

Analysis of the Survival Dilemma and Countermeasures of Modern Moral Education in Vocational Colleges

Zeng Mengyao

(Henan Health Cadres Academy, Henan, Zhengzhou, 450008)

Corresponding Author: Zeng Mengyao

Abstract: *With the continuous progress of the society, the material culture has been greatly improved. At the same time, the pace of the spiritual culture appears falling behind slower and slower. As chief battle fields for cultivating the right people that the society needs, it is sure that vocational colleges have delivered numerous talents into the society, but meanwhile they also have to face the crisis in moral education. To deliver the right people for the society, it is not enough to cultivate students simply for good academic performance, the moral development course of students should be also considered in the mind. As the main way and method to develop the moral achievements of students, modern moral education must be improved and upgraded to make it play its due role for making students developed in an all-around way.*

Key words: *moral dilemma; Vocational education; Modern moral education*

Date of Submission: 21-09-2019

Date of Acceptance: 10-10-2019

Moral education refers to educational activities that introduce individuals to actively construct their moral concepts, and then continuously develop their skills in moral thinking and abilities in moral practice. These are always proceeding under definite social, political, economic and cultural backgrounds, and through certain educational, teaching and practical activities. To say it broadly, moral education includes not only ideological and ethical education, but also political diathesis education etc. To say it specifically, it refers to only ideological and ethical education, and this is not only the basis of thinking but also the origin of moral education.

I. The Analysis For The Significance Of Modern Moral Education

As a part of modern education in schools, the functions of moral education are mainly embodied in spiritual cultivation, ideological guidance and ethical education. The function of spiritual cultivation is mainly reflected in the ideological and political education of which patriotism is the core - by cultivating their patriotic feelings, national self-esteem and self-confidence can be enhanced in the mind of students. The function of ideological guidance mainly lies in guiding students first to get the correct viewpoint to the world, life and meaningfulness, and then based on this, to make the contents of moral education internalized in their mind and externalized in their behavior. The function of ethical education is to make students integrated into the practical social life based on the culture they get from moral education, and thus gradually introduce students to behave with excellent virtues.

Modern moral education, not only it benefits to cultivate the moral and political quality of students, to make them accept the viewpoint of core significance of socialism - which is greatly significant to fully implement the Party's educational policies; but also it helps to arouse the faith to ideality and morality of students, to rebuild their emotion to chase excellent virtues - which will play an important leading role to students in their career development. Moreover, students should not only possess enough knowledge and solid professional skills, but also possess good moral characteristics. To reinforce moral education in modern schools, it can help students not only to make out their learning objectives, but also to cultivate their good learning habits, and build up their correct ways of thinking, and thus they will gradually enhance their sense of self-efficacy and the requirements of self-restraining - which will play a pushing role in the development of students.

II. Survival Dilemma And Inflection Of Modern Moral Education At Vocational Colleges

2.1 The deviation of significance orientation caused by unhealthy social atmosphere

Along with the continuous development of the social economy and the progress of the whole society, a large number of unhealthy customs and wrong ideas have been generated at the same time. These gradually invade students in their viewpoints to meaningfulness and moral concepts, which results in the significance orientation of students going off from the mainstream of society in the viewpoint to meaningfulness.

2.1.1 Epicureanism takes the first place

Nowadays, the majority of students at vocational colleges were born after the year of 1995, even after the year of 2000. Young as they be, they don't possess psychological maturity. So, when facing the red lantern and green wine from the society that is full of temptations, students are often attracted and gradually absorbed deeper and deeper without the ability to escape, making their significance orientation tend to vulgarization and utilitarianization. They would like only to pursue the infinite comfort and luxury, losing themselves deep into the satisfaction of materials and pleasure of sensory organs, in despite of any self creation. Eventually they are buried into the empty spiritual world, losing their targets.

2.1.2 Severe utilitarianism

Due to the serious utilitarianism, the purpose of some students to study is not to accumulate knowledge and expand their vision field, but only to acquire skills to survive. For them, morality means unnecessary significance - both are Okay with or without morality, and this makes moral education just like "chicken ribs" at vocational colleges. Traditional ways for teaching evaluation, on the other hand, unduly emphasize on scores of examinations. During their learning, students learn actively and write class notes carefully if a course will be examined to get a score; as for other courses ending up without any examination, such as moral education, there often be some students doze off or play mobile phones when attending classes. This not only goes off the origin of training students in full learning abilities, but also goes against for delivering high-quality talents with an all-round development in morality, intelligence, physique and art.

2.2 Outdated teaching methods resulting in poor teaching effects

2.2.1 Too broad goals of moral education are not suitable to the nowadays practice

At vocational colleges, the main objectives of ideological and moral education are to help students build up the correct viewpoint to the world, life and meaningfulness, to help them develop better morality, and thus they can regulate their moral behaviors by themselves. To achieve these objectives in the practice of education, different moral educations should be carried out for students according to different situations of different developing stages. However, the current status is that the goals of moral education for every kind of schools are not set up according to the actual situation of students, nor do they give out the most basic and the most general requirements of morality in the actual social life. So schools just generally make the highest moral objectives serve as executable objectives in current practice, which makes moral objectives appear to be too high, too broad and too empty, and thus they are not suitable to the practice of moral education.

2.2.2 Outdated teaching methods for moral education also lack of flexibility

There are conflicts when traditional teaching methods used for modern students to learn and accept knowledge. This results in the dilemma of modern moral education. At many vocational colleges, teaching methods for moral education follow up the old tradition that is mainly based on injection, indoctrination, and no attention paid to the coordination and consistency between theories of moral education and moral practice, resulting in the students' lack of the experience in moral emotion, and moral practice. Yangming Wang, a philosopher of Ming dynasty, ever said that "knowledge and action must be combined together". This means that we should not only to understand, but also to practice in the meanwhile. Just as what he meant, only by the unification of "knowledge" together with "action", can we achieve "perfect". To make students achieve such unification, first, knowledge of moral education must be selected in accordance with the daily learning life of vocational students, and must be taught by the way that students would like to accept and that students are easy to understand; secondly, they must be introduced to use the moral knowledge they have learned to solve the moral problems in their daily learning life.

2.2.3 The rigid courses of moral education appears to be clichés

In the daily teaching of nowadays vocational colleges, there are countless examples that one same textbook taught to different students for several years, or even, a teacher prepares only one teaching plan used for his whole teaching life. The longer the refresh cycle, the much outdated the teaching contents. This makes the courses of moral education at vocational colleges appear to be clichés said again and again, and this become severe and severe with the time elapses. With the social development goes ahead, the social productive force makes various viewpoints of meaningfulness appear with collision and combination. If courses of moral education cannot actively adapt themselves to such ever-changing trends, if courses cannot be improved in system level and enriched in contents, these courses will continue to be regarded as abstract and empty clichés and preaching, then moral education is bound to be buried by the inrush of social thoughts and viewpoints to meaningfulness in the new era. Moral education will finally find no any necessity for it to exist.

2.3 Severe formalism caused by the unhealthy atmosphere of moral education

2.3.1 Deterioration of family atmosphere

Family is the most basic unit of the society. The integrity of family structure is crucial to the healthy growth of children, which can affect children during they build up and develop their correct viewpoint to the world, life and meaningfulness, and even such an affect are overwhelming to the effect of moral education. Incomplete family structure mainly refers to the missing of family members, namely, single-parent family, reorganized family and the family missing the whole generation of parents etc. For such a family, nine out of ten, the family atmosphere is full of tension. Children growing up in such a family, who feels under a long-term pressure, who can seldom enjoy family warmth, will always feel unsafe, and they have no desire and ability to communicate or cooperate with others. When at school, they are unduly cautious, they seldom care about something, they always change themselves, and they refuse to obey instructions from teachers. In one word, they become to problem students for teachers. For students who grow up in the family without parents, because grandparent are old and their thinking cannot follow up the development of the new era, they always have the desire but have no ability to really care about the education of their grandsons, so often what they can do is doting, and such a kind of deed is extremely harmful on the physical and mental development of their grandsons. Current parents tend to make three mistakes about family education for their children, unduly doting, unduly control or just let their children go free. Each of these will cause some unhealthy effects on their children, and make their children cannot build up perfect moral characteristics.

2.3.2 Distortion of campus culture

First, the atmosphere for moral education in campus is deteriorating gradually. Along with the continuous improvement of social productive force, courses at vocational colleges, in order to adapt to the system changes of the marketing economy, being set up too eager to achieve quick effects and instant benefits, by offering more professional categories required by the development of the marketing economy. As for other courses, such as moral education, which require long-term learning before its effects can appear, are regarded with less significance, though some schools set moral education as a course that needs an examination at the end, for evaluating the effects in a quantitative form of how much of moral education is accepted by students. On the other hand, due to the bureaucratization of education system in schools, corruption occurs in some of them. Exposed for a long term to the moral atmosphere of such schools, what they see and what they hear will have an inestimable destructive impact on the building up of good moral characteristics of students. Moreover, the construction of campus culture is unsuitable. Many secondary vocational schools need to recruit more students for the school to survive and develop, and so, to attract students, they spend a great deal of money without any hesitation on material facilities in campus, just for making the campus looks 'high end', 'high style' and 'high level'. A great deal of manpower, material and financial resources are invested to campus facilities, but this is only 'beauty in skin depth', because good campus doesn't equal activities of enthusiastic students, and unhealthy moral phenomenon won't be driven out by good campus or even unhealthy moral phenomenon could become much severe - refuse or avoid to attend class learning, or quarrel with his teachers, such unhealthy behaviors of students may be often seen even in a good campus, and all of these are going off from the objectives of moral construction at vocational colleges.

2.3.3 Missing of social supervision

Most of the students in current vocational colleges are juveniles. However, in the society, there are numerous internet bars, video game centers and some profit-making entertainment venues such as singing halls and dancing halls that are opened to juveniles just for their own profit. Such social venues are crowded with every kind of peoples with complex identities, and most of the entertainment contents there is so unsuitable for juveniles that makes juveniles easily lose themselves. However, juveniles have a strong curiosity about the unknown world, and a strong desire for competition with others of the similar age, so they like to do something unconventional, and then they overstate it or show off it to others. It is natural that they long for going into such interesting venues full of red lantern and green wine. If there is no any social supervision to such venues, this will obviously affect the healthy moral development of juveniles. Moreover, the poor environment around the campus also has certain of unhealthy affects on moral education of students. As the proverb said, one school always makes the market around it prosperous. The Regulations for the Administration of Public Security stipulates clearly that no booth or other commercial activities can be close to the school within 200 meters. However, according to the investigation of the author, it is very common that booths close schools, no matter vocational colleges, junior schools, middle schools, or colleges and universities. Even some internet bars, video game centers and some profit-making entertainment venues such as singing halls and dancing halls, are close to schools for the convenience of students. As a result, the environment surrounding the campus become much complicated, the security and safety measures are very weak. Such as, just close to the doors of schools, it is very often finding theft, robbery, physical conflict, and other illegal behavior. As is known to all, juveniles

always possess weak ability to resist temptation and coaxing, it is obvious that their physical and mental health may be seriously affected if they live and grow up for a long time under such an environment.

III. Countermeasures and reflections on the construction of moral education at vocational schools

3.1 Upgrade the concepts of moral education

The work of moral education is completed together by not only teachers, which play only a guiding role, but also students, which are the main target carrier, the solitary goal of moral education. So upgrading the concepts of moral education should include the thinking of not only teachers but also students.

First, teachers must change their traditional methods for moral education, which regard teachers, text books and the classes as the center of moral education; as for students, are simply and rudely regarded as containers that are subject to receive knowledge. Traditional moral education always injects moral knowledge to students without any consideration of their real feelings. In fact, teachers should not only actively help their students accumulate moral knowledge, but also focus on cultivating their students with healthy moral emotion, tenacious moral mind and continuous moral actions. Teachers should also organize and encourage their students to actively participate in social practice and campaigns of public benefits, make them really absorb the healthy moral atmosphere and thus build up their good moral characteristics.

Next, students should also change their old thoughts and concepts of seeking comfort and chasing profit. Instead, they should devote themselves to purify their soul to continuously improve their moral characteristics and enhance their abilities for moral practice, thus they can build up correct viewpoint to the world, life and meaningfulness, and refuse temptation of only temporary benefits. As the main target carrier of moral education, students should not only do their utmost to learn scientific and cultural knowledge, as well as moral knowledge, to continuously enrich the contents of their thoughts, but also actively participate in social practice activities and campaigns of public benefits. By forging execution abilities through their moral practice on the basis of moral theory they have learnt, they can treat their learning and daily life in a diligent and active attitude, and this would be a solid foundation for building up their good moral characteristics.

3.2 Optimize the system of the moral education

3.2.1 Upgrade the course settings of the moral education

With the rapid development of Internet, mobile phone and social networks, the data from enterprises and public institutions are increasing rapidly, and such data sources, as well as their channels, are also increasing. So, both the demands to people in various kinds of jobs in the society, and the way of students themselves to achieve and accept their viewpoint to the world, life and meaningfulness, are greatly changed. For the moral education at vocational colleges, only if it can follow up with the pace of the society, and adapt itself to the trend of this era, that the innovated ideas of moral education can be the internalized in the mind of students. Therefore, in the process of constructing of the course system for moral education at vocational colleges, the schools should first actively cooperate with social enterprises and public institutions to make a good communication and coordination; then, during the process of cooperation is executing, the vocational schools should find the blind spots and weak points of their education, find exactly the actual requirements to high-quality talents in enterprises and public institutions, and thus they can finally find a clear direction and goal for the moral education at vocational colleges.

3.2.2 Strengthen the team construction for moral education

In schools, there are a great deal of communication activities between teachers and students inside and outside the classroom in the actual teaching process of moral education. If teachers want to attract students to the teaching process of moral education, first they themselves must have a higher moral quality and a relative important subject position of moral education; at the same time, whether the teacher possesses the higher teaching ability and higher ideological quality, will also have a crucial affect to whether the students could become the high-quality talents. Without the correct instruction from moral educators, simply based on the immature mind and impulsive personality, it is difficult for students to pick out positive information from the complex society, let alone to build up the correct viewpoint to the world, life and meaningfulness. Therefore, strengthening the construction of professional team for moral education is an important pre-condition to optimize the moral education at vocational colleges. First, the behavior of teachers should be standardized and regulated, and the ethic construction of teachers should be strengthened, because this is the important premise to carry out the work of moral education in schools; on the other hand, vocational colleges should make moral quality as one of the criteria to evaluate the performance of a teacher, because this will push teachers to enhance their moral characteristics and give a good affect on students, and thus this will be helpful for students to build up excellent moral quality. At the same time, teachers should be organized regularly to participate in systematical trainings on pedagogy, psychology and moral education, to enhance their teaching ability, to

improve their adaptability when facing to new situations and problems of moral education, and to make them avoid carrying out the work of moral education simply by their own subjective experience.

3.3 Build up healthy atmosphere for moral education

3.3.1 Change the atmosphere for moral education in family – it is the first step

The saying and doing of parents have an important influence on the building up of the moral characteristics of children. So, as parents, they unavoidably undertake the responsibility for the quality of the atmosphere of moral education in their family. First of all, parents should actively improve their own quality, make their doing in consistence with their saying, and set a good example for their children. For example, parents who ask their children to go to bed early and get up early, should feel guilty if they themselves going to bed late and getting up late. Only if parents can give a demonstration, can they set a good example for their children, so that they can build up a good family tradition and lead their children to grow up in the right way. On the other hand, colleges should actively cooperate with parents to establish the cooperation relationship between the school and the family. For example, colleges can establish a parents committee, organize activities in school regularly with parents, develop some courses for parents, etc. These can improve the relationship between parents and children, make parents know more about the situation of their children in school; these can also help parents to get more information about education and thus they can proceed on family education much better.

3.3.2 Create the atmosphere for moral education in school – it is the key point

Plenty and colorful contents of moral education in campus play an important role in building up the moral quality of students. Therefore, in the process of development and construction of the school, the school should focus on not only the construction of material culture, but also devote itself to develop the construction of spiritual culture in campus. So that they can grasp the key points and shoot the arrow at the target. Through network platforms in campus such as the broadcast, bulletin board etc., the school should widely recommend the good traditions and moral standards to students, to help them build up their good moral quality, to make them take the Chinese excellent traditional virtues and the Behavior Code of Students as the code and standard of their own behaviors, and actively internalize the code and standard into their mind to build up their moral characteristics.

3.3.3 Optimize the atmosphere for moral education in society– it is the root

Mozi ever said: being dyed in green will get the green; being dyed in yellow will get the yellow; being dyed in a changed color will get the changed colors; being dyed in five different colors sequentially you will get five colors together; so dying cannot be carelessly! Most of the students in secondary vocational schools are juveniles; they are easily affected by the environment. So, the society should give certain of incentives to them in respect, care and honor at an institutional level, to fully stimulate the enthusiasm of students to advocate to virtues and kind mind. For example, the National Curriculum issued by the UK in 1988, regards the cultivation of virtuous and intelligent gentlemen as the origin and destination of the education, making the ever-shining gentleman become the life goal of young students and leading them to become talents. On the other hand, the construction of legal system should be regarded as a kind of resort that should be combined with the moral construction of students, to correct and restrain behaviors that violate social morality, so as to achieve the goal of moral education. Relevant policies should be established, to stop and punish business places that are opened to juveniles only for their own profit, such as internet bars, video game centers, singing and dancing halls etc. For them, severe punishment is necessary for eliminating the origin of unhealthy atmosphere. On the other hand, through internet news, public media and other information channels, positive energy of social morality should be spread widely and actively, to correct the moral atmosphere in society; shining people of good moral behaviors should be found, examples of good moral characteristics should be set up; all of these will make the atmosphere of social virtues influence the mind of every student in a unconscious way, helping students to build up their good moral quality.

Zeng Mengyao. "Analysis of the Survival Dilemma and Countermeasures of Modern Moral Education in Vocational Colleges". IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 5, 2019, pp. 51-55.