

Discussion on the Significance of Mozi's Educational Thought of "No Struck but Must Sound" to the Promotion of Teacher's Morality in Vocational Education

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Abstract: Mozi's thought is broad and profound. When teachers of vocational education learn Mozi's thought and theory and then put into practice, Even if they cannot become sages, they will surely become teachers who have students all over the world, and will also become a driving force for the realization of social harmony. This article combines the educational thought of "no struck but must sound" and the analysis of the current situation of vocational education students and teachers to discuss the significance and suggestions of Mozi's educational thought of "no struck but must sound" to improve the construction of teacher's morality in vocational education.

1. The background of the educational thought of "no struck but must sound"

The Spring and Autumn Period and the Warring States Period when Mozi lived was a period of social turmoil. The continuous rise of private schools has contributed to the formation of a situation of contention among a hundred schools of thought, and the social educational thought trends have been constantly colliding. Mozi's thought had a great influence on that time, and Mohist disciples spread all around the world. *Han Feizi - Famous Schools*, a prose written by Han Feizi, a thinker in the late Warring States Period, said: "The world's most famous school are Confucianism and Mohism" [1-2]. One day, when Zimozi met Mencius, Duck Mencius said to Zimozi: "The gentleman should fold his hands on the breast in waiting. He will speak when consulted; he will not speak when not consulted. For example, if you press the button, it will ring, and if you don't button, it will not ring. Mozi refuted it, and then put forward the theory of "no struck but must sound" [3]. Mozi regarded not actively teaching as the fault of the teachers, and considered it to be the source of chaos that endangered the society. Therefore, he firmly advocated that "even if the bell is not struck, it must sound (the gentleman must respond with counsel though he is not asked)", and teachers should actively teach, educate and solve problems.

2. The guiding role of the educational thought "no struck but must sound" in the construction of teacher's morality in vocational education

The meaning expressed by the "no struck but must sound" is that even if people do not come to ask for advice, the teachers should take the initiative to come to teach, actively publicize and promote their thoughts and knowledge to people, and sell and instill the truth. In this process, what is advocated by "no struck but must sound" is educator's initiative and leading role which serve as an important guide for teachers in vocational colleges: on the one hand, for students in vocational colleges, learning is not an easy thing to do, so "no struck but must sound" will prevent some introverted learners who do not like to ask questions from missing the opportunity to be taught, and will prevent students from slack due to lack of teacher's urging. On the other hand, for a teacher in a vocational college, his/her responsibility is not only to complete the preaching, teaching, and solving doubts in his/her duty, but also to actively interact with students, find problems, teach students according to their aptitude, and actively talk and have a heart-to-heart conversation with students after class to guide students to have the correct three outlooks on the world, life and values.

One of the biggest features of the educational thought of "no struck but must sound" is that it is proactive and requires teachers to have the spirit of dedication and a strong sense of responsibility.

Therefore, this thought has important guiding significance for teachers in educational principles and methods, and it is an action guide for teachers to practice their professional ethics. How to integrate Mozi's educational thought of "no struck but must sound" into the construction of teacher's morality in higher vocational education? The author analyzes from three aspects of the current situation of teachers and the source of students and teacher's morality in vocational education, and draws three suggestions for improving teacher's morality:

(1) Analysis of students source of vocational education

In terms of enrollment, it is always necessary to admit high-scoring students to general education first, and then low-scoring students can be admitted to vocational education, which makes students themselves feel inferior; When they enters into vocational schools, students can't wait to relax themselves since their pressure in high school finishes. They do not have long-term plans and goals, and there is a gap between them and most students in general education in terms of learning and mastering knowledge. So most students in vocational education lack the mastery of knowledge.

(2) Analysis of the current situation of teachers in vocational education

On the one hand, "students who are not good at study can go to vocational colleges if they want to" -- this is the consensus of many parents. Thus, affected by social disharmony factors to various degrees, teachers engaged in vocational education more or less have the problem of lacking of sense of responsibility. On the other hand, the phenomenon of students overindulging, not learning and listening to classes gradually discourage teachers in the process of teaching. Some teachers even have the idea that students can listen if they want to listen, learn if they want to learn, and even if they don't learn.

(3) The importance of teacher's morality in education

In teaching and educating, students are the theme and teachers are leaders; teaching and educating is the means and ways to serve students, during which ideological and political education is the core work. A good teacher can not be separated from the students. They should always surround students, take care of students in everything, and truly serve the students. In the process of surrounding, caring, and serving the students, they should never forget to carry out ideological and political education, and cultivate students' noble morality and excellent cultural literacy, so that they can have both ability and integrity and develop in an all-round way. As an ordinary college teacher, the most important thing is to start from your own work, to be based on your post, to fulfill your duties, and to fulfill the obligations of a teacher in the ideological and political education of students. Carrying out ideological and political education for students is the responsibility of teachers in ideological and political science, the responsibility of teachers engaged in student work such as counselors and class teachers, and the responsibility of all teachers engaged in teaching work such as basic courses, professional courses, theoretical courses, and practical courses. College teachers have to strengthen above senses of responsibility. Only in this way can students receive correct ideological and political education without interruption, blank, or disruption; only in this way can students keep a clear mind, set up lofty ideological awareness and firm correct political stand in the face of the current complex situation of information with intricate sources and guidance of public opinion.

Teacher's morality is the soul of this job, and practicing it is the foundation. The practice of excellent teacher's morality should be combined with the fulfillment of the obligation of ideological and political education. A serious lack of teacher morality is no strong political awareness, no lofty thoughts, or no showing of a firm political stance and lofty ideological awareness in the process of teaching and educating, and even being vague on some principles and misleading students. How could teachers teaching without professional ethics, and the students who being taught in this way are hard to become qualified socialist successors. Therefore, the author believes that in practicing teacher's ethics and educating people with it, the first step is to cultivate teachers' own ideological and political education, and every teacher should be trained to become a qualified instructor of "ideological and political education".

(4) Suggestions on integrating Mozi's educational thought of "no struck but must sound" into the construction of teacher's morality in higher vocational education

As a teacher of vocational education, shouldering the responsibility of society's attitude towards

vocational education, the sense of responsibility for the education of students should be stronger than that of ordinary education teachers. Teachers themselves must have virtue and should infect students with the power of example. The teacher's own morality has a pivotal role in creating a good class atmosphere and improving the overall quality of students. To regulate the behavior of students, teachers should first regulate their own behavior; to improve the quality of students, teachers should first improve their own quality. In the education work, teachers can truly be a role model for others and take the lead in setting an example. Teachers should take the lead in doing what they ask students to do; what they ask students to be civilized and polite, they should respect each student's personality first. Teachers should teach students to love the class and do a good job of unity; in learning, ask students to write carefully and neatly and supervise them to do this. Teachers should always pay attention to their words and deeds, and strive to be a role model for students, and become good friends with students.

As teachers, we should always reflect on ourselves: apart from knowledge, what else can we teach our students? If students are merely individuals who receive knowledge, will their personalities be healthy? Will their feelings be enriched? Take time to reflect on the path we have traveled. The university classroom is not only a place for knowledge imparting, but also a stage for college students' ability training! Therefore, in class, we should strive to: mainly focus on cultivating students' communication skills and oral expression skills while imparting knowledge. In order to achieve this goal, we can refer to a large quantity of materials after class, ponder over and over, and try to design each task more perfectly and more ingeniously; try to design each class more openly and more relaxedly; try to allow more interaction and communication in the classroom, not only with teachers, but also among students, as well as students' personal stage. In addition, teachers should take students to participate in the competition of related courses and provide opportunities for students to test and improve their ability in the process of preparing and participating in the competition. During the competition, students' self-learning ability and communication ability will be greatly improved, their vision will be broadened, their awareness will be changed, their team consciousness will be enhanced, and their sense of group honor will be enhanced. The growth and progress of our students are also our achievements. We must learn to enjoy the happiness of education.

As teachers in charge of classes or as counselors, we should always reflect on ourselves: in the three years of college, what can our students learn from us? What will they bring to the society after they leaving campus? Will they protect their soul family with truth, goodness and beauty, or will they speed up the impetuosity and eagerness for quick success in this world? Activity is the best education, and its effect is far better than preaching. We all have our moments of frustration at work: when we prepare lessons carefully and stay up late to work on PPT, yet find that students in class are not very enthusiastic, and some students are even sleeping or playing with mobile phones; after talking with students with reason and emotion, we find that some students still go their own way. There are still many problems in front of us and for us to overcome and to constantly improve ourselves.

As promoters of education, we should take initiative to actively persuade the society, the community residents, and ordinary high school students and parents that vocational education is not just confined to teaching knowledge of skill, but also includes vocational training and other content, rather than a narrow concept. In the long run, we will eventually change society's attitude towards vocational education. In the process of education, more time and energy should be actively invested to observe and study the characteristics of students. According to the differences of students' interests, hobbies, acceptance ability and psychological state, different educational contents should be imparted to students. With good and bad information mixed on the internet, some backward decadent lifestyles are eroding the students' mind [4-5]; they are in the period of establishing the correct three views, and every teacher in vocational education should take it as their responsibility to carry out the ideological and political quality education to college students. Teachers need to "go about and trying to persuade everybody", "actively explain to people", and "without intelligent persuasion people will not understand" as Mozi said [6] and do "knock on the sound, do not knock also sound". Also, teachers need to vigorously strengthen the education of ideal and belief education of college students,

demonstrate and guide students to practice the core values of socialism, guide students to serve the society, and establish the common ideal of building socialism with Chinese characteristics.

3. Conclusion

"No struck but must sound" is a teaching thought put forward by Mozi, and it is also a responsibility and dedication of teachers. As teachers engaging in vocational education, we should try our best to practice this teaching thought, so that we can not only satisfy students, but also realize teachers' self-value. To set up teacher's morality and consciously practice it, we need to act as the model to take the professional ethics and the socialist concept of honor and dishonor as the core content of our ideological and moral construction and practice them in work and life, reflect them in all aspects of vocational education, and take the socialist concept of honor and dishonor as a leading trend of the society. Establish and practice the socialist concept of honor and disgrace, set an example by example, and strive to be a model practitioner and active promoter of the socialist concept of honor and disgrace; This paper draws some suggestions through the study of Mozi's education thought, hoping to provide enlightenment to the construction of teachers' morality in higher vocational education. For the happy teacher, education is not a means to make a living, but life itself; education is not sacrifice, but enjoyment!

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