

# Analysis on the Dilemma and Measures of Life Moral Education in Elementary and Middle Schools

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## Abstract

Life is the most precious and the basis for people to participate in all other social activities. Traditional moral education overemphasizes the role of rule consciousness such as reward and punishment in moral education activities, overemphasizes the external form and rule awareness of moral education, and ignores the most basic education of life in humanistic education. This paper summarizes the shortcomings of life moral education through the literature method: the lack of book education, the educational activities are on the surface, and propose corresponding solutions, and provides corresponding countermeasures for the development of life moral education in primary and secondary schools, and promotes the development of life education in primary and secondary school, so that students can form a healthy mental state, love life, and shape the correct outlook on life.

## Keywords

Life moral education, classroom teaching, textbook teaching, course teaching, activity teaching.

## 1. Concept of Life Moral Education

Life morality is the morality that adjusts the relationship between human and his or her own life, the lives of others, human life and other life. Life morals mainly includes two meanings. One is caring for life. Caring for life is mainly reflected in protecting life, respecting life and awe of life; The second is to pursue the meaning of life and enhance the value of life. [1] Life moral education is to focus on shaping the overall life of the young generation in moral education in middle schools, helping young people to explore and understand the meaning of life from an early age, to understand the limits of life, appreciate life, cherish life, experience life, establish lofty goals and ideals in life, and finally realize self-worth and life value. [2]

In 1968, the "Father of American Life Education" Walters explicitly put forward the idea of "life education" for the first time. [3] And he started life education at Ananda School in California, US. After practice, life education has aroused widespread attention and recognition all over the world. By the 21st century, there have been endless murders, suicides and animal killings among college students. For this reason, there is an inescapable responsibility for primary and basic education. At present, there are many problems in life and moral education in primary and secondary schools. Not only is life and moral education missing from books, but also life and moral education activities are superficial and empty, and it is difficult to resonate with students. Therefore, it is urgent to pay attention to life moral education and carry out the correct education.

## 2. Dilemma of Life Moral Education

### 2.1. The Lack of Life Moral Education in Book Education

Life moral education is the most basic content of moral education and the core requirement of humanistic education. All the time, most of the school's mental health education courses have

not yet set up courses directly related to life moral education, and there is no professional textbook about life education. Only part of the curriculum involves basic theoretical knowledge, the textbook knowledge system is not perfect, and the theory is insufficient. Relevant educational books and extracurricular readings, such as "Primary School", lack of guidance from teachers or professionals, are insufficiently educational.

In addition, the contents of life education appearing in the book are mostly contents that have the moral preaching tendency of "giving up to live out the meaning", like "Death may be weightier than Mount Tai or lighter than a feather.", "Who has not died since ancient times? I'll take my heart and look at history.", "Life is what I want, justice and what I want. You can't get both. You can't give up life and take justice." [4]. Biology and other physiological books are mostly introductions to knowledge, lack of exploration and questioning of life values, and insufficient education. Life moral education is not specifically linked to the actual life of students, and the guidance extension of teachers is not enough. If the students are directly educated according to the content of the book, the perceptual thinking and intuitive feeling of life of the students will be ignored. The needs and identities of educational subjects are ignored, and their knowledge and experience about the value of life cannot be expanded and enriched, and it is difficult to form correct values of life.

## 2.2. Life Ethics Education Curriculum Lacks Operability

Regarding the research on the implementation methods and methods of life moral education, despite the divergent views, it still has ideal characteristics in practical operation and lacks specific operability. Moreover, the lack of system integrity in the study of approach methods, various items are some subjective designs, the approach methods lack profound theoretical and technical support. [5] School teachers can't get practical instructions for life moral education courses such as "how to design teaching, how to choose teaching content, how to deal with the relationship between life moral education courses and subject courses? How to attract students' attention?".

On the one hand, due to the entrenched thinking of test-oriented education, some primary and secondary school courses are still dominated by subject courses, and life and moral education courses are ignored. Moreover, some parents do not realize the importance of life moral education activities in students' mental health and other aspects, and resist the implementation of related courses, making it difficult for schools and teachers to carry out related course work. On the other hand, teachers in the "Basic" course lack systematic study of life moral education knowledge, plus a fixed period of time to accumulate and digest, so they will inevitably grasp the content of life moral education incompletely and thoroughly. It is impossible to dig deep into the life moral education resources in the textbook, and it is impossible for students to fully understand the knowledge related to life moral education. [6] It also leads to the practical use of life moral education.

## 2.3. Life Moral Education Activities Are Superficial

Although in the context of quality education, the state advocates a comprehensive evaluation of students. However, since students cannot avoid being in the exam-oriented education environment, the realization of quality education cannot be very thorough, so personal quality education will certainly contain some shadow factors of exam-oriented education. For example, although the overall goal is to improve comprehensive quality, the primary goal is to achieve a high score. This has led to inadequate attention and implementation of the policy of life and moral education in terms of policy.

At the school level, some school leaders and teachers still insist on the achievement-based thinking and attach importance to the examination evaluation courses, resulting in insufficient development of life and moral education activities. There are also some schools that are not

equipped with professional teachers, or the capacity and literacy of the teachers responsible for life education are insufficient, resulting in the lack of appeal and appeal of the life education activities carried out. At the level of life education activities, teachers mainly use preaching and slogans. This method is simple and easy for educators to complete the tasks of moral education quickly, but it is difficult for educated people to accept and has little effect. Moreover, the content of life moral education is more guidance of the meaning of life. It is undeniable that the guidance of life meaning and the formation of values are an indispensable part of life education. However, if only staying at this point, life education will fall into a dead end, and students do not understand the value and significance of life, lack of personal experience and perception of life value, and simply cannot understand the preciousness of life only once. Once he encounters setbacks, he doubts the value and meaning of life. It is also difficult to cherish the lives of yourself and others, leading to behaviors that ignore life and hurt lives.

### **3. The Countermeasures for the Dilemma of Life Moral Education**

#### **3.1. Emphasis on Classroom Teaching, Emphasizing Students' Dominant Position**

It is very necessary to provide courses related to life moral education, which not only reflects the respect for life, but also attracts the attention of students, teachers and parents. The specific measures are as follows:

##### **3.1.1. Cultivate Students' Attitude of "Being Towards Death"**

Heidegger's "Existence and Time" uses rational thinking to give an ultimate answer to "death": the countdown method in the sense of life-"Being towards death". [7] The death education of "Being towards death" is to trigger students' understanding and thinking about the meaning and value of life through the way of life countdown, so that students can correctly understand the irreversible law of life and death, let them be more grateful for the attainment of life because of the existence of death, calmly face the unpredictability and setbacks in life, and never face the difficulties and setbacks Give up the hope of life.

When transmitting this concept, teachers should pay attention to observing the reactions of students, choose the methods that students can accept, and guide students to explain their own understanding of "death" and "Being towards death" if necessary. Teachers must not only change their educational ideology and respect the students' dominant position, but also innovate and make breakthroughs in educational methods and methods so as to continuously improve the teaching level. By guiding students to the correct understanding of "life" and "death", teach students to cherish and accept life, and prevent the occurrence of youth suicide and homicide to a certain extent. Of course, this process not only requires teachers to penetrate in the course teaching, but also requires teachers and parents to reach an agreement to guide and help students establish the correct values of life and death.

##### **3.1.2. Provide Correct Teaching Materials for Life Moral Education**

According to the characteristics of students at different stages, different teaching contents are written to help them develop healthily and harmoniously. The content of the teaching materials involves physical and mental health, family health and community health, prevention and control of diseases, use and abuse of medicines, prevention and safety of accidents, etc. according to the teaching stage. We should also pay attention to helping students form a civilized concept of sexual morality, cultivate their sense of responsibility to the family, learn to respect themselves, respect others, and love life. The teaching materials involve professional theoretical content. In the process of writing, attention should be paid to the reading characteristics of students of different ages to make it easier to understand and accept the concept of life education.

In addition, not only scientific knowledge can carry out life and moral education, but also literature education materials or music education materials can also carry out life and moral education. For example, to discuss the value of life in "To live", teachers should be fully prepared, thinking about exploring the educational significance behind literature, first sharing briefly with students, then sharing and interpretation of wonderful fragments, and finally allowing students to write their own reading experience. However, reading experience should not stipulate the number of words like homework tasks, otherwise it will easily arouse students' disgust and reduce the educational effect greatly. Reading experience can be a short poem or a painting. Students can also perform situational performances, substitute themselves into Fugui's life experience, and feel their suffering but still optimistic attitude. In addition to literary works, we can also share with the students the American folk song "Old Black Joe", which is also the source of the author of "To live". Let students accept the life concept of smiling in misery through multiple senses, and the feeling is more vivid and profound.

### **3.2. Carry Out Outdoor Activities and Pay Attention to Adversity Education**

Outdoor activities not only can better enrich students' life experience and enrich life experience, but also make students feel the beat and activity different from the life in the classroom.

#### **3.2.1. Conduct Growth Education and Experience Life Changes**

Lead students to perceive the process of creation, growth, decline, and disappearance of life, stimulate their thinking and perception of the road of life. For example, elementary school teachers can lead students to watch films or documentaries of life from scratch, encourage students to communicate with family members of different ages, and take photos to observe the difference, teaching students to pay attention to the process of growth and plant growth during outdoor activities to make them feel the wonder and change of life. Junior high school teachers can take students to visit the delivery room, baby room, operating room, nursing home and Anning ward, etc., so that students can understand the origin of life, experience the joy of life, feel the dignity of life, and understand the passing of life. High school teachers can organize students to visit the meritorious nursing home, listen to the history in the eyes of the old soldiers, and feel the weight and vicissitudes of life.

Of course, outdoor activities are not just visits and news, but more importantly precipitation. After the outdoor activity is over, the teacher should strike the iron while it is hot and ask the students to share their deepest insights. The forms of sharing can be diversified. After sharing, students can be organized to conduct self-evaluation and mutual evaluation of their works. Finally, teachers will comment and summarize. In this process, teachers should listen carefully to the students' perceptions, promptly point out the confusions in the students' perceptions, and share their perceptions with the students, so as to realize the two-way effect of life moral education activities on teachers and students.

#### **3.2.2. Conduct Adversity Education and Pay Attention to the Cultivation of Survival Skills**

Organize students to participate in outdoor survival summer camps and other activities, teach students outdoor survival skills. Cultivate fire-fighting, looking for water, judging the direction and terrain, analyzing the environment and other essential skills for survival in the wild. In related training, other skills such as swimming can be developed according to students' interests and hobbies. In addition, it is necessary to regularly organize emergency training for emergencies, such as how to protect yourself after an earthquake or fire, and quickly find a way to escape in a short time. It is also necessary to spread to the students some knowledge of emergency escape in the social environment, such as the use of small hammers on buses.

Through adversity education and frustration education, it can stimulate students' strong desire for survival, stimulate them to reexamine life, cherish life, and then love themselves and others'

lives. In the course of adversity education activities, students can be guided to actively understand nature and explore nature, and feel the vitality of natural vitality. Teachers can properly seek cooperation from parents, encourage parents to cultivate students' ability to solve problems independently, and allow children to receive "failure and frustration education" to achieve the purpose of sharpening students' will to live.

### **3.3. Give full play to the media education function of online information and insist on "home-school cooperation"**

If campuses and classes are the real living spaces of students, the living spaces constructed by the network and mobile terminals are the living spaces of students in the virtual society. [8] Teachers should keep up with the development of education, pay attention to social phenomena, and explore the value of education from it. In the information age, teachers and students can access rich knowledge through the Internet. These knowledge have advantages and disadvantages. Teachers should use it selectively, and pay attention to purifying the network information environment for students. The theme of online moral education activities selected by teachers should be of interest to students, so that the moral education function of online media can be greatly exerted. As in the case of Wang Hongwang's grandma, she learned the value of life that "the value of life is not measured by length but by thickness." Facing the withering of life, she chose to grow old gracefully.

At the same time, teachers should establish a good network communication and cooperation platform with their parents, so that both parties can timely feedback student problems, communicate and discuss solutions in a timely manner. Before organizing life education activities, teachers should fully communicate the theme with parents, fully consider the theme and suggestions of activities that parents are also interested in, and obtain parental recognition and cooperation. Parents should give full support and understanding when teachers organize life and moral education activities.

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