

Research on the Relationship between Quality Education in Primary and Secondary Schools and Morality Cultivation in the New Era

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Abstract: With the development of economy and society, the reform and development of education and teaching in our country have also ushered in an important opportunity period. After these years of development, primary and secondary education in China has made great achievements in many areas. However, it is necessary to see the shortcomings. This paper analyzes the shortcomings of the current liberal education, and discusses the relationship between the liberal education of primary and secondary schools and moral cultivation in the new era.

Education is the foundation of a nation's development. Education not only determines one's future development, but also has a profound impact on the future trend of this country. Liang Qichao once said that a young man's wisdom is his country's wisdom; a young man's strength is his country's strength; a young man's independence is his country's independence; and a young man's freedom is his country's freedom. There is no doubt about the importance of education to a country. Primary and secondary education is an important part of a person, a national education, and plays a decisive role in the entire education system.

We have been advocating the liberal education for many years, but many people still have a vague understanding of what a liberal education is, what the liberal education contains, and how the liberal education should unfold. The core of the liberal education is to improve the overall quality of students, not just to impart the necessary knowledge to students. Many people equate liberal education with high test scores, and this view is very wrong. The liberal education is a scientific system, it contains many elements. Although cultural knowledge is an indispensable aspect of it, we also need to see the importance of other factors in the liberal education. The shaping of students' moral character, their outlook on the world, their outlook on life and their values are important and indispensable parts of the liberal education.

1. Problems existing in the education of cultivating morality and cultivating people in the current quality education in primary and secondary schools

The scientific and healthy liberal education should be a system, which contains many factors of the liberal education. But there are still a lot of liberal education in primary and secondary schools

in our country. Especially in the aspect of moral education, many schools and teachers still have some deviation and deficiency in understanding and teaching methods.

1.1 Ideological deficiency

Primary and secondary education is an important stage of personal growth. In the liberal education of primary and secondary schools, many people think that primary and secondary school students have not yet matured in mind and their cognitive ability is poor. This stage should be mainly knowledge-based explanation, as for the establishment of moral education can be delayed. There are many who hold this view. Therefore, at present, as a whole, China's primary and secondary school students for the establishment of moral education is relatively backward. Some schools and teachers are facing the influence of factors such as the pressure of students to enter higher education. Although they also recognize the role of the education of the moral education in the overall development of students, the education and teaching of the moral education is weak. Most of the time is devoted to ensuring that the students learn the knowledge. There are also those who believe that when students do well in school, they will improve in other areas. They think that top students in learning are good at everything, and there are not a few teachers who take learning achievement as the guiding principle of education and teaching.

All of the above problems of thinking and understanding, to a large extent, restricted the healthy and orderly development of the work of the liberal education. Some educators and people of insight have recognized the seriousness of this problem. In recent years, the number of articles on strengthening the moral education education in quality education in primary and secondary schools has increased significantly.

1.2 Shortcomings in methods

The primary and secondary school education is aimed at the younger students. There is still a big gap between their thinking ability and discrimination ability and that of adults. Therefore, we should pay attention to take the special way and method in the aspect of the establishment moral education. However, the primary and secondary schools now in China have a single way of education. A considerable number of schools and teachers in education and teaching methods copy the model of adult students. This model is easy for adult students to understand, but for primary and secondary students, some of the content appears obscure and abstract. How to do in ways and means vary from person to person, and adapt to local conditions is the focus and difficulty of our follow-up work.

1.3 The absence of humanism education

Humanism education is closely linked to moral literacy. But the lack of humanism education in China's primary and secondary schools is a common phenomenon. "Humanism Education" has already appeared in the European Renaissance, which means to improve the cultural literacy and enrich the humanistic spirit through the study of the humanities. The Chinese language syllabus for primary and secondary schools in our country has a clear statement on humanism education for students. Chinese, English and so on all belong to the category of humanities. In recent years, although the reform of primary and secondary school curriculum in China has been advancing rapidly, the proportion of humanism education has not been increased significantly, either in the content of teaching materials or in the arrangement of curriculum. A survey shows that primary and secondary school students in China for the Chinese traditional culture of learning and teaching requirements of the gap, the lack of understanding of western culture. The lack of humanistic

quality is very detrimental to the all-round development of students. To improve students' humanistic quality, the most fundamental thing is to instill the idea of humanistic education into every subject of primary and secondary education.

The improvement of moral quality can not be done without the support of humanity. Only by improving students' humanity quality can students understand and realize the significance of morality, character and accomplishment subtly. From a certain point of view, the cultivation of morality and the promotion of humanistic quality complement each other one can not be missing.

2. Paths to promote moral education in quality education in primary and secondary schools

It is a long process to enhance the liberal education education in primary and secondary liberal education, and the improvement of comprehensive ability can not be done overnight. Therefore, in thinking, we should first make sufficient preparations, not to guide the implementation of the liberal education with the idea of overnight achievement, but in a scientific, orderly and pragmatic manner. We should work hard on developing students' scientific knowledge, on improving the cultural literacy of students, and on strengthening the moral character of students.

We should choose those materials rich in knowledge, rich in cultural heritage, moral standards as the textbooks of primary and secondary education teaching. In the process of teaching, we should change the traditional teaching model, take students' self-development as the foothold and starting point of education and teaching, be good at guiding students, and take primary and middle school students' delight in learning and seeing in a way that's easy to understand and digest.

2.1 Thoroughly change the traditional education method of cultivating morality and cultivating people in quality education in primary and secondary schools

The traditional moral education in primary and secondary schools is basically knowledge-oriented, and teachers often instill knowledge to carry out moral education Its method and mathematics, Chinese and other teaching methods are basically the same. The fallibility of this approach needs no elaboration. At present, the first problem we need to solve is to break the traditional understanding of thinking and the guidance of educational and teaching values, and to examine the teaching of cultivating moral character in primary and secondary schools from a brand-new perspective, fully understand its great role in the overall development of students, and consciously put the emphasis of moral education and teaching on the improvement of students' overall ability.

2.2 Cultivate students' sense of awe.

Awe is an attitude. In a broad sense, awe is a feeling of respect and fear in the face of authority or the sublime. Being in awe is an emotion, a quality, and a belief, an externalization of one's inner spiritual world and value pursuit. When a person has a heart of awe, he will have a standard in dealing with others and will use discipline to restrict his words and deeds. We cultivate students' sense of awe is not to let students in learning fear, but to build the moral framework of students, and let them subconsciously know what is right, what is wrong, and what is the bottom line.

2.3 Cultivate students' understanding consciousness

In short, we should be good at grasping the objective law of the development of things. Everything from the small things around us to all things in the world has their own objective law of development. Only by making students understand the importance of reason, can they make fewer

mistakes and take fewer detours. We should try our best to cultivate students' sense of gratitude, arouse students' sense of service, and teach them to accumulate good virtues and to face setbacks and failures. We should cultivate students a sense of gratitude, let students understand that tolerance is a virtue, a state, teach students to see the problem with an inclusive perspective, and take an inclusive view to see the mistakes of others; We must cultivate students' sense of responsibility, so that students understand that people live in this world not only has the individual responsibility, but also has the social responsibility, The responsibility consciousness should be one kind of consciousness, and is a person can better integrate into the social life the basic condition.

2.4 Strive to cultivate a good view of teachers and students

It is necessary for both teachers and students to make joint efforts to cultivate a good view of teachers and students. In the education and teaching of establishing morality and fostering people in primary and middle schools, teachers should treat students equally, respect their personalities, treat and influence students with a heart of universal love, and tolerate their mistakes. When they encounter difficulties and setbacks, teachers should understand students and encourage them to take an active part in their study and life. Teachers should pay attention to listen to students' voice in education and teaching, think what students want, be anxious for students, solve problems for students, do a good job of demonstration and example, and build a good teacher-student relationship in education and teaching. Teachers occupy a very important position in the hearts of primary and secondary school students. Every teacher's words and deeds may have a profound impact on students' words and deeds. Therefore, every primary and secondary school teacher should start from me and set an example for the children.

2.5 Give full play to the role of social practice

Theoretical education and practical education are two different levels of education. The traditional education usually takes the theory education as the forerunner, and the practical education is often taken as the supplement. In the new historical period, when we carry out moral education for primary and middle school students, we should give full play to the role of social practice, let students fully integrate into the society in this big class, and let them fully feel the importance of social education. Relevant educational departments should open wide channels, try their best to assume their own responsibilities, adopt different educational methods for different educational objects, and carry out colorful and far-reaching educational social practice activities for the majority of primary and secondary school students. Let the children in the activities to self-awareness, self-enrichment, self-improvement and self-growth.

Before the development of social practice, we should make a detailed plan, whether in the content of practice, in the way of practice, or even in each link of practice, we should be well organized, well laid out, well carried out, and well summarized. After the social practice of the children, we can ask them to write some practical remarks, etc. Through the information collected by the teachers, they can find out in time the fluctuation of the children's thoughts and emotions, and the changes in their cognitive abilities, etc. Aiming at this, they should guide the education in time, and further strengthen the results of practical education and teaching.

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