

Carrying people with emotion and Morality -- the development strategy of moral education for head teachers

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Abstract: the 20th National Congress of the Communist Party of China has highlighted the need to implement the concept of Building Morality and cultivating people in education, and to promote the all-round development of students' morality, intelligence, physique, art and labor. Therefore, how to effectively carry out moral education has become the main task of every head teacher, which is related to the growth of every student and the process of education reform in China. As an important part of China's education system, secondary vocational education is the key way to cultivate grass-roots talents. Therefore, we should pay more attention to moral education in secondary vocational class management, and formulate reasonable moral education strategies according to the actual situation, so as to help secondary vocational students obtain better growth and development. This paper will focus on the practical research on how to effectively carry out moral education work for secondary vocational head teachers, hoping to provide good work direction and strategies for more secondary vocational head teachers, promote the effective development of moral education in China, and help students get a better future.

Key words: Secondary Vocational head teachers; Moral education; Establish morality and cultivate people

Secondary vocational school students are special, and their main composition is the group of students who receive vocational education due to poor academic performance or poor family conditions. They themselves have certain ideological and psychological pressure. If they are not handled well, it is easy to cause students' disgust and affect their future growth. At this stage, the ideas of secondary vocational students are easily shaped by the influence of the outside world. Therefore, the head teachers in secondary vocational schools should effectively carry out moral education in the process of class management, influence students with correct thoughts and behaviors, so that students' ideas can develop in the right direction and establish good behavior habits. However, in the past, many secondary vocational head teachers ignored the moral education work or did not pay enough attention to the development of moral education work, and blindly relied on rules and regulations for management, which led to the students' lack of a clear growth direction of personality thinking, although they had a certain sense of rules, which buried hidden dangers for the students' future development. Therefore, the head teachers in secondary vocational schools need to rebuild the class management mode with moral education as the core, formulate reasonable moral education strategies, and promote the growth and development of secondary vocational students.

1. Related issues affecting the moral education of secondary vocational head teachers

1.1 Teachers' management attitude is too cold

In the process of class management, many secondary vocational head teachers often treat students with an indifferent face, hoping to make students feel awe in their hearts, so as not to violate class rules. However, this way will lead to students' certain rebellious psychology, and even a sense of strangeness and distance with teachers in their hearts, which makes the moral education work of secondary vocational head teachers unable to be effectively carried out. In today's development of quality education, secondary vocational head teachers should learn to respect students, so that they can be respected by students, and then the head teachers can guide students' thoughts and emotions to the right direction. Therefore, teachers' management attitude is too indifferent, which is one of the key problems affecting the moral education of secondary vocational head teachers at present. It needs to be solved as soon as possible, otherwise it will affect the development of secondary vocational students in the future.

1.2 Parents' educational ideas and methods are backward

The moral education carried out by the head teachers in secondary vocational schools is not only for the students in schools. Moral education is a comprehensive way of education, which should permeate students' daily life, including students' families. However, at present, the backwardness of many parents' educational ideas and methods has become one of the main problems affecting the moral education carried out by the head teachers in secondary vocational schools. The specific performance is that many parents of students do not really understand the students' inner needs, and lack the corresponding education theory guidance because they have not received formal education and training when carrying out family education. So many parents of students can only stimulate students through constant language pressure, which leads to a gradual increase in the pressure of many students in all aspects, and ultimately affects the development of family education, but also affects the effective moral education of secondary vocational head teachers, which has a negative impact on the development of students in the future.

1.3 Lack of effective communication channels between teachers and students

In the process of moral education, many secondary vocational head teachers have less communication with students, and the main communication channels are mainly through classroom questioning and after-class conversation. This way of communication will make students feel unnatural, which makes students gradually feel strange and distant from teachers, and it is also difficult to effectively follow teachers' suggestions. For students, an optimistic and friendly head teacher is more able to influence their behavior and thoughts, while an unfamiliar head teacher cannot achieve such an effect. Therefore, the lack of effective communication channels between teachers and students is also one of the main problems affecting the moral education of secondary vocational head teachers, which needs to be paid attention to.

1.4 Teachers lack corresponding sense of responsibility

Many secondary vocational teachers do not have a clear understanding of their posts, so they lack the corresponding sense of responsibility. This has led to many secondary vocational parents and teachers unable to communicate effectively, and secondary vocational students' parents have no way to timely understand their children's behavior in school. And many secondary vocational teachers will have a perfunctory attitude. Such behavior will not only further affect the relationship between secondary vocational students and their parents and schools, but also have a certain negative impact on the learning and growth of secondary vocational students. Therefore, the lack of responsibility consciousness of secondary vocational teachers is also one of the problems that affect the moral education of secondary vocational head teachers.

2. Relevant strategies for secondary vocational head teachers to effectively carry out moral education

2.1 Embody the principle of respect and establish students' sense of autonomy

The head teacher of secondary vocational school is the guide of students' learning and life direction, and there is no absolute relationship between them. Therefore, when conducting class management, the head teacher of secondary vocational school cannot lead the students' thoughts and behaviors in the way of command, which will only suppress the students' self-consciousness and independent consciousness, and will not have a good effect on the development of moral education. Therefore, in the process of class management, the head teacher of secondary vocational school should reflect the principle of respect, respect students' thoughts and behaviors, and then reasonably guide students to develop in the right direction. This can not only establish students' awareness of autonomy, but also promote the development of students' thoughts, which is conducive to the development of moral education of secondary vocational head teachers.

The principle of respect of the head teachers in secondary vocational schools should be reflected in all aspects, and students should be aware that they are respected, so that students can respect others, establish self-awareness, and have better control over their behavior. As a head teacher, I always treat students with respect in my daily teaching life, especially when students make mistakes. I will not criticize severely, but first appease the students' emotions and listen to their expressions. After the students' emotions have calmed down, they will be guided to gradually analyze the cause of the matter, so that they can gradually realize their mistakes and then correct them. For example, once, a student who loved art painted his work on the wall of the classroom. After painting, he seemed to realize that he had made a mistake, so he took the initiative to find me and admit his mistake. Under his leadership, I came to the teacher to appreciate his masterpiece. Instead of criticizing him, I praised his works. Then I guided him to analyze his mistakes. Although he had ideas, he should paint his works in the right place and on the paper. After all, the classroom is a public place. This is an environment that everyone loves. You can't modify it without asking for your opinions because you like it. Under my guidance, the students also took the initiative to recognize their mistakes, and left this work with everyone's consent. After that, the student became more positive and friendly, treated his classmates and teachers more warmly, and thought about his words and deeds in advance. Such performance shows that the teacher's respect principle effectively establishes the students' sense of autonomy, so that students can better control their words and deeds, and their thoughts and behaviors are effectively guided. This is also one of the strategies for secondary vocational head teachers to effectively carry out moral education.

2.2 Carry out home school communication and family education publicity

In view of the problems that many parents of students have backward educational ideas and methods in the process of family education, school principals should establish a home school coordination mechanism and a good home school communication platform to achieve effective communication between parents and school teachers. Secondary vocational school teachers can publicize the relevant family education concepts and policies through this communication platform, so as to timely update the education concepts and methods of students' parents, improve the quality of family education, so as to promote the effective development of moral education of secondary vocational class teachers, and create a better growth environment for students.

Many secondary vocational school parents rarely take the initiative to learn and understand the relevant family education policies and ideas, which leads to the backwardness of their education ideas and methods. Through the active publicity of secondary vocational school

teachers, parents can achieve the innovation of educational ideas and methods in the process of imperceptible influence, bring more high-quality family education for students, and create a better family growth environment. In the actual communication, teachers of our school will use different network communication channels such as nailing and wechat to actively publicize family education policies and ideas to parents of students. The main publicity methods are policy guidance, case enumeration and video explanation. In this way, many parents begin to gradually change their educational behavior and pay more attention to the development of their children's comprehensive ability. It can be seen that active home school communication is an effective way to change the backward education ideas and methods of secondary vocational students' parents, which has played a good role in promoting the development of moral education of secondary vocational head teachers.

2.3 Learn to communicate and guide students' psychological problems

One of the key contents of moral education is to shape a healthy and positive psychology of students, so that students can grow physically and mentally healthy. Therefore, students' mental health education is closely related to moral education. In this context, the head teachers of secondary vocational schools should learn to actively communicate with students. On the one hand, they can better understand the students' ideas through communication and help students dredge their psychological problems. On the other hand, it can shorten the distance between teachers and students, create a good class environment, and help students grow healthily.

In the past, many secondary vocational head teachers had less communication with students, and most of the communication also focused on learning. This has led to a huge generation gap between students and teachers, making students unwilling to get close to teachers and teachers unable to effectively understand students. Such a situation will lead to the development of moral education of secondary vocational head teachers hindered, affecting the healthy growth of students. Therefore, the head teachers in secondary vocational schools need to change this phenomenon and communicate with students in an appropriate way, so that the head teachers can better understand students, then dredge students' psychological problems, and help students establish a correct ideology and value concept. In the process of class management, I will actively communicate with students. I usually choose to communicate with students after class, especially to discuss some topics of interest to students, so as to integrate into the class and narrow the distance with students. When doing so, I will focus on some students with heavy hearts or problems, and actively communicate with them, so as to understand their inner thoughts and existing psychological problems, and then find appropriate ways to solve them. For example, on one occasion, a student in the class was always depressed. After active communication, I learned that the student had some inferiority complex because of poor economic conditions at home. So I began to enlighten him to understand that family conditions are not the standard to measure a person's quality and behavior, and that families need to rely on their own efforts to change. Under my active guidance, the student soon cheered up, became more positive and worked harder. Such performance shows that effective communication can dredge students' psychological problems, which has played a good role in promoting the moral education of secondary vocational head teachers.

2.4 Strengthen teacher training and improve teachers' professional quality

At present, many secondary vocational head teachers' professional quality and sense of responsibility are not strong, resulting in the lack of teachers' ethics. The head of secondary vocational school can improve the professional quality of secondary vocational head teachers by strengthening the training of secondary vocational head teachers, so that secondary vocational head teachers can face students with better attitude, words and deeds, bring good example to students, and lay the foundation for students' future ideological development.

In a word, if the head teachers of secondary vocational schools want to follow the spirit of the 20th CPC National Congress to carry out moral education, they should start from many aspects to create a good learning and growth environment for students. It includes changing the attitude towards students and communication methods, strengthening the cooperation with students' parents, and improving their professional quality and sense of responsibility. Only in this way can we better play the effect of moral education, and really help students get better growth and progress.

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