courses. Religious doctrine was equivalent to the code of moral conduct at that time.^[8] After the 1960s, Britain reformed the moral education in schools and began to set up special moral education courses. Virtue education and patriotism education became the core of moral education at that time. In addition, British schools attach great importance to the physical and mental health of students, and exercise is one of the important ways to develop self-confidence and a strong body. Therefore, British schools attach great importance to the physical education of students and the cultivation of their sportsmanship, such as equestrian is a good example.

2) Extracurricular activities: British schools emphasize that they should not only pay attention to students' study, but also pay more attention to students' extracurricular activities. Therefore, they often use the 1.5 hour lunch break and 1.5 hours or even longer after-class time to carry out a variety of extracurricular activities, such as sculpture, paper-cutting, design, etc., to cultivate students' moral education through extracurricular activities.

3) Campus environment: As can be seen in the British chapter of the documentary "Childhood in a Foreign Country", British schools attach great importance to the hidden education mode, and their campus environment shows this feature everywhere. In terms of environmental facilities, British campus architecture layout, teaching facilities and other forms and decorations are very exquisite, in their campus everywhere can be seen bright national flags, these material and cultural forms have a subtle influence on students' ideas; In addition, the school will organize students to visit the memorial hall and memorial sites on a regular basis, and the community will organize residents to visit the exhibition hall, museum, science and technology museum and other places on a regular basis.^[9] Some schools do charity activities once month. The topics include disabled people, color blindness and many political topics. They also donate things, set up community organizations to help the elderly, go to refugee camps, etc., to encourage students to be considerate of others. In addition, they will design plans on the theme and show them to the students. In this way, they can go out into the world and express themselves completely and confidently.

4) Institutional constraints: In Britain, private schools are supervised by the government and constrained by the institutional system.

5) Public opinion and the public environment: They often say that "the pursuit of excellence, social progress depends on the strength of the elite", and the essence of the elite strength is a wide range of interests outside the professional courses, training students to be interesting, full of curiosity, strong body, social responsibility of the individual, campus environment and public environment emphasize "consciously to participate in the society", "serve others, make contributions to the country", etc.^[10] At the same time, parents should understand their children and choose the school suitable for them.

3.2. The methods of moral education are diversified

1) Moral cognition method: Based on cognitive development, its core is to have moral thinking. In the UK, moral dilemma stories are often used to guide students to establish values and cultivate their moral thinking. In addition, the motivation of their moral development lies in seeking the realization of personal value, emphasizing self-confidence and the responsibility of giving back to the society, encouraging young people to participate fully in the society and make contributions to the society.

2) Traditional Education Method: They will make extensive use of various memorial halls, exhibition halls, museums, science and technology halls and other places to carry out patriotic traditional education with vivid physical materials and modern scientific means, and turn these public resources into ideological and political education bases.^[11]

3) Recessive education method: recessive education emphasizes the influence of environment on people. They pay great attention to the campus facilities, cultural construction, rules and regulations and other aspects to subtly influence students. And implicit moral education and religion closely combined, religious moral education to cultivate the "spirit and personality" as the goal, in addition to teach their worship and religious beliefs, but also to respect others, absolve the public, responsible for

the society and other education, edify the believers of the joy of helping others, inspire the feeling of truth, kindness and beauty, cultivate the spirit of democracy and patriotism and love the people.

4. Enlightenment of Moral education in British schools to China

4.1. We must pay attention to practice

Our light theory of moral education is too rigid and inflexible, more attention is paid to positive indoctrination and direct education, in the concrete teaching process is basically teacher talk, students listen, students always with a passive and will accept the moral education, difficult to internalize the morality, difficult to realize the purpose of moral education, and ignore the needs of the modernization and diversification of moral education. Moral education, on the other hand, focuses on objective analysis, field observation and research. In the teaching process, it often adopts physical teaching or encourages students to actively participate in practical activities, so that students can experience and feel in practice. It encourages students to participate in society comprehensively, avoids mechanical learning and teaches them to be critical and think independently. While cultivating students' practical ability, ability to solve practical problems and consciousness of innovation, it will obtain more prominent effect of moral education.

4.2. Create open learning situations

In recent years, although some primary and secondary schools have been carrying out some extracurricular activities, they are often simplistic and prescriptive, too formal and serious, or simply cope with them in name only in order not to delay the study of cultural courses. Britain pays close attention to students' extra-curricular activities, and has to use most of the time to carry out very colorful extra-curricular activities almost every day. In ideological and political classes, we can use group discussion, role playing and other ways combined with textbooks to give full play to students' main role and encourage students to actively participate in classroom learning. We can use spare time to carry out extracurricular activities, cultivate students' wide range of interests, lead students to practice, let students explore in activities, make full use of moral dilemma stories or practical problems in real life, encourage students to try new roles and solve problems, so as to cultivate students' sense of fairness, competitive concept, team spirit, positive attitude, critical thinking and communication skills; regularly arrange students to participate in local volunteer services, encourage students to be considerate of others, and develop students to be interesting, curious, healthy and socially responsible individuals.

4.3. School, family, social multi-pronged

The development of moral education needs school, family and society. At present, Chinese government departments all over the country take the initiative to cooperate with schools to carry out the activities of knowledge into the campus. At the same time, they will cooperate with schools to organize students to visit their office, which promotes the in-depth development of moral education in schools to a certain extent. However, parents are the first teachers of children, and family education has the greatest impact on students' moral education. Nowadays, many parents do not realize the importance of family education and often put the task of moral education on schools and teachers for various reasons, which makes home-school cooperation even more difficult. Therefore, we should give full play to the propaganda role of the government and public opinion in the whole society, so as to make parents realize the importance of family education and make families pay enough attention to children's moral education. In addition, modern moral education needs the joint participation of school, family and society, which is indispensable. All parties should coordinate and cooperate with each other to establish a moral education system integrating school, society and family.^[12]

5. Conclusions

Both China and Britain have their own characteristics in moral education and both attach great importance to the important role of classroom in moral education. Through comparison, we can find the similarities and differences of the two more clearly. The positive side of the moral education in UK is analyzed. Our country should learn from its positive side to promote the development and innovation of the moral education in our country.

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