

The Value Connotation and Implementation Path of Character Education for Secondary Vocational School Students in the New Era

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Abstract: The new era has endowed vocational school students with new value connotation of character education. Strengthening character education is an important way to promote the self realization of secondary vocational school students, a necessary means to improve the education system, and an inevitable requirement to realize the strategy of manufacturing China. At present, the cultivation of good character of secondary vocational students must be based on the background of new era, and actively cope with the realistic dilemma of character education of secondary vocational school students in the new era. It innovates and expands the implementation path of character education for secondary vocational students from the aspects of education objective determination, education content selection, education mode transformation, education evaluation perfection, optimizing educational environment and so on.

Keywords: Secondary vocational school students, Character education, Craftsman quality

1. Introduction

At present, with the interweaving and changing of a new round of scientific and technological revolution and industrial transformation in the world, China's economic development has entered a "new normal". It has become an important national action goal to cultivate a "large army of knowledge-based, skilled and innovative workers" [1], deepen the "supply side structural reform", and promote the strategy of "making China powerful". This goal can not be achieved without the support of high-quality technical workers. As the main source of the technical workers, secondary vocational school students can cultivate their good spiritual outlook and shape their excellent labor quality through character education, which has far-reaching value and significance for optimizing the quality structure of the technical workers and realizing the strategy of "making the country powerful".

2. The Value Connotation of Character Education for Vocational Students in the New Era

The so-called character education of secondary vocational school students refers to the moral education based on the core qualities required by the future career development of secondary vocational school students and through the shaping of their internal morality and character. This kind of character education for secondary vocational school students aims at "moral education with character and virtue as the core and approach" [2]. Its key point is how to effectively sort out, differentiate and cultivate various excellent qualities required for the future development of secondary vocational school students based on their core qualities.

2.1. Character education is an important way to promote the self realization of secondary vocational school students

It is an educational appeal to promote the self realization of secondary vocational school students to shape their fine character through character education. Maslow's theory of self realization believes that self realization is the essential existence of human beings, which is actually "a high spiritual realm above the direct lack of motivation beyond material needs". [3] "Self realization" is the highest level and ultimate goal of human development. The realization of this highest level and ultimate goal is a gradual process. In this process, people's self realization is always subject to the formation of sound personality

and good quality. To achieve the level of self realization, people must fully understand the good personality characteristics of self actualizers, and promote the full development of sound personality through the shaping of various fine characters. The secondary vocational school students are still in the critical period of personality development and quality formation. Only by focusing on the implementation of character education, can the secondary vocational school students lay a solid foundation for their future self realization.

2.2. Character education is a necessary means to improve the system of educations

On July 8, 2019, the Opinions on Deepening the Reform of Education and Teaching and Improving the Quality of Compulsory Education issued by the Central Committee of the Communist Party of China and the State Council clearly pointed out: "We should adhere to the principle of simultaneous development of five education, strive to build an education system that comprehensively cultivates moral, intellectual, physical, artistic and labor skills, and comprehensively develop quality education." As a kind of moral education, character education plays a very important leading role in the collaborative education system of moral education, intellectual education, physical education, aesthetic education and labor education. Character education belongs to the category of upper ideology among the five educations, and it permeates into the department of moral, intellectual, physical, aesthetic, labor and five educations, which plays an important role in guiding students to establish a correct world outlook, values and outlook on life. The implementation of character education is the basic requirement for the overall implementation of the Party's and the country's educational policies, and is the internal requirement for the construction of an educational system of "moral education first, five educations integrated". Secondary vocational schools should give full play to the leadership and integration function of character education, actively improve the five education and education system of morality, intelligence, physical education, beauty and labor, and provide assistance for secondary vocational students to comprehensively develop into adults.

2.3. Character education is the inevitable requirement for realizing the strategy of manufacturing China

In order to effectively promote the transformation and upgrading of China's manufacturing industry, the country has issued the Made in China 2025 Action Plan. The strategic goal of "transforming from a big manufacturing country to a strong manufacturing country, and finally realizing a strong manufacturing country" is clearly put forward in the program. This goal points out a new development direction for the country's industrial development. New development needs new support, which is called new workers. Only by training new workers can we meet the needs of the internal drive for industrial development. Therefore, to implement the manufacturing China strategy and promote the effective transformation and upgrading of the manufacturing industry, it is necessary to cultivate industrial manufacturing talents that meet the development needs of the new era. At present, China is in a critical period of achieving the goal of "making China a powerful country". Secondary vocational school students are the new force to promote the realization of this goal. The development of the new era has put forward higher requirements for industrial development, and it is bound to put forward higher standards for the cultivation of secondary vocational school students. Only by implementing character education and adhering to the correct value guidance, can secondary vocational schools cultivate new forces to achieve the goal of "building a strong country".

3. The Practical Difficulties Faced by the Character Education of Vocational Students in the New Era

3.1. Bad social atmosphere affects the value judgment of secondary vocational school students

Marx once said: Man creates environment, so does environment. ^[4] As one of the important factors affecting human development, environment plays an important role in the accumulation of students' cultural quality, cognitive psychological development, the establishment of ideals and beliefs, and the cultivation of moral quality. At present, with the reform and opening up and the deep exchange and integration of Chinese and Western cultures, it has also led to the invasion of some unhealthy social customs, such as "money worship" and "hedonism". Especially in the era of wanton network culture, these unhealthy social customs soon penetrated into all aspects of students' study and life, causing students' psychological and physiological twisted development, obstructing the formation of students'

good character, leading to the low level of students' ideological and moral standards and the abnormal development of moral quality, making some unknown secondary vocational students gradually lose their sense of self-worth. As the secondary vocational school students are young and lack of social experience, it is difficult to resist the influence of these unhealthy social customs in the case of insufficient value recognition. These unhealthy social customs have gradually formed the wrong idea of "getting something without work, aiming high and opportunistic" for secondary vocational school students, which has brought resistance to the formation of correct value judgments for secondary vocational school students.

3.2. Insufficient self cognition weakens the spiritual pursuit of secondary vocational school students

The theory of cognitive dissonance holds that a person's cognitive factors must be coordinated. When cognitive factors are uncoordinated, individuals will have internal pressure. Self cognition refers to an individual's insight and understanding of his own existence in the process of growth, which includes two aspects: self observation and self-evaluation. Self cognition is a relatively advanced psychological cognitive ability. Whether an individual can correctly understand and evaluate himself or not plays an extremely important supporting role in the construction of a sound personality and spiritual world. As a special student group, secondary vocational school students lack self successful physical and mental experience for a long time, which leads to their lack of self cognition and poor self-evaluation. This mirror image is mainly reflected in two aspects: first, the self-efficacy of secondary vocational school students is low. The vast majority of secondary vocational school students have poor academic performance. Their sense of academic frustration has greatly dampened their self-confidence. They are full of feelings of inferiority in learning and life. In order to cover up this sense of inferiority, secondary vocational school students usually show indifference or abandon themselves. Second, the attribution bias of secondary vocational students. In the process of the growth and development of secondary vocational school students, due to the lack of understanding of the success and failure of personal experience, attribution bias often occurs.

3.3. Dissimilation of moral education blocks the character development of secondary vocational school students

Influenced by the traditional educational concept, in the process of cultivating the ideological and moral awareness and good character of secondary vocational students, the alienation phenomenon of emphasizing theoretical moral preaching over moral practice has emerged. This alienation is embodied in the fact that although the goal of moral education has eased compared with the previous "high, large and empty", there is still a problem that the goal orientation is disconnected from practice; The content of moral education is relatively poor. The content arrangement is still dominated by the traditional "abiding by the law", "helping others", "finding money", "solidarity and fraternity", and lacks the design of the content of the new moral code with the characteristics of the new era; The way of moral education is relatively simple, and the moral education activities with daily class management as the main body tend to be formalistic, lack of new ideas, and have little effect; The methods of moral education are old in form, not innovative enough, and there is a reality that "old methods are ineffective", "new methods are unknown", and "hard methods are not effective"; The evaluation method of moral education is unscientific, and the evaluation method of emphasizing results over processes is still adopted. ^[5] Due to the alienation of moral education, teachers are completely immersed in the inculcation of moral education knowledge and the promotion of moral education awareness of secondary vocational students, while ignoring the cultivation of their internal core character and the practice of moral behavior.

4. The optimized path of the implementation of character education for vocational school students in the new era

4.1. Set the educational goal based on craftsmanship spirit

Secondary vocational schools should clarify the historical responsibility of vocational education in the new era. They should not only continue to highlight the training objectives of vocational students to improve their professional skills and operating skills, but also strengthen the cultivation of their excellent professional quality and sense of professional responsibility. With the education goal of cultivating modern vocational talents with solid professional skills and craftsmanship spirit, secondary

vocational schools should constantly improve their competency in the national economic transformation and development. Generally speaking, craftsmanship refers to the "unique and inherent spiritual temperament and value orientation" of craftsmanship [6]. Craftsman spirit, as the key core of modern vocational and technical personnel training, contains three quality dimensions: craftsmanship, ingenuity and craftsman soul. The character education of secondary vocational school students belongs to the research category of value form. In order to adapt to the development requirements of the new era, we must break through the traditional thinking of monistic education goal design based on professional norms, and redefine the education goal in combination with the three quality dimensions of craftsmanship. The first level of craftsmanship quality is the basic goal of character education for secondary vocational school students, which aims to cultivate their professional quality of "consummate craftsmanship" and "unity of knowledge and practice"; The second quality of originality is the value goal of character education for secondary vocational school students, which aims to cultivate the value orientation of "excellence" and "originality" for secondary vocational school students; The third quality of craftsman spirit is the ultimate goal of character education for secondary vocational school students, which aims to cultivate their spiritual temperament of "virtue and skill" and "responsibility".

4.2. Elect education content based on core quality

The traditional content of moral education for secondary vocational school students has the characteristics of compulsion and unity, whether it is the choice of materials or the value orientation of modules. The content system of moral education with this value orientation is quite different from the current value demands of character education of secondary vocational school students, and it is difficult to adapt to the personalized and appropriate needs of character cultivation of secondary vocational school students in the new era. In the new historical development period, the cultivation of secondary vocational students has developed from "professional ability oriented" to "core literacy oriented" development stage. The so-called core literacy refers to "the essential character and key ability gradually formed by students to meet the needs of individual lifelong development and social development in the process of receiving corresponding education." [7] Generally, it can be summarized as six core qualities: "humanistic heritage, scientific spirit, learning to learn, healthy life, responsibility, practice and innovation". [8] The selection of the content of character education for secondary vocational students should be based on the core quality. It should not only inherit the cultural essence of traditional moral education, but also highlight the modern value of vocational education given by the new era. It should constantly enrich and innovate the content of character education for secondary vocational students from both vertical and horizontal dimensions. Vertically, the content of education is sorted out according to the logic of "goal - quality - character". On the premise of accurate positioning of the character education goal, by carefully sorting out each module of the core literacy of secondary vocational students, further decompose the character elements corresponding to each core literacy module, and then mine and collect the education content and cases matching the character according to the character elements. Horizontally, the content of education is sorted out according to the logic of "correlation - intersection" of the core elements. Through the flattening analysis of each core quality of secondary vocational school students, the relevant and overlapping character elements of each core element are condensed from the connotation and extension perspectives, and then the education content is organized according to these character elements.

4.3. Transform the education mode by taking online and offline as the path

With the rapid development and application of information technology and network technology, the traditional "indoctrination" mode of moral education has been difficult to meet the realistic needs of the new era of multiple value shocks and the endogenous development of students' character. In the information age of knowledge explosion, educational resources of various levels and types are increasingly rich, and the advantages of diversified learning methods are increasingly apparent, which puts forward new requirements for the transformation of character education methods in secondary vocational schools. The innovation of the way of character education can enable secondary vocational school students to change from passive participation in learning to active independent learning, so that they can devote themselves to dynamic and creative learning activities, learn character education knowledge in a free, harmonious and pleasant atmosphere, and promote the cultivation of their good character. Therefore, secondary vocational school teachers undertaking character education should keep pace with the times, explore the laws of education and teaching in accordance with the requirements of the new era, innovate the way of character education for secondary vocational school students, pay full

attention to and give full play to the main role of secondary vocational school students in the generation of good character, make full use of the combination of online and offline means, and gradually form an efficient way of character education. On the one hand, we should constantly enrich the online learning life of secondary vocational school students, combine different types of quality elements, use modern curriculum construction platform, use typical cases and teaching videos closely related to quality elements, stimulate their interest in participating in quality element learning, and guide secondary vocational school students to comprehensively and deeply understand the value of quality education from different angles and levels, Realize the transformation of quality education mode of secondary vocational school students from "indoctrination" to "guidance". On the other hand, it is necessary to continue to give play to the traditional advantages of offline implementation of character education, actively create multiple interactive ways of classroom teaching and learning, adopt case video discussion, group task driven, scene simulation reproduction and other ways to turn the "preaching" unitary classroom into a "dialogue interactive" classroom, encourage secondary vocational students to actively participate in the diversified quality shaping learning, and make the content of quality education become visual and specific.

4.4. Improve educational evaluation based on self generation

To cultivate the good character of secondary vocational school students, we need both knowledge education at the academic level and practical behavior at the self construction level. The cultivation of good character of secondary vocational school students is a process of self construction based on theoretical accumulation. Therefore, paying attention to the identification of secondary vocational school students with the value of character elements and the path of self generation is the key to the evaluation of secondary vocational school students' character education. Secondary vocational schools should establish diversified evaluation standards according to the physical and mental development characteristics of secondary vocational students and the characteristics of different levels of character elements, establish and improve the comprehensive evaluation system, and improve the scientific and normative evaluation of character education of secondary vocational students. It is necessary to establish a three-dimensional rating mechanism for character education, change the traditional way of measuring and evaluating the quality of secondary vocational students based on the students' moral education course learning achievements, and more highlight the evaluation of the quality of secondary vocational students' self generated practice behavior, such as the attitude and behavior of secondary vocational students in and out of class learning, the performance of participating in the teaching practice inside and outside the school The awareness and performance of participating in public welfare activities should be included in the scope of evaluation. At the same time, we should adhere to the multi subject participation and open evaluation method to achieve the comprehensiveness and flexibility of the evaluation. For example, teachers' professional evaluation, secondary vocational school students' self horizontal and vertical evaluation, and peer comparison evaluation are combined to evaluate the knowledge, feelings, intentions, and behaviors of secondary vocational school students formed by their good qualities in various ways, such as curriculum learning evaluation, online survey evaluation, behavior performance evaluation, and daily conduct observation evaluation, so as to strengthen the training effect of secondary vocational school students' good qualities, and focus on strengthening the process evaluation of quality cultivation, Establish a hierarchical evaluation system. The cultivation of the excellent character of secondary vocational school students needs a long process. Therefore, in the daily cultivation process, teachers should strengthen the observation and supervision of the self generation process of secondary vocational school students' quality, and promote the healthy growth of secondary vocational school students by establishing appropriate evaluation methods.

4.5. Optimize the educational environment with multi-party cooperation as a supplement

At present, the social environment is complex, and multiple values are intertwined. To cultivate the good quality of vocational school students in the new era, we must attach great importance to the transformation and maintenance of the character education environment. Schools, families and the society should attach importance to the cultivation of the excellent quality and craftsmanship of secondary vocational school students, advocate the recognition and understanding of socialist core values, and oppose the infiltration of unhealthy social ethos such as money worship, hedonism, nihilism and extreme individualism. Secondary vocational schools should actively create a campus environment with a good atmosphere. Campus is the main place for secondary vocational school students to study and live. Whether the campus atmosphere is good or not will have the most direct impact on the quality awareness and skills of craftsmen of secondary vocational school students.

Secondary vocational schools should not only carry out various forms of practical activities for the cultivation of the excellent quality of secondary vocational students, but also strengthen the construction of campus facilities and equipment, create a positive moral education atmosphere, and focus on highlighting the hidden education function of campus culture. The families of secondary vocational school students should also create a good family atmosphere and family environment. The family is the first station to cultivate the excellent quality of secondary vocational school students. Harmonious family atmosphere and positive family education play a role in promoting the excellent quality of secondary vocational school students. Parents should set an example, guide and cultivate the good character consciousness of secondary vocational school students from their own words and deeds, and exercise their practical behaviors in line with the professional values of the new era with practical actions. The society should actively create a good social environment through value guidance and activity practice. In terms of value guidance, the government can actively publicize the deeds of the great craftsman models by means of information networks, television and radio, and fully carry forward the quality spirit of the great craftsman. In terms of activity practice, the government can give play to the radiation role of community influence, carry out regular quality training activities in the communities where secondary vocational students live, encourage secondary vocational students to actively participate, and guide their independent generation of good quality. Only when schools, families and society work together to create a good atmosphere and environment and form a joint force of education, can the quality of character education for secondary vocational students be effectively improved.

5. Conclusion

In the context of the new era, the character education of secondary vocational school students has important era value in training great country craftsmen and carrying forward the spirit of great country craftsmen. We should fully understand the requirements of the times for social development, accurately grasp the pulse of the times, clarify the value connotation of character education for secondary vocational school students, innovate and expand the cultivation path of good character for secondary vocational school students, and wholeheartedly meet the opportunities and challenges of the new era.

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