

Reflections on the Reform of Ideological and Moral Education in Primary Schools

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Abstract: With the comprehensive development of the new curriculum reform, it has brought new challenges to our ideological and moral teachers in primary schools. The breakthrough and innovation in many aspects of the new curriculum standard require us to abandon the traditional educational malpractices in the past. It is not only to impart knowledge, but also to develop and study the new curriculum, open up a new way of thinking of the ideological and moral course in primary school, and move various learning methods, such as inquiry, cooperation and discussion, into the classroom. In the course of the new curriculum reform, the ideological and moral teachers in primary schools should make great efforts to explore, innovate the teaching methods and advance the reform actively and steadily in the teaching practice, in order to make the research go deeper and deeper, it can better improve the effect of ideological and moral teaching in primary schools.

Keywords: Primary school ideological and moral teaching; Reform; Quality education; Teaching method

1. Introduction

Moral lesson is the main channel to carry out moral education in primary school, and it lays the foundation for guiding students to form good moral character and civilized behavior habit gradually from childhood^[1]. However, because most of the ideological and moral education is theoretical education, the content of primary school students seems boring, which has higher requirements for the teachers. So how do we break through these difficulties? The author tries to talk about his own teaching methods in primary school moral teaching. "A good approach will give people a broader picture, a deeper understanding of the laws, and thus a more effective transformation of the world." With the continuous development of society, the reform of curriculum education is inevitable. Therefore, we should adhere to the guidance of the new educational concept, respect the main position of the students, give play to the leading role of teachers, and pay attention to the individual differences in the development of students. Use science, effective teaching methods, cultivate capable, bold and potential of all kinds of talents. As long as teachers are good at excavating teaching materials, arousing students' interest in learning and improving teaching methods, they can effectively improve the efficiency of ideological and moral classroom teaching in primary schools, and even reap unexpected results^[2].

2. Strategy of Ideological and Moral Teaching Reform in Primary School

In the course of the new curriculum reform, the teaching of ideological and moral course in primary school is stu-

died from the aspects of enriching the teaching material resources, expanding the students' vision, various teaching forms, giving full play to the students' subjectivity, paying attention to individual differences, and carrying out comprehensive evaluation, etc.

2.1. Enrich teaching material resources and expand students' Vision

As the main source of classroom knowledge, teaching materials should be fully utilized and vigorously developed by teachers. In fact, the "attaching importance to curriculum resources" proposed by the new curriculum education reform is not to reduce the important role of teaching materials in teaching, but to inspire teachers to tap new teaching materials through teaching materials and enrich teaching contents. Through the topics involved in the textbook to develop students' thinking, enhance students' innovative consciousness. Therefore, the purpose of teachers organizing teaching activities is no longer to master the topic itself, but to use it as an intermediary material to realize the construction and deepening of new knowledge. As an ideological and moral teacher in primary school, it is necessary not only to study the current textbooks, but also to study widely the different versions of textbooks under the same curriculum standard, to enrich their own knowledge content and to increase the resource capacity of news and social examples. For example, when the author is teaching the eighth grade edition of the "Consumer's Rights" class, we can introduce many examples of earthquake relief news from the Wenchuan earthquake into teaching, effectively replenishing the teaching capacity. It not only stimulates students' interest in learning, but also broadens their hori-

zons and guides them to obtain spiritual perception from more visual and visual resources^[3-5].

2.2. Using various teaching forms to give full play to students' main role

Teachers should fully respect the main position of students, play their leading role in teaching, and handle the relationship between them well. Adopt a variety of teaching forms in order to stimulate students' interest and enthusiasm. For example, teachers can organize students to participate in the discussion and debate of problems; they can let students play the role of teachers and go on stage to explain the text; and they can organize students to play games such as answering, competition, and so on, so that the classroom can be used as a platform for students to display their talents. Let the students like the small paradise in class^[6].

2.3. Pay attention to individual differences and carry out comprehensive evaluation

According to the individual difference between the students, the implementation of the pluralistic evaluation mechanism in the evaluation reflects not only the commonness, but also the concern of the students' individuality. The evaluation of the students from many aspects and from many angles is not only to see the outstanding points of the students, It also recognizes the efforts made by students in the learning process so that they can maintain their physical and mental pleasure and maximize their potential enthusiasm and creativity^[7]. Therefore, teacher evaluation focuses on stimulating students' self-confidence, enterprising and responsible, paying attention to the comprehensive evaluation, not only on the evaluation of students' achievements, but also on the corresponding evaluation of learning attitude and classroom expressiveness, not only concerned about the results. Pay more attention to the process, a set of relatively perfect evaluation structure, will students' emotional attitude, values, ideological quality, physical and mental health are included as the standard to measure the study of this curriculum. In addition, as a subject of moral education in primary school, the main concern is whether the students have been developed in an all-round way, not only to improve the level of knowledge and skills, but also to promote students to establish a correct and scientific outlook on life and values. The evaluation system should also include general development goals, reflecting the development value of students^[8].

3. A Probe into the Teaching Mode of Ideological and Moral Character in Primary School

3.1. Debate teaching

Adopting debating teaching to promote students' ability to actively explore knowledge. For example, in the section of "enjoy healthy Network Communication", the author asks students to make use of the advantages and disadvantages of moral cognition to debate this topic, so as to improve the students' consciousness of active participation and enhance their judgment ability.

3.2. Game teaching

According to the students' agility and like the age characteristic of the game, organize the students to play in the classroom, let the students master the knowledge in "play", understand the emotion in "play", comprehend the moral knowledge and norm in the "play". For example, in the section of "difficult to report three Chunhui", it is more persuasive to organize the related game activities to realize the curriculum than to preach simply^[9].

3.3. Cooperative teaching

Cooperative teaching is the most common form of teaching at present. For example, when we teach the "learn to regulate emotion" section, we can use cooperative learning to first divide students into four groups, and we can ask them to go to the library in advance or check the relevant phrases from the Internet. Each group will collect the data to organize and summarize, in the classroom, the teacher asked four groups to speak, and finally to summarize and reflect on cooperative learning^[10].

3.4. Experiential teaching

It is the most basic teaching method to let students implement teaching through personal experience and enhance the cognitive level of knowledge. In the process of implementation, several models can be adopted: simulation performance, role-playing and literature and art performance. The main purpose of experiential teaching is not to let students learn certain knowledge or acquire certain skills through learning activities, but to let them realize life, experience life and form correct outlook on life and values through their own personal feelings^[11]. Thus, the cognition formed by experience can be transformed into the intrinsic motive force of behavior. For example, when learning the first unit of grade 9 of primary school, "taking responsibility to serve the society", we can use experiential activities when organizing teaching to the knowledge point of "be a responsible citizen". First of all, the role of experience activities, students, children, citizens and other roles, determine the experience time and place, students show different roles. At the end of the student performance, the teacher combined the teaching material target, guided by the situation, let the student activity carry on the summary, because has personally experienced the different role in the society, some said: "as a student, must study hard, respects the teacher, unifies the classmate, some of them said, "as children, we

should understand the hardships and hardships of our parents, and even more respect our parents," while others said, "as citizens of society, we should abide by the law and dare to fight against the bad behavior of society." After the students speak, the teacher organizes the students to discuss the above topics, to deepen the cognitive level of knowledge and to maximize the efficiency of teaching^[12].

4. Classroom Teaching Method of Moral Character in Primary School

In the process of moral teaching in primary school, in the face of a group of children with simple thoughts, if they want to understand the deep connotation of ideological education, it is really necessary for the teacher to apply all kinds of educational methods innovatively.

4.1. Law of democratic discussion

This is one of the commonly used teaching methods in ideological and moral teaching in primary schools. Under the guidance of the teacher, the students discuss the subject of this class so as to complete the whole process of passion, understanding and guidance, and give full play to the role of the teacher as the leading force and the student as the main body. In designing and guiding discussions, we should master the hierarchical principle of from shallow to deep, from surface to inside; we should pay attention to guiding students to distinguish between right and wrong, to understand what is right and wrong, but not to distinguish between right and wrong, and to pay attention to the whole process of running through the whole process of passion, understanding and guiding. It is necessary to give full play to teaching democracy and let students express their own opinions, even if they are very naive or even wrong. Only in this way can teachers play a leading role in teaching democracy^[13].

4.2. Storytelling solution

It is the nature of elementary school students to listen to vivid and interesting stories, to tell vivid and interesting stories, to combine abstract moral concepts and profound philosophies in the stories of concrete images, and to enlighten the students to understand and understand the Tao, which is called "storytelling solution". In order to use storytelling solution, we must focus on the teaching purpose, close to the teaching content and teaching task, combine with the characteristics and understanding level of pupils of different ages, and reveal the ideological and moral concepts displayed in the story. When using the "storytelling solution", we should avoid simply pursuing the story and interest, while ignoring the ultimate teaching purpose that we should pursue, and seeking the end at the expense of the original. In addition to the stories told in the textbooks, teachers and students can tell stories that occur around them, so that the teaching can be more

close to life and reality, thus having stronger persuasion, credibility and better teaching effect. You can also cite some counterexample, positive and negative contrast^[14].

4.3. Scenario design method

According to the teaching objectives and the requirements of the teaching content, a specific teaching situation can be created in accordance with reasoning, so that students can, if they are in their situation, if they see their people, hear their voices, be affected by their emotions, arouse emotional resonance, and blend their feelings with reason and reason. In order to deepen the understanding of moral concepts. This method is proposed according to the psychological characteristics that human emotions can infect each other and interact with each other. For primary school students, the affective situation is more obvious, and the effect of situational infection is more obvious. Therefore, in the primary school ideological and moral teaching is more and more used^[15].

5. New Model of Ideological and Moral Teaching in Primary School

5.1. Use the situational experience method to carry on the thought product teaching

Situational teaching can help students better understand the connotation of ideology and morality. Because of the students' limited ability to understand, many ideological and moral theories are difficult to understand, but in specific situations, they can feel what is right. What is wrong, and then understand what is good quality, what is bad behavior, so situational teaching can effectively improve the efficiency and quality of ideological teaching, enhance students' interest in learning, help them better understand and master the knowledge of thought and product. In the use of situational teaching, students have a sense of reality, teachers try to provide students with a life-oriented situation, idealistic knowledge needs to be tested and used in real life. Therefore, teachers must let students understand the different subjects of thought and product and their own social role, and help them to transform from "learning knowledge" to "practical knowledge".

For example, in the teaching of "Labor feeling", teachers can create a labor situation for students by role-playing, encourage students to participate, by playing the roles of small vendors, cleaners, traffic policemen, etc. Let them experience life, then ask questions: "if you're not a student, what do you do when you encounter certain situations?" By playing different roles, experiencing different joys of life and the truth of being a man, students can also recognize the difficulties of each job and understand that today's life is not easy to come by.

5.2. Using Multimedia to assist the Teaching of ideological and moral course

With the development of science and technology and the deepening of teaching reform, information technology has been popularized in primary school teaching. Teachers should know how to use these advanced teaching techniques, develop their teaching potential and improve the teaching effect by virtue of their advantages. Multimedia technology is the most widely used and effective teaching technology at present. When using multimedia technology, teachers should adhere to several principles, first of all, the principle of selectivity, because the network information contains too much content. When teachers choose information-assisted teaching, they must carefully identify and choose the most appropriate teaching materials. Then, there is the principle of teacher-student interaction. In the traditional classroom, there is very little interaction between the teacher and the student. The teacher stands on the three-foot podium, high above the ground, and every word and deed of the teacher is paramount to the students. Some students dare not communicate with teachers, and some students are not interested in interacting with teachers, which leads to slow exchange of classroom information and low learning efficiency. Third, the principle of moderation, multimedia technology makes many teaching simple and convenient, can effectively stimulate the curiosity and curiosity of students, but teachers must recognize one problem, that is, everything should be moderate. Otherwise, it will be too much. That is to say, multimedia technology, however advanced, is only an auxiliary teaching method, which can not be used as multiple degrees and neglects the function of knowledge teaching. Finally, it is the principle of timeliness. When multimedia is used in the teaching of thought and product, we must stress the significance of practical teaching, meet the requirements of teaching emphasis, and combine courseware, video and pictures to ensure the quality of teaching.

5.3. Improving the Teaching effect through the cultivation of students' sentiment

In addition to the above mentioned ideological and moral teaching methods, teachers can also use the method of cultivating students' sentiment to teach. Pupils do not form perfect subjective thinking, they are easy to be influenced by teachers and the outside world in classroom learning, and they have strong ability to imitate. Therefore, teachers should set a good example for students. And to cultivate and improve the moral quality of students. These examples can be academics, great men, teachers, parents, and even classmates. Students' learning and living environment can influence the formation of their moral concept. For example, in schools with higher overall quality and quality, more and better talents are cultivated, which illustrates the influence of the environment. Therefore, in the course of ideological and moral teaching, teachers should create a good learning atmos-

phere for the students, so that they can cultivate their sentiment and improve their understanding.

6. Conclusions

There are many methods of ideological and moral teaching, teachers should pay attention to some choices in the education of teachers, different students should pay more attention to the selection of methods in different periods, and teachers should also adopt different methods for teaching materials of different contents. Teaching method is a decisive factor in the optimization of the teaching process of primary school ideological and moral course, and is also the most important teaching strategy. The merits and demerits of the teaching method directly affect the quality of teaching and the development of students' comprehensive quality. We teachers should attach great importance to the application of basic methods in the teaching of primary school moral education. Moral character is an important content of primary school teaching and plays an important role in the future development of students. Teachers should adhere to the principle of student-oriented, explore new teaching methods, introduce more teaching elements, enrich classroom content, enhance classroom interest, enhance teacher-student communication, so as to ensure the effectiveness of ideological teaching.

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