Research on the Present Situation and Countermeasures of Moral Education of Primary School Students

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Abstract: In the primary education stage, we not only to teach students the necessary knowledge and skills, but also to focus on their moral education. Moral education of primary school students must start from three aspects: continue to strengthen and improve moral awareness; create context, practice moral behavior; actively intervene, exercise moral will. In the process of training, according to the cognitive level of pupils, behavioral ability, psychological characteristics, according to their individuality, step by step, and ultimately to achieve the effectiveness of primary school students’ moral education for optimization.

Keywords: primary school students; moral cognition; moral behavior; moral will

Introduction

Morality is a simple and complicated problem. It is simple, because a person from childhood on a certain degree of moral awareness, elders teach to be civilized, polite and understand the rules, in fact it is belong to the scope of moral education; that it is complex, because the moral contains rich content and form, which is closely related to the survival and development of human survival of the special social phenomenon. Whether in the family or to the community and interpersonal experience encountered in many problems and contradictions, all depends on the moral to deal with. Primary school students today is the main body of quality education, but also the main force of future social construction, which is in the world outlook, outlook on life and values gradually recognized and formed a critical period. Primary education stage, not only to teach students the necessary knowledge and skills, but also to focus on their moral education, in their hearts sowing the seeds of morality. This is not only the basic meaning of moral education in primary school stage, but also the expectation and requirement of primary education for schools, families and society. It is the inherent demand for the healthy growth of primary school students. Especially in China's transition from traditional society to modern society, the traditional values are seriously distorted, the social ethics of the increasingly chaotic situation, the quality of primary school students to cultivate the problem is particularly important.

Marxist ethics that morality is unique to human society, determined by the socio-economic relations, relying on inner beliefs and social public opinion, customs and other ways to adjust between people, between individuals and society, as well as between man and nature the sum of the special behavioral norms of the relationship. It can be seen that morality is a concept with complex connotations. In order to grasp the connotation of morality and to facilitate discussion, we classify the moral qualities of primary school students, including: honesty and trustworthiness, observing...
order, language and culture, respecting teachers, helping others, working hard, protecting the environment, saving and loving. To focus on moral education for primary school students, which is to cultivate the moral quality of primary school students, that is, to help primary school students to develop honest and trustworthy, to comply with order, language and other good moral character, so good character could light up child’s "heart lamp".

1. Continue to strengthen and improve moral awareness

Moral awareness refers to the moral scene in the moral phenomenon of perception, memory, imagination, thinking, learning and speech and a series of psychological activities. It is the prerequisite and basis for the formation of moral behavior. [2] A person can only generate behavioral motives and make action plans on the basis of knowing and understanding things, their own and the relationship between things and their own. As we all know, the process of moral formation is from ignorance to the emergence of moral values, from the grasp of moral concepts to the development of moral evaluation, from the establishment of moral standards to the establishment of moral ideals. Therefore, the moral education of primary school students must start from the moral awareness.

1.1 Positive inculcation, raising awareness

The school is the main front liner for moral education. As primary school students who are physically and mentally, emotionally and other aspects are not mature, can not form a set of their own integrity of the moral concept. Facing complex and diverse information from family, school and society, it is impossible to judge and choose correctly. Therefore, the educators play an important in guiding role in improving the moral cognition and practicing ethical behavior of primary school students. For primary school students, the "moral and social" curriculum, "ideological and moral" courses, theme classes, team rituals, the flag of the speech, are the main platform for moral education and carrier. Educators should consciously put moral education into it, to help students distinguish right from wrong, distinguish between good and evil, insight and so on. "Honesty" as an example, "honest", that is, "honest", mainly refers to the individual behavior of the main body can truly face the objective facts, the performance of telling the truth, do not lie, seek truth from facts; “trustworthy”, mainly refers to the individual behavior of the main body can make moral judgments on the basis of its true language to express and practice this, for the performance of credit, reputable, said to do. [3] Educators can be on different occasions, repeatedly on the "integrity" of the interpretation, indoctrination, establish the "integrity" in the hearts of students in the position, and then to enable students to use it to regulate their own behavior and habits. As Suhomlinski says: "It is a mature civic, moral, and spiritual appearance that will be developed in a child's age, even after a few years or even decades later." [4]

1.2 To distinguish the level, highlight the focus

Primary school students’ moral education is a complex system engineering, which cannot be achieved overnight, it is impossible to once and for all, but to co-ordinate arrangements, the system to promote. At the same time, to distinguish between the levels, highlight the focus. Distinguish the level, refers to the different levels of the object of different requirements, to take different ways and content to educate; highlight the focus, refers to the many moral qualities, not the average force, exhaustive, but should grasp the key period of the key quality, targeted, focused education. Primary school stage from the first grade to the end of the sixth grade, up to 6 years. Students' age, physical, psychological and so will be a huge change in the level of awareness is also rising, the content of moral education, the focus naturally changes. Educational experts and psychologists have shown that in the lower grades, the main content of moral education is to cultivate students with love, self-confidence, hope, good habits and behavior. In middle and high

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grades, moral education is mainly to cultivate students' self-esteem, fairness, justice, responsibility, regulation of self-emotions and behavior. That is, in primary school students' moral education, students must follow the law of growth and understanding, step by step, play steadily, in order to achieve the desired moral education effect. Otherwise, blindness and randomness will lead to the life of primary school students waste and psychological harm, this is the violation of the law of moral education which is bound to be disappointing.

1.3 Innovative forms, by smoked gradually to be infected

As mentioned earlier, the moral cognition of primary school students lies in the benign guidance of rational knowledge. However, the educators to observe the order, language, dignity and other moral concepts to the primary school students in the world view structure, cannot be blindly through the classroom, classes and other traditional forms of preaching. And to continue to innovate the form, and strive to close to reality, entertaining "people's rapidly digestion of information, test the vitality of ideology, in order to make the ideology filled with freshness, the expression of ideology cannot be too cumbersome, cannot to set too many premises, layers of argument. The ideological part of the ideology of the basic connotation of the premise, the ideology of the expression should be as concise and plain, simple and smooth. Although the core of the ideological part of the dark, but in the shallow reading of the information age, people prefer to explain the simple, So that the higher degree of philosophical rational thinking, through the era of sensitive discourse to attract the audience."[6] Therefore, the process of moral education of primary school students should pay attention to the form of innovation, the moral content of the concrete, popular and vivid. It is easy for the primary school students to understand and to accept. We can use handwritten newspaper, blackboard newspaper, publicity column, cultural corner and other publicity and education positions, the use of primary school students like to see, understand, remember the poetry, nursery rhymes, comics, stories and other forms, so that moral quality of respect for the love of young, solidarity, charity and other students implanted in the bottom of my heart. Students monasteries, heard chanting, also played a very good influence. At the same time, through moral lectures, knowledge contest, speech debate, film and television music and other means to guide students to moral quality of identity, the formation and consolidation of the correct moral values.

2. Create the situation, practice moral behavior

The key to the cultivation of good quality of primary school students lies in the practice of the reproduction of theoretical knowledge and testing. In other words, the moral education of primary school students not only by the teaching of teaching and oral preaching, but also to the moral education into the activities of students, to penetrate into the lives of students, so that they live in specific circumstances in the practice of moral behavior. In this way, in order to internalized moral quality outside the line, internalization into the heart. Otherwise, the moral education of primary school students is easy to fall into the "the greatest talkers are the least doers" embarrassing situation which is not conducive to the cultivation of moral quality of primary school students.

2.1 In the activities of the practice of moral behavior

Many practices have proved that the effectiveness of moral education not only from educators earnestly reason, more from the students to participate in the activities of the experience. "Activities have been able to produce a deep impact on the role, because the activities of the knowledge and practice, individual and group blending, interpersonal communication, heart and heart communication, love and reason of the handshake, educational theory and so on, through the activities of students, including the activities of the school, in order to obtain close integration with the
social life experience, sentiment, knowledge, theory, through the emotional and practical action of the interaction within the faith."[7] Therefore, the development of activities platform, innovative forms of activities, is to cultivate the important quality of primary school students choose.

In general, activities can be organized by schools and teachers, and activities can be extended to school. For example, educators can use local materials, widely carried out "Virtuous Juvenile", "The Most Beautiful Juvenile", "Star of Integrity", "Saving Model", "Environmental Guards" and other selection activities. Such as, in October 2016, Loudi City Civilization Office, Municipal Education Bureau, the Municipal Committee, the City Women's Federation jointly organized the first "Ludge" in Loudi City Award for recognition activities. The activities of the school recommended, deeds, public voting, expert review and other procedures, named "Top Ten Virtuous Boy" and "The Most Beautiful Juvenile". Among them, there are care for the lack of arms mother, self-reliance Li Zhao; there are annual winter and summer vacation will go to participate in civilized volunteer activities Xie Yuhan; a group of books, versatile, helpful Dai Yilin; Father's "pistachio" Kang Chenxi, and so on. Schools can mobilize students to actively participate in such activities, which play an exemplary role of advanced demonstration, guide students to learn advanced, heritage virtues, carry forward the virtues, practice virtue. For example, you can use the traditional festivals to carry out colorful, lively festival folk activities, cultural and recreational activities, to protect the environment, honor their parents, to comply with order, love home and other moral, virtue, into the villages and towns, streets, cities and other spiritual civilization to create activity. In addition, we can combine the moral education of primary school students with the socialist core values and tap the local characteristics of resources in the various political, economic and cultural activities inside and outside the school to cultivate the good moral quality of primary school students. To the local characteristics of culture, for example, with a variety of regional characteristics of the national culture, revolutionary culture, entrepreneurial culture, are a traditional Chinese culture, a regional form. Educators can integrate the connotation and essence of the regional culture with the moral education of the primary school students, make use of the celebrity stories, the former residence sites, memorials, museums and other resources to stimulate students to love their hometown, study celebrity enthusiasm, let them feel like an example which is not out of reach, but can learn, can feel.

2.2 The practice of moral behavior in life

In the process of moral education of primary school students, we often find that: primary school students being honest and easy to keep the trust; have a strong sense of labor but do not love to do housework; in which saving water while the water is wasted, comparisons serious; for the school's public goods both love and destruction. The reason for this phenomenon is mainly due to the traditional moral education is mostly empty truth and the lack of operational skills and abilities. In other words, the educators have a lot of demands on the generalities of moral development of primary school students, but they have little emphasis on moral habits. Moral education is too vague, students will be difficult to really accept and put into practice. This cannot be some of the social norms generally advocated specifically into their own moral behavior. Therefore, in addition to allowing students to practice ethical behavior in the activities, but also in the practice of moral behavior. To help others, for example, A students do not understand the problem, to B students to ask. B students can patiently and in detail for the A students to explain until A students fully understand. This is the students between the "helpful"; in the school organization of love donations, primary school students volunteer donations, do their best, this is the students between the "helpful"; a classmate because of hands and feet injured, B students to give meticulous care, which is also between the students "helpful." Educators only guide and encourage students to actively use theory with practice, in the specific life of the practice of moral behavior, the actual behavior of the objective existence of the theoretical knowledge into a personal self-conscious behavior, education can receive a
multiplier effect. The study also shows that pupils are the most opportunistic behavior of being tested, and can help others with enthusiasm. In another example, primary school students mostly known for "save the glory, waste the shame." In life, when encountered in the tap is not off or not concerned, most of the primary school students can take the initiative to shut it down or close it up, but for the book, clothes, toys and other supplies, often not run out or use bad to ask their parents to new replacement, to seek for odd replacement, to seek for some replacement mentality. At this time, both the teacher and the parents, found that they made a mistake, it should be clear that this behavior is wrong, and give the correct guidance, and can not be left, or even spoil.

"The process of life is the process of moral learning, family life is an important place for students to experience the essence of moral education is the practice and the lack of practice of moral education is not complete moral education in the children generally resulted in spoiled, live on the labor of others in today’s life, in particular, should pay attention to let the children experience in life. People to give children the opportunity to practice, and cannot deprive the child 'grow up' right."[8] Campus life is very important for primary school students' moral education, family life cannot be ignored. At home, parents to guide students to family life as a "post", through the "commitment" of the parents at home specific business, experience the hardships of parents, access to family life service real feelings, develop thrift, love and other good moral quality, and then know how to honor their parents, care for others, the courage to play, empathy and so on. Life is a kind of practice, a kind of participation, an experience. Primary school students are in the critical period of character and quality molding. Educators should establish the concept that life itself is really able to promote the healthy development of primary school students. We should strive to construct a new type of moral education life and restore the process of moral education to life process.

3. Actively intervene, exercise moral will

The so-called moral will, refers to the individual in the process of fulfilling the moral obligation or responsibility, in order to complete the intended purpose, to overcome certain obstacles, adhere to moral behavior, the performance of the will of the quality of performance as a conscious action, strong and other practical spirit. After the formation of a certain degree of moral awareness to develop a certain moral habits, but also need educators in a timely manner, actively intervene and guidance to help students temper the moral will to achieve the moral quality of the consolidation and sublimation. After all, the formation of moral awareness of primary school students and the development of moral habits is a long-term stimulation and strengthening process. Such as primary school students strong sense of labor in the class, the school to do during the day, in which students often willing to do and do it seriously, but at home to take the initiative to do housework, such as laundry, sweeping, washing dishes, most do not want or perfunctory to do it. This shows that the primary school students' labor consciousness and labor behavior is seriously out of the line. Among the many reasons, the lack of moral will will be the main factor. For the moral education of primary school students, the purpose of tempering morality is: "moral knowledge to generate moral behavior, the need for strong willpower to support the actors to overcome the inertia, resist temptation, self-restraint and self-regulation, a random behavior training into a random act, when the moral behavior to become arbitrary behavior, it does not need to work hard and become a conscious action and self-need." This is the ultimate goal of moral education for primary school students, which is to measure the effectiveness of moral education to consider the basis.

Chinese ancient saying: "One can be seen how his adulthood could be when he is still 3 years old, and how his old age could be when he is 7 years old." This is the emphasis on the impact of hourly behavior on life. Although the argument is absolute, but there is no reason. The primary stage is the germination of morality, the germination period of
moral psychology, the period of fermentation, the school, the family should try to create a kind of warm, safe, trust and mutual social environment for the development of sympathy, friendship, sharing, as well as collective sense, sense of responsibility, patriotism and other moral qualities to provide good soil. Primary school stage is long, span, student body, psychology, character and so on. With time and time, moral will in the process of cultivation is particularly important. Otherwise, a period of time the formation of moral awareness, to develop moral habits is likely to be unable to adhere to lead to come to naught. In fact, the quality of primary school students, the plasticity of the great, as long as targeted, continuous and scientific training, primary school students will be more profound moral awareness, moral behavior will be more conscious. The more profound understanding, the more conscious the behavior, the more stable the habit, the more flexible migration, but also the more conducive to moral quality from beginning to end, one consistent. As the British philosopher Charles's famous saying - sowing a thought, harvesting an act; sowing an act, harvesting a habit; sowing a habit, harvesting a character; sowing a character, harvest a fate.

**Conclusion**

In short, the moral cultivation of primary school students must proceed from three aspects: moral awareness, moral behavior and moral will. In the process of training, we should pay attention to the combination of knowledge and behavior, the combination of school and family, the current and long-term combination, and according to the cognitive level of students, behavioral ability, psychological characteristics, individualized, step by step, the ultimate realization of primary school moral education the effectiveness of optimization.

**Reference**