

# *Research on the Management Path of Primary School Moral Education under the Background of New Era*

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**Abstract:** Moral education management in primary schools is not only an important task for each primary school, but also has received extensive attention from the society. Only by constantly innovating the measures of moral education management in primary schools can we ensure the smooth progress of moral education management in primary schools, promote the scientific development of students in an all-round way, and truly achieve the goal of moral education management in the new era. In the process of primary school students' growth and development, scientific and efficient moral education management is very important. In order to comprehensively and systematically improve students' moral literacy and to better promote students' growth and development, teachers should attach great importance to the moral education management in primary schools, actively adopt scientific and fine management measures to effectively improve the effectiveness of moral education management and better promote students' all-round development.

## 1. Introduction

Primary education is the basic and important stage of school education. Primary school is the starting point for students to learn and grow. With the development of education reform, moral education in primary school has been paid more and more attention. Schools should not only let students study hard cultural knowledge, but also conduct moral education to students, and moral education in a very important position <sup>[1]</sup>.

Moral education is the top priority of education and teaching, primary school teachers must understand the importance of moral education. It is the fundamental task of education and teaching to cultivate people by virtue. The effective moral education activities carried out by primary school teachers are conducive to promoting the development of students' thoughts and helping them to form good ideological and moral qualities. Cai finds that the innovation of moral education teaching methods in primary schools has a prominent role and influence on the learning of pupils through the understanding of literature on moral education in primary schools under the new situation <sup>[2]</sup>. Based on the perspective of home-school alliance, Zhang and Bing discusses the teaching strategy of moral education in primary school, hoping to provide some theoretical support for promoting the healthy development of pupils' body and mind <sup>[3]</sup>. Chen analyzes the influence of class culture on

primary school moral education and put forward corresponding strategies <sup>[4]</sup>. Chi analyzes that in addition to teaching students basic knowledge, class management is also needed to promote the comprehensive development of students. It also discusses how to combine class management with students' moral education <sup>[5]</sup>.

At present, there are still prominent problems and deficiencies in the practice of moral education management in primary schools. It is urgent to adopt scientific and fine management measures for reform and innovation, so as to comprehensively and deeply improve moral education management and better promote the healthy and sustainable development of primary school students.

## **2. The problems of moral education management in primary school under the background of new era**

Under the background of the new era, there are still prominent problems in the process of moral education management in every primary school, which will undoubtedly affect and restrict the effectiveness of moral education development of students to a large extent, and it is difficult to promote the comprehensive development of students. Primary school moral education management problems are concentrated in the following aspects.

### **2.1. The management content is not comprehensive enough**

In the process of primary school moral education management, the comprehensive and systematic content of moral education management is very important. In order to comprehensively promote the in-depth and sustainable development of students, as well as to better improve students' moral education literacy, schools should urge teachers to do a good job in moral education management and actively grasp the scientific content of moral education management.

However, the content of moral education management at the present stage is not comprehensive and scientific. In the process of moral education management, some schools still pay too much attention to students' academic achievements and obviously lack of attention to students' moral literacy and moral cognition, which will undoubtedly affect the long-term sustainable development of students to a large extent. In addition, some schools do not really establish a perfect moral education work system in the process of moral education management practice, which will also affect the orderly implementation of moral education. The lack of a perfect and systematic mechanism will undoubtedly affect the scientific development of moral education management, and even cause a serious teaching bias, difficult to promote the comprehensive and sustainable development of students.

### **2.2. The concept of moral education lags behind**

Under the background of the new era, it is necessary for school teachers to grasp the characteristics of the development of The Times, change and innovate the concept of moral education scientifically and comprehensively in order to promote the in-depth and continuous development of moral education.

However, in the practice of moral education at the present stage, the concept of moral education of school teachers lags behind significantly, which will undoubtedly restrict the scientific management of moral education to a large extent, and it is difficult to ensure the effective development of students. For example, in the practice of teaching management, some school administrators and teachers are still seriously affected by exam-oriented education. In the specific process of teaching management, they pay little attention to the development of students' moral education and only put their energy and time on improving students' intelligence level. In addition,

some teachers adopt a relatively unified mode of moral education, which cannot meet the differentiated development demands of students and can hardly promote the efficient development of students.

### **2.3. The moral literacy of teachers is relatively low**

In the process of moral education management in primary schools, teachers are important guides and always play an important practical role.

However, at the present stage, the moral education quality of teachers is relatively low. For example, in the concrete moral education practice, teachers are still used to adopt the relatively mechanical indoctrination education mode, trying to indoctrinate the moral education content to students in a comprehensive way. This relatively simple teaching mode is highly likely to affect students' interest in learning, and it is difficult to comprehensively improve the moral education quality of students. In addition, some teachers' cognitive ability of moral education is not high in the process of moral education, so they often separate moral education from life education, and fail to accurately grasp the key opportunities of moral education, which will also restrict the high-quality moral education management to a large extent, and it is difficult to truly meet the needs of students' development. In addition, many teachers have limited cognition, poor ability to learn new things and self-distrust, and lack of communication and learning with advanced moral educators, which leads to the hindering of moral education in primary schools.

## **3. Causes of moral education management in primary school**

Under the background of the new era, schools and teachers should attach great importance to the moral education management, actively implement the scientific management concept, and set up refined systems and mechanisms to ensure the continuous and in-depth development of moral education management. However, there are still some outstanding problems in moral education management, mainly due to the following reasons.

### **3.1. Lack of clear development ideas**

At present, in the process of organizing and carrying out moral education management in schools, there are prominent problems such as the lack of comprehensive and systematic content of moral education. The reason lies in the obvious lack of clear development ideas and scientific planning of moral education in the process of promoting the in-depth development of moral education management, which leads to the randomness and arbitrariness of moral education management.

Moral education management itself is a systematic and complex comprehensive work. In the process of promoting the in-depth development of moral education management, schools must pay attention to strengthening the top-level design, establish a perfect system of rules and regulations based on the requirements of the development of the new era, and actively establish a scientific development plan to ensure the in-depth and sustainable development of moral education management. However, at present, in the practice of moral education management, each school does not really clarify the specific working ideas, nor does it grasp the importance of moral education management at the present stage, which is prone to problems such as incomplete content and randomness of moral education management. In addition, in the process of carrying out moral education management, the school level lacks the necessary supervision and guidance mechanism, and it is difficult to timely find and correct the outstanding problems in the process of moral education management, which is also not conducive to the orderly implementation and scientific development of moral education management.

### **3.2. Schools do not have an accurate understanding of moral education management**

At the present stage, all schools are still affected and restricted by exam-oriented education in the process of carrying out education management. They have not put moral education management in an important position of development in a real system, nor have they promoted the high quality development of moral education management in a systematic and comprehensive way, which leads to the overall concept of moral education management lagging behind and the overall moral education management is not outstanding.

At present, under the influence of exam-oriented education, schools still regard academic performance as an important standard to measure teachers and students, and there is no effective evaluation feedback incentive mechanism to carry out moral education, so teachers will ignore moral education in the daily teaching process.

### **3.3. Teachers lack of experience in moral education management**

With the comprehensive implementation of the new curriculum standards, the importance of moral education management is becoming increasingly prominent in the process of primary school education management practice, and teachers' moral education management work experience plays a very key role in the daily teaching process of schools.

On the one hand, teachers' experience in moral education management will directly affect students' enthusiasm in learning moral education. If teachers lack experience in moral education management, they can neither help students to establish basic values nor carry out moral education in a reasonable way, resulting in a situation of embarrassment for both teachers and students. On the other hand, if teachers lack experience in moral education management, they will not be able to solve problems in emergencies, which will easily lead to students' frustration in the process of learning moral education. If teachers continue to do so, a negative feedback loop of deterioration will be formed, which is very unfavorable to the long-term development of students and the educational development of the school.

## **4. The scientific way of primary school moral education management under the background of new era**

Under the background of the new era, in the process of deeply and efficiently carrying out moral education management in primary schools, it is necessary for teachers to comprehensively and systematically enhance students' moral education literacy by relying on scientific and detailed development approaches, so as to better promote students' comprehensive and sustainable development. In the practice process of moral education management, schools and teachers should grasp the problems and causes of moral education management at the present stage, actively use scientific development ways to greatly enhance the effectiveness of moral education management, better optimize moral education, and promote the all-round development of students.

### **4.1. Set scientific development plans and clarify the ideas of moral education**

No matter under the scientific guidance of the new curriculum standards or under the guidance of the core quality of the discipline, schools should attach great importance to the moral education management in the process of educational management practice, actively promote innovation and reform of moral education management, and effectively enhance the effectiveness of moral education management.

Because of the lack of refined development ideas, moral education management in schools at the

present stage is lack of innovation, and even to some extent there is a problem of fragmentation. In this regard, schools should put moral education management in an important position of development, rely on detailed and scientific development planning actively grasp clear development ideas, effectively promote the in-depth development of moral education management, better enhance the development of students' literacy and moral education ability.

On the one hand, in the process of continuous promotion of moral education management, schools should do a good job of necessary top-level design, set a scientific development plan in an all-round way, actively integrate moral education disciplines to fully practice the ideological and political curriculum system, better improve the effect of the implementation of curriculum ideological and political education, and comprehensively consolidate the moral education management. On the other hand, in the practice of moral education management, the school should also grasp its own development characteristics, scientifically clarify the ideas of moral education, while insisting on moral education, based on its own school-running characteristics, such as regularly carrying out the moral education work of the school and parents, holding special holiday activities, etc., are the educational characteristics of the school. Scientific moral education management not only includes students' emotional attitude, moral cognition and other aspects, but also includes students' behavior practice, learning habits and so on. In this regard, schools should constantly refine the content of moral education management in the process of moral education management, and actively promote the development of moral education management towards a healthy and orderly direction.

#### **4.2. Create a scientific moral education environment and reform the moral education management mode**

Under the background of the new era, in the process of promoting the in-depth development of moral education management, schools should pay attention to grasp the scientific measures of moral education, effectively create a scientific moral education environment, actively reform and innovate the mode and method of moral education management, and systematically and comprehensively promote the in-depth and orderly development of moral education management.

On the one hand, in the process of continuing to carry out moral education management, schools should start from themselves and actively establish a scientific moral education environment, bring moral education management into the school culture construction, and guide teachers to truly realize the internal relationship between moral education and themselves. For example, schools can incorporate the results of moral education into the assessment and evaluation process of teachers, forcing teachers to have a high awareness of moral education with a relatively compulsory assessment method. At the same time, some slogans and stories about moral quality education can be posted in the corridors and propaganda pages of schools to create a good moral education atmosphere and imperceptibly strengthen the moral education management effect of schools. On the other hand, in the process of carrying out moral education management practice, schools should also urge teachers to play their own guiding role and actively combine students' development ability to innovate and change the moral education management mode. In the practice of moral education, it is necessary for teachers to adopt situational teaching method, make full use of multimedia teaching equipment to create a unique moral education teaching situation, so that students can truly integrate into the teaching situation, so as to accept the necessary moral education penetration in the real situation, and effectively enhance the development quality and moral education ability of students.

### **4.3. Strengthen ideological and political courses and other disciplines of linkage management**

In the process of carrying out the practical work of moral education management in primary schools, schools should also pay attention to the full connection between ideological and moral courses and other courses, let the professional teachers of moral education and other substitute teachers have necessary communication and exchange, guide them to jointly develop scientific moral education management plans, and effectively enhance the effectiveness of class moral education management.

There are great differences in the development of moral education management in each class. If teachers do not pay attention to grasp this development difference in the process of moral education management practice, it is undoubtedly difficult to truly improve students' moral education literacy. Based on this, in the process of moral education practice, it is necessary for schools to really build a "curriculum ideological and political" education system, and actively realize the whole-process education.

At the same time, teachers are important participants in the practice of moral education management. Their own understanding of moral education management or their own moral education quality is related to the effectiveness of moral education management. In this regard, schools should focus on building a perfect teacher training system, while introducing full-time ideological and moral teachers, they should also pay attention to comprehensively improve the moral literacy of class teachers and substitute teachers, and urge them to actively grasp the methods and ways of moral education in their own practical work process, so as to truly and systematically enhance the moral literacy of students. In addition, schools should also organize teachers to actively carry out independent learning, which can be realized efficiently through different ways such as online and offline, and actively rely on the school teaching and research department for discussion and communication, so as to truly enhance their moral education quality.

### **4.4. Improve the quality of moral education administrators**

Administrators of moral education in schools are important imparts of students' moral education knowledge, so they should be regularly organized to conduct professional moral education training, especially the training of excellent traditional Chinese culture knowledge and basic feelings of home and country. Only administrators with positive and correct values can guide students to form good civilized habits, and the inheritance of civilization can be more lasting.

Therefore, moral education administrators should make full use of the Internet and modern teaching equipment to watch and learn the relevant theoretical knowledge and management experience methods of moral education management on the network, so as to continuously improve their own theoretical literacy. In addition, schools can invite senior experts or professors to give lectures related to moral education, such as teaching teachers how to effectively carry out moral education and using interesting activities to arouse students' interest in learning moral education. Moral education administrators should deepen the content education of moral education and improve the management system while improving their own quality. Students are in the process of continuous development, so the moral education management regulations of the school should cover all students in different grades, and regularly innovate the content of moral education management, so as to truly implement the content of moral education, rather than stay in the stage of empty slogans.

### **4.5. Focus on accumulating experience and updating the evaluation system**

Under the background of the new era, the requirements for cultivating talents are gradually rich

and diversified, so the evaluation system of students and teachers should be improved simultaneously. The traditional evaluation system is only limited to grades and lacks of consideration of students' emotional value and attitude, so it is necessary to set up a richer and diversified evaluation content system to promote students' healthy growth and development.

First of all, the evaluation subject should break through the traditional restrictions. Besides teachers, students can also be the evaluation subject to find their own learning problems in time, and help teachers to further improve the moral education classroom teaching mode. Secondly, the evaluation indexes should be diversified, covering students' performance, moral character, practical operation, language expression and other aspects, so as to make the evaluation more comprehensive and the evaluation results more objective. Finally, it is necessary to constantly enrich the evaluation method, to break the single scoring evaluation method, to adopt the process evaluation method, to evaluate the students' daily performance as the basis, so as to better promote the growth and development of students.

## 5. Conclusions

Under the background of the new era, the importance of moral education management in primary schools is increasing day by day. In order to systematically and comprehensively improve the effectiveness of moral education management in primary schools, schools should pay attention to actively optimize the content of moral education management, comprehensively establish a scientific moral education system, effectively create a scientific environment for moral education management, comprehensively improve the moral education literacy and development ability of teachers, and really systematically promote the in-depth and sustainable development of moral education management. The goal of moral education management education cannot be achieved overnight, but needs to be realized gradually through long-term subtle influence. Therefore, schools and teachers should continue to study more effective ways of moral education management in primary schools in the future.

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