

Analysis of Moral Education Infiltration Strategy in junior high school art teaching

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Abstract: in the current context of quality education, moral education has become the focus of many teachers, and the full implementation of moral education is also the requirement of the education department for the specific work of the school. In addition, at present, there is no teaching material to further promote moral education, so at this stage, relying on subject teaching is an important way to implement moral education. Among them, the art course is an important position for the goal of moral education in schools. Teachers have a positive impact on students' comprehensive and diversified development by tapping the potential ideological and political education elements and values in teaching. This paper analyzes the Moral Education Infiltration Strategy in junior high school art teaching, and puts forward the corresponding views.

Key words: junior high school art; Moral education infiltration; Strategy; research

Introduction: in fact, moral education is also the values and ideological and moral education. In teaching, teachers use effective teaching methods to guide students to gradually form correct values and promote their comprehensive development. This also fully shows that moral education is a kind of education that highlights the essence, so moral education in the implementation process has exceeded the discipline limit. In most discipline teaching, teachers can carry out moral education activities in different depths and forms according to the objective situation. There are a large number of moral education materials in junior high school art textbooks, such as traditional culture, patriotism, etc. on the premise of changing their own educational ideas, teachers can carry out teaching activities with the help of effective teaching methods, so that students can constantly establish cognition in knowledge learning and achieve self-development.

1 The necessity of moral education infiltration in junior high school art teaching

1.1 Requirements of strengthening the security of moral education in junior high school

Art is within the scope of aesthetic education, and the good development of aesthetic education can provide important guarantee for moral education. Under the current educational background, teachers need to follow the principle of being consistent with students' cognition and close to students' reality in order to strengthen and promote the development of students' Ideological and moral character, and avoid single knowledge explanation. In junior high school art teaching, there are many contents that can fully mobilize students' interest in participation, such as pictures in textbooks, works of art, etc. these contents are close to students' life. Teachers choose teaching methods that conform to students' cognition, which can strengthen students' interest in art learning. Moreover, the art discipline in junior high school covers a large number of moral education resources, which can fully cultivate students' aesthetic ability and keep students in a good mood. At the same time, many contents can also promote the cultivation of students' excellent quality and establish students' correct values. From this perspective, teachers actively conform to the development of the times and pay attention to the penetration of moral education in art teaching, which can promote the diversified development of students, which plays a guarantee and promotion role in enhancing moral education in junior high schools.

1.2 Requirements of giving full play to the infiltration function of moral education in art discipline

In the new era, different disciplines in schools can become an important platform for teachers to infiltrate moral education, and teaching activities of different disciplines can also infiltrate moral education according to the characteristics of teaching contents of different disciplines, so as to improve the teaching effect. After teaching practice, it is not difficult to find that the subject of fine arts has a strong function of moral education. As early as in ancient times, Chinese painters had clarified the purpose of painting: "the painter, who has been admonished, has been rising and sinking, has been lonely for thousands of years, and can learn from the painting", which also fully reflects the important value of fine arts and painting. Not only that, under the background of quality education, the educational purpose and effect of art discipline largely determine the important value of moral education in art discipline, which can further effectively integrate teaching and education. Art is an important subject in junior high school education, which has a positive impact on cultivating students' aesthetic quality and promoting their personality integrity. Under the new educational background, the teaching purpose of fine arts is not only to guide students to appreciate famous paintings and learn some painting skills in teaching, but also to understand the connotation of them and the thoughts and ideas of artists and the cultural value they represent; In teaching, students master most of the learning techniques mainly through hands-on painting. They also exercise their brain thinking in the process of training. Through the study of art, they not only exercise the combination of hands and brain, but also promote the change of their thinking; At the same time, teachers carry out relevant teaching

activities to ensure that students' emotional thinking is infected by art, so as to virtually establish their love and yearning for others, the world and beautiful things, so as to ensure that students have good cognition and optimistic attitude towards life. From the analysis of these contents, the art discipline has its unique advantages in moral education penetration, so art teachers need to be aware of the moral education penetration value of subject teaching under the new educational background.

1.3 Requirements for promoting students' all-round development

Under the current educational background, the main goal of education is to realize the comprehensive and comprehensive development of people. As an important subject of aesthetic education, the art discipline can not only promote the realization of this ideal, but also contains rich emotional and rational factors. Based on this, teachers conform to the development of the times, and infiltrating moral education in teaching can realize the comprehensive and comprehensive development of students, which also means that teachers should break the traditional thinking restrictions and focus on the effective integration of subject teaching and moral education elements. At the same time, moral education is not the knowledge that teachers force to explain to students, but the teaching methods that teachers need to help realize the penetration of moral education, which is also a subtle process and a process that promotes the diversified development of students. From these points of view, in the new era, art teachers change their teaching ideas, effectively integrate aesthetic education and moral education, and infiltrate moral education with the help of effective teaching methods, which can further improve the effectiveness of moral education, and fully combine moral education and aesthetic education, so as to guide students to master more knowledge in a good teaching environment and achieve self-development.

2 Moral Education Infiltration Strategy in junior high school art teaching

2.1 Excavate the resources of moral education in teaching materials, so that moral education can be based on

In the junior high school art moral education, teachers should pay attention to the in-depth excavation of moral education elements in teaching materials, find the convergence point between moral education and curriculum teaching, and promote the effective penetration of moral education into junior high school art teaching. In the process of material mining, teachers should find out the content of thought and spirit in the teaching materials, and promote the art teaching to establish in-depth contact with moral education. First, integrate the elements of unit moral education. Taking the Su Shao edition textbook as an example, there are six textbook contents in junior high school. There are close links between the contents of each volume and various fields. Teachers can integrate unit teaching courses to promote the continuity of moral education. For example, connect the two courses of "vivid portrayal - Chinese figure painting" and "eternal life in painting - foreign portraiture" in the second volume of Grade 7, teach the main content of figure painting, and infiltrate the content of moral education into the curriculum design, so as to organically combine the moral education teaching with the knowledge learning of figure painting, so as to enrich the learning experience of students. Secondly, carry out the penetration of life moral education. Each piece of art appreciation can find materials suitable for moral education, such as the painting of rare birds from life. Teachers can lead students to jointly analyze the form and main content of this work. The work shows students birds with different expressions and reflects their love for natural life. Teachers can use this as a starting point to carry out moral education, so that students can experience the lovely and flexible place of animals, And then establish the reverence for life. The content of the Su Shao edition textbook has artistic characteristics and has certain advantages in moral education teaching. Teachers should pay attention to the in-depth excavation of moral education materials, so as to form a close connection between the curriculum content and effectively promote the development of students in many aspects. Thirdly, carry out patriotism education. China has a long history of development. In the process of education, patriotism should be run through all stages of education to promote the inheritance and development of our country. Junior high school students' thoughts are more active, and their understanding of the abstract concept of patriotism is not deep enough. Teachers can infiltrate patriotic education into daily teaching behavior, so as to enhance the effect of education. For example, many works in junior high school art textbooks are permeated with patriotic elements. Teachers can combine works appreciation to lead students to deeply perceive their love for the motherland. For example, in dongxiwen's founding ceremony, the teacher introduced the painting background and the thoughts and feelings of the works to the students, so that the students could deeply experience the suffering of the country in the process of growth and development, so as to stimulate the students' awareness of protecting the country and enhance the students' love for the country. Finally, the implementation of traditional cultural moral education. There are many excellent painters with good quality in the Su Shao edition of art textbooks. Teachers can guide students to learn the excellent virtues of painters from their life experience. For example, Van Gogh, when leading students to appreciate Van Gogh's paintings, teachers can explain Van Gogh's life experience to students, so that students can realize that although he was devastated and tortured, he still treated artistic creation with love and emotion, and brought pure artistic works, so as to deepen students' understanding of the painter's spirit and cultivate students' perseverance.

2.2 Expand the infiltration path of moral education and enhance students' learning enthusiasm

Good moral education should be established on the basis of happy mood. Junior high school art teachers should pay attention to expanding the path of moral education penetration, so as to enhance students' learning enthusiasm and improve the effect of moral education penetration. In this regard, teachers can start from the following aspects: first, infiltrate moral education in appreciation. Art appreciation is essentially an in-depth study of elements such as the content and spirit of art works. Through art appreciation, students can not only appreciate art works of different times and cultures, including paintings, sculptures, etc., understand the cultural and artistic nature of art works, but also feel the artist's personal emotions and internal characteristics, and learn more good qualities. For example, when appreciating Luo Zhongli's father, students can see the image of a long-term working father through painting and feel the author's true description of real life. Teachers can help students establish a sense of gratitude and thank their parents for what they have done through moral guidance. The second is to infiltrate moral education in practical activities. The practice of art discipline is strong. Teachers need not be limited to traditional classroom teaching, but can extend it outside the classroom and carry out rich and colorful art practice activities. For example, teachers can regularly organize students to participate in outdoor sketching activities, so that students can find beauty and find beauty in the living environment, and then deeply feel the true meaning of life and improve students' character. Another example is that teachers can set up moral education themed campus works display activities to encourage students to create from multiple perspectives, so as to create an elegant artistic atmosphere and effectively improve students' spiritual realm. In addition, teachers can also organize students to participate in social public welfare activities of fine arts, such as environmental protection painting competition. Teachers can explain the importance and purpose of environmental protection to students, encourage students to paint environmental protection works from personal and social perspectives, contribute their own strength to environmental protection, and let students deeply feel the power brought by art works. The third is to infiltrate moral education in painting teaching. For example, in the teaching of Chinese traditional painting, teachers explain the artistic methods of Chinese painting and the characteristics of Chinese painting pigments for students, so that students can feel the beauty of the realm of Chinese painting, deeply feel the uniqueness of Chinese art, effectively enhance students' cultural self-confidence, and promote students to actively inherit traditional culture.

2.3 Strengthen the advancement of moral education and pay attention to updating moral education materials

In the work of moral education, teachers should correctly realize that moral education is not immutable, and make targeted adjustments in combination with the spirit of the times and the actual situation of students, so as to promote the smooth development of moral education. From the perspective of students, junior high school students are more willing to accept the content of moral education close to their actual life. Boastful and empty moral education will lead to students' concept that moral education is very far away from themselves, which makes them unwilling to take seriously and implement it in daily learning and life. This requires teachers to set up moral education courses from the perspective of students' life, strengthen the connection between moral education and students' actual life, and enable students to better form good thoughts and personal quality. From the perspective of curriculum, teachers should pay attention to the timely updating of the basic connotation of moral education, strengthen the latest moral education concepts and moral education guidance content put forward by the education department, and infiltrate the latest moral education content into art teaching, so as to ensure that moral education is cutting-edge and advanced. For example, under the background of the new curriculum reform, teachers should pay attention to the implementation of the concept of the new curriculum reform in daily teaching, pay attention to promoting the development of students' comprehensive quality through moral education, focus on reflecting the student-centered education concept, and effectively optimize the overall work of moral education.

Concluding remarks

To sum up, moral education is playing an increasingly important role in the education system under the new educational background, which is also the educational concept that many teachers pay attention to and explore in depth. Good moral education can guide students to constantly improve their own thoughts, establish correct values, outlook on life, and help students' all-round development. Based on this, in the new era, art teachers should deeply explore the connotation of moral education in teaching, find and discover the moral education resources contained in textbooks, and then complete the whole moral education work in a reasonable way, so as to improve the overall teaching effect and further realize the teaching reform goal in the new era.

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