

Challenges and Countermeasures of Secondary Schoolsmoral Education

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Abstract: With the rapid development of society and economy, ideology and morality have been affected to a certain extent. Schools, as important places where moral education takes place, have been at the center of attention. In order to better meet the needs of society and parents, middle schools need to innovate and make necessary changes to their moral training schemes. This article will introduce the characteristics of the market economy, explain the challenges faced by moral education in this context, and propose measures to improve moral education in middle schools.

Keywords: Market; Economy; Secondary; Schools; Moral; Education; Challeng; Countermeasures

Preface

Under the influence of economic globalization, the socialist market has developed rapidly, As we communicate with other countries, traditional concepts have been influenced by western culture. The ideological and moral concepts of Chinese people have also changed. This is especially true among schools, where the cultivation of outstanding talents for society takes place. The purpose of moral education is, on the one hand, to improve the overall quality of students, and on the other hand to enable students to establish a positive outlook on life and world, so as to contribute to the development of the market economy. However, at present, there are major defects in moral education in middle schools, and the development of science and technology has brought huge challenges to education. Therefore, how to seek opportunities in challenges to optimize moral education in middles schools and enhance its effectiveness has become a major difficulty.

1. Characteristics of market economy

A market economy is an economic form that regulates resources in society through market allocation. In short, it is the principle of supply and demand. There are markets for buyers and sellers, which can be tangible or intangible. It has three major characteristics.

(1) It is in essence a competitive relationship, and it is also a necessary condition for the normal and effective operation of the market. Market and competition are originally two aspects of the problem, and they depend on and influence each other. When the market exists, the competitive relationship will exist. When the competitive relationship disappears, the market will no longer exist.

(2) Be open. The market economy is originally built on an open market system, which covers more content, including consumption resources and cultural markets. The world is a big market. Only by being inclusive and being open to the outside world can we maximize the benefits.

(3) It is fair and equal. The existence of the market is due to its fairness, rather than monopoly. In market economic activities, participants are equal and follow the principle of equivalent exchange. No one can break this rule, or use coercive means to steal the results of others.

As a result, moral education is facing huge challenges under the influence of the market economy, and many problems have been exposed, which urgently need to be dealt with by education workers and managers, and hence promote the development of school moral education.

2. Challenges faced by moral education under market economy conditions

2.1 Affected by the development of science and technology, students' ideological concepts are quite different

With the development of science and technology, there are more ways for students to acquire knowledge. In addition to school teaching, they will also get more information through the Internet and public cultural platforms. Science and technology are a double-edged sword, which brings a better learning atmosphere to students but also brings negative effects. Therefore, when the school conducts moral education work, it must help students select useful information and be alert to negative information. With the rapid development of Internet technology, the emergence of games, TV series and other interesting things has become one of the main reasons why students are bored with learning. They not only affect students' learning, but also affect their physical and mental health by establishing a rebellious seed in their thoughts and concepts.

2.2 The traditional moral concepts held by teachers are insufficient, and some teachers may feel negative about moral education.

Moral education is an important part of the education curriculum through middle school. However, due to the traditional ideas

of school leaders and teachers, they do not feel encouraged to innovate, and therefore the thinking behind moral education work is relatively lagging, and limited by prejudices. This slows down the progress of moral education work. Under the influence of the market economy, teachers' professional values and subjective consciousness have also changed. Teachers sticking to professional ethics seem to be far less popular than teachers who know to sell themselves. Some teachers spread corrupted moral ideas on the Internet and aroused criticism from the general public. As a result, some teachers have developed doubts and even feelings of denial of their own professional choices. Some teachers even get bored with their job and feel inferior. This lack of proper understanding about the importance of the job prevents moral education from developing as it should be.

2.3 The school is under the impact of foreign cultures when delivering moral education. That is why it is difficult to fit traditional moral education into the current teaching system.

Publicity and implementation of moral education work is carried out on the basis of traditional educational and ideological concepts, with a focus on theories instead of practice. The teaching becomes a formality and fails to get teachers and students positively involved. Moreover, in the context of market economy and globalization, exchanges between all parts of the world have increased and become more convenient. Western cultures and ideas have penetrated into the aesthetics, values, and lifestyles of students and teachers, resulting in a change of attitude in moral education. Hence more challenges in the promulgation of moral education. It is therefore necessary to innovate moral education to suit the development of the market economy.^[1]

2.4 The moral education work on campus is out of touch with reality, resulting in unsatisfactory results.

The moral education work carried out by middle schools has been limited, mainly due to the lack of communication between societies and families, leading to a disconnection. On the one hand, the school has a large number of students in each class, and the lack of teachers makes the communication with the family not timely enough, and the home-school cooperation relationship is not established; on the other hand, influenced by traditional concepts, the students' parents' understanding of the teaching tasks is not accurate enough. They still hold the view that education should be the responsibility of teachers, and the lack of cooperation from parents has hindered the development of moral education, making the school's moral education resources unable to play its important role, making the development of education work unsatisfactory.

3. Measures to carry out moral education in middle schools under the background of market economy

3.1 To promote moral education through diversified teaching modes

For the contemporary secondary school students, the traditional teaching mode has not been able to satisfy their hunger for knowledge. Diversified and open teaching modes allow the collision of students' thoughts and the ideas of the moral education class, cultivating their ability to distinguish between right and wrong, as well as a healthy moral belief, which can be demonstrated through their behavior. In addition, moral ability can also be developed through strengthening students' comprehensive quality. This can be achieved by developing students' learning ability, aesthetic ability and critical thinking.

Secondary schools students are not adults yet, their body and mind are still developing and not mature enough, so their moral education should not be limited to receiving theoretical knowledge. This is not helpful to their understanding of the implications of moral concepts and students might easily develop a dislike for the method, and feel reluctant to participate. Therefore, students' preferences, interests and concerns should be properly understood before the development of moral education. When moral education is more relevant to their life, they can better understand the importance of moral education. Moral education should help students to improve themselves so that they can better cope with challenges in their life. For example, they should learn to say hello when meeting teachers during the recess, queue in line to get water, offer help to those indeed when they should. Of course educational films can be used to improve the effectiveness of moral education.

3.2 Clarify teachers' responsibilities and increase their recognition of moral education

Under the market economy, teachers have low recognition of their own work and start to show signs of slacking off. Both economic and spiritual incentives should be provided to engage teachers in their work. On the one hand, teachers' salaries should be increased. On the other hand, proper teacher training systems should be developed to provide teachers with better training on professional ethics. Teaching practice should be regulated, and teaching ability improved. The quality of teachers indirectly affects students' behaviors. Seminars and lectures should be organized to equip teachers with the correct concepts of moral education. Of course, more specific workshops could also be organized so that teachers can master the knowledge and practical ways of moral education comprehensively and concretely, so as to promote the development of educational work in both quality and quantity. In addition to the training, teachers themselves also need to deepen their understanding of moral education work, increase their awareness of the moral education as well as their ability to complete teaching tasks efficiently through self-study and self-improvement programs. Finally, teachers should always pay attention to their behavior, and set an example to the students^[2].

3.3 The school should try to provide a good moral education environment as much as possible, so that students and teachers can be positively influenced.

In the context of market economy, for middle schools and schools, the promotion of moral education teaching needs to overcome all difficulties, solve existing problems, so that students and teachers can continue to grow in a better environment, and fit moral education work into the entire teaching system. While improving teachers' personal characters, it also ensures that students can establish the appropriate moral values. Of course, as far as schools are concerned, active publicity would allow moral education work to reach more students.

Secondary schools must establish a sound work concept and ensure that all members of the school can be involved in the work of educating people. By grasping little things in life, establishing communication between schools, society, and families, focusing on

raising students overall ability, schools can carry moral education into every detailed aspect of their work, such as teaching management and daily service. School leaders and teachers are required to re-examine the importance of moral education. Traditional teaching method is to be replaced with more innovative teaching models, consisting of experience, analysis and life-oriented education. Education takes the form of classroom teaching, field work, and online teaching to help students thrive in a healthy environment and ensure their positive outlook on life, the ability to distinguish right from wrong, and world outlook that allows them to be creative.

3.4 Establish a communication platform with families so that students can get better moral education

The development of moral education is not only the work of the school and teachers, but also the responsibility of the family and society. Therefore, it is necessary to break the existing concepts and restrictions, so that students can receive the guidance of teachers during school, and they can be nurtured by the family when they leave the school. Through the cooperation between family and school, students' moral accomplishment can be greatly improved. With students as the link.

Parent-school cooperative does not only depend on the school and teachers' hard work hard, families and society also play a part. By strengthening the communication between the two parties and establishing corresponding platforms will allow students to get a sound well-rounded development. An understanding of students' actual situation can make moral education work more practical. Inconsistency between students' performance at school and at home can be avoided. Parent-school cooperation, of course, can also enable students to regularly participate in and organize off-campus activities, form a good moral character and enrich the contents of moral education. For example, students can be encouraged to go into the community to help families in need and do some practical things for them, to the old people's house and spend time with the elderly people, bringing them laughter. All this allow students to have a better understanding of the meaning of moral education.^[3]

4. Conclusion

Facing the fast-paced social and economic development, the development of moral education in secondary schools needs to keep pace with the times, continue to innovate, establish correct moral education teaching concepts, and promote the development of moral education through diversified and comprehensive teaching methods so that it can better fit into the entire education system. Moral education need to be considered from multiple angles and transformed from theory to practice and play a positive role in students' life. Moral education should provide students with a healthy study environment, a positive attitude towards life to welcome each day to come.

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