

Research on Innovation System of Secondary Vocational Schools From The Perspective of Moral Education

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Keywords: Moral education mode; Secondary vocational schools; theory

Abstract: Moral education model has "action" or "practice", but it is not practice itself, it is still a theoretical form, it is a kind of "action theory". At present, many companies insist on the use of talents, "the key use is virtuous and talented, the cultivation and use of virtuous but not talented, and the use of those who have no virtue and no talent are discarded." This requires our secondary vocational schools to cultivate talents to insist on "both morality and talent" schools. You only need to develop moral education courses in response to national policies. As for the effectiveness of the development, you don't have to how much care. Conscientiously implementing the "action plan" is the main direction of moral education in secondary vocational schools in the future. The main concern of the study of moral education model is not what moral education is or how to study it, but how moral education is possible, that is, how moral education theory can transform practice, what its conditions and mechanisms are. Under the guidance of modern moral education theory, through the analysis of the current situation of moral education in secondary vocational schools, this paper puts forward innovative ideas of moral education, in order to promote moral education in secondary vocational schools to a new level.

1. Introduction

Secondary vocational education is an important part of China's national education system and shoulders the important task of cultivating high-quality workers who can meet the needs of modernization. Moral education model is a kind of "action theory" [1]. Moral education model has "action" or "practice", but it is not practice itself, it is still a theoretical form, it is a kind of "action theory". Moral education is headed. Moral education, as an aspect of education, ranks first among all kinds of education [2]. At present, many companies insist on the use of talents, "the key is to use morality and talent, the cultivation and use of morality and talent, and the abandonment of those who lack morality and talent." This requires our secondary vocational schools to cultivate talents to insist on "both morality and talent." [3]. Countries in the world, including China, regard moral education as an important part of school education. Some secondary vocational schools and teachers even think Students should focus on learning knowledge, and moral education is only a part of school education at best [4]. Schools only need to respond to the national policy to carry out moral education courses, and don't care too much about the effect of carrying out them. The main reason is the lack of research on moral education model suitable for secondary vocational school students, which leads to the lack of pertinence, effectiveness and low efficiency of moral education [5].

"To build a school moral education system as a whole" is a national key project in the Ninth Five-Year Plan and the Tenth Five-Year Plan of the Moral Education Research Center of the Central Institute of Educational Science [6]. The conscientious implementation of the "Action Plan" is the main direction for the moral education of secondary vocational schools in the future. It has become the consensus of educators to promote moral education reform, carry out moral education innovation, and improve the effectiveness of moral education. Many moral education links also need to wait for students to graduate and enter the society, so that they can be trained in practice Yang [7]. The research on moral education mode is mainly concerned with not what moral education is or how to study it, but how it is possible, that is, how it is possible to reform moral education theory and practice, and what are its conditions and mechanisms. For a long time, moral education in secondary vocational schools has followed the general education mode, which is

seriously divorced from real life [8]. The form of moral education is unitary, the content system of moral education is unscientific and unreasonable, and only the formalization and enlightenment of knowledge instillation are emphasized. Neglecting students' subjective initiative, individual characteristics and emotional experience. Coupled with the educational particularity of secondary vocational schools, moral education in secondary vocational education It is particularly important and urgent [9]. In addition to learning basic cultural knowledge and professional technical skills, secondary vocational students should pay attention to improving their ideological and moral qualities. Moral education is of great significance for improving the ideological and moral quality of secondary vocational students, for building a harmonious campus, building a harmonious society, and promoting long-term stability in the country [10].

2. Challenges of external factors in moral education in secondary vocational schools under the new situation

2.1. Influenced by the diversification of social values

It is an indisputable fact that the quality of students in secondary vocational schools is poor, such as smoking, drinking, fighting, and even robbery and murder. In the method, teachers often use simple preaching, hard indoctrination, criticism and reprimand, only pay attention to the indoctrination of moral knowledge, ignore the students' subjectivity and the cultivation of students' moral behavior, and eventually lead to the poor effect of moral education. Moral education is the main position of moral education in schools, and the cognition of moral education directly affects the teaching effect of moral education. For example, Table 1 is the summary table of investigation on the necessity of setting up moral education.

Table 1 Summary of the survey on the necessity of establishing moral education

Topic	Options	100%
Do you agree to offer moral education courses?	Agree with	45.3%
	Disagree	40.1%
	It doesn't matter	21.4%
Reasons for being interested in moral education	Teacher lectures with humor	38.3%
	The content is fascinating	31.5%
	Learned useful	33.9%
Reasons why students are not interested in moral education	The content is boring and empty	30.1%
	Unattractive teacher lectures	59.8%
	It's the same whether you learn or not	29.6%

Moral anomie, lack of integrity, hedonism, individualism and other phenomena in some fields have brought negative effects on the growth of students, especially the decadent and backward culture and harmful information in the Internet have also corroded the hearts of students. Most of the current moral education mode is also to solve the problem, to control the students and do not let students have an accident. Secondary vocational school students are influenced by their family economic conditions, parents' education methods and junior high school education. No good study habits and daily behavior norms, lack of self-discipline, and poor learning initiative and consciousness. The trained students have become alienated people who lack at least respect for life and lose their persistent pursuit of happiness.

2.2. One-sided influence of education

School, family and society are a unified ecological whole. The organic connection of the three constitutes the macro and micro ecological environment of school moral education. Many secondary vocational school students are left behind families in rural areas or children of migrant workers in cities. Their parents have no time to take care of or pay no attention to their children's education. They all hold the attitude of "school arranged education, parents easily make money". This is a very dangerous tendency. The highest level of moral education is "teaching without

teaching". Reasoning education is the core of moral education Basic methods, example demonstration, practical exercise, emotion cultivation, self-education and moral evaluation are also important moral education methods. Internet is a double-edged sword. In this novel virtual world, a person can have multiple identities, and it is difficult to distinguish between true and false. The three views of young students have not yet been fully formed, which makes them more vulnerable. Figure 1 is the status chart of secondary vocational school students' network use purpose.

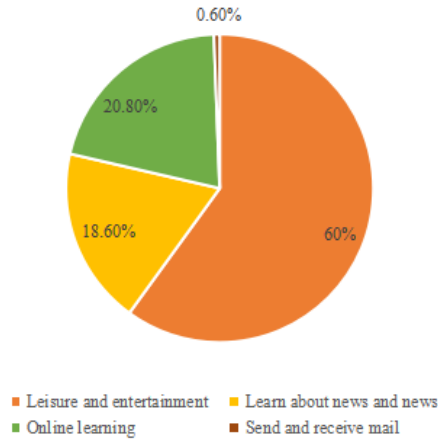


Figure 1 is a diagram of the purpose of network use by secondary vocational students

Most secondary vocational students are in the age of 17-18 years old. Their emotions begin to become rich and complex, and enter the period of emotional conflict and emotional instability. Moral education should adjust teachers' moral behavior according to the rhythm of students' physical and mental development, and form a scientific rhythm of moral education. It can be said that the diversity of social culture inevitably brings the pluralism tendency in the process of students' psychological growth. With the increasing attention of the state to vocational education, the enrollment of secondary vocational schools The total number of students has become equal to that of ordinary high schools. This means that half of junior middle school graduates will enter secondary vocational schools and receive vocational education. However, in order to enable students to win in employment competition, secondary vocational schools put skills education in the first place, which inevitably leads to the disadvantage of "emphasizing skills over morality".

3. Moral education crisis in secondary vocational schools

3.1. The subject status of students' moral education is ignored

The dramatic changes in China's transitional society have led to dramatic changes in people's ideological concepts, and the ideological and moral concepts of teenagers have also undergone unprecedented fission. The moral education of teaching management in school refers to the ideological education of students by using the teaching and management work in school to realize the unity of teaching and educating people. In a In the design of physical education, vocational quality courses have been raised to an unprecedented height. Each department and each major requires professional quality courses to be set up according to professional characteristics. The secondary vocational students are divided into multiple nodes during their schooling period. Each node implements the content of the "Outline" and uses the moral education theory system to establish a contextual pattern of content, goals, principles, methods, personnel, implementation, and evaluation, which are clear and link Continuation, as shown in Figure 2 is the node diagram of the four parties' collaboration in moral education.

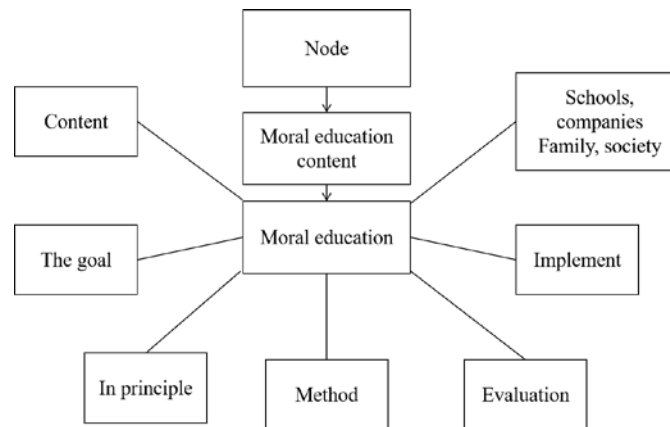


Figure 2 The four sides cooperation node diagram of moral education

It shows that there is a great demand for Applied Talents in secondary vocational schools. However, some schools blindly expand the enrollment scale, only focus on students' academic performance and professional skills, ignoring moral education. In terms of students, many students The results of the senior high school entrance examination are not ideal, so they can't go to the ideal high school to continue their studies, but they are forced to study in secondary vocational schools. Lack of understanding of the major and school, so that lack of interest, it is easy to get tired of learning, and there are many truancy phenomena. At the same time, intergenerational education, parents' divorce, separation, remarriage, etc. will also cast a psychological shadow on secondary vocational school students, leading to personality disorder.

3.2. The goal of moral education is divorced from reality

Vocational education students are young, restless or just beginning to fall in love. They are easy to accept bad ideas and go astray in various occasions. Therefore, the school plays a leading role and integrates the human and material resources of the school and enterprises to carry out moral education. The unbalanced development of various departments and specialties in the process of implementation has exposed some phenomena and problems, such as the gap of moral education, the disconnection of moral education, and the lack of ways of moral education, especially in the internship period. Therefore, we must give full play to the guiding function of moral education in secondary vocational schools and arm students' minds with correct ideological theories. Guide them to establish a correct world outlook, outlook on life and values, actively learn and correctly absorb the outstanding achievements of human civilization, consciously identify and resist all kinds of decadent and backward ideology and culture, and establish a positive attitude towards life and a high-spirited state of mind. With the acceleration of China's modernization process, the dominant role of etiquette has been lifted, but its role in regulating behavior, cultivating morality and adjusting social relations should not be weakened, but should be strengthened. However, modern etiquette has not been paid enough attention to in school education for a long time, and people have not clearly realized the positive role of etiquette as cultivating and training individual moral behavior. Moral education goals, which are too high, too large and too empty, will eventually make moral education goals stay in the idealized stage, which is difficult to become reality.

4. Conclusions

The current era is an era of pluralism, democracy, and equality. It is an era in which competition and cooperation coexist. It is an era in which development depends on innovative thinking and innovative capabilities. With the rapid development of China's economy and the change in employment concepts, the social development has an increasing demand for practical talents. In this environment, people are turning more attention to the development of China's vocational education. The majority of front-line moral education teachers perform the teaching tasks of teaching, educating, serving and managing and educating people, and adhere to the student-oriented teaching

of moral education. Starting from the actual needs of students, constantly In teaching practice, we should explore new methods, summarize the scientific laws of moral education, and constantly innovate the mode of moral education. We have the courage to proceed from reality, face students and implement the principle of "people-oriented". We should constantly strengthen the reform of moral education curriculum system, content and teaching methods in secondary vocational schools, so as to improve the effectiveness of moral education and train students to be skilled and service-oriented workers.

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