

# Research on the Way of Integrating Moral Education into Ideological and Political Teaching in Senior High School

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**Abstract:** Ideological and political course is one of the courses studied by high school students, and it is also an important way to improve the moral education level of high school students. With the deepening of educational reform, the new curriculum reform puts forward new requirements for the ideological and political course in senior high school. Teachers should carry out certain moral education in the political classroom. How to effectively use the platform of high school ideological and political course to carry out moral education teaching and improve students' moral education level has always been an important issue concerned by educators, and it is also the Reform Dilemma Faced by high school political classroom. This paper studies the problems of moral education in high school political classroom and puts forward some countermeasures and suggestions, hoping to play a certain reference significance for improving high school political classroom teaching.

**Keywords:** Moral education; High school ideology and politics; Teaching path

## 1. Introduction

In recent years, the country has vigorously advocated moral education, emphasizing the importance of placing moral education in the forefront of education. However, the worldview, outlook on life, and values of middle school students have not yet been systematically formed, and more attention should be paid to moral education. High school ideological and political courses are one of the courses that high school students learn, and it is an important way to improve the moral education level of high school students. Teachers should also seize this opportunity to infiltrate students with certain moral education. How to effectively utilize the platform of high school ideological and political courses to carry out moral education teaching and improve students' moral education level has always been an important issue of concern for educators. This article analyzes the current situation and transformation difficulties of moral education in high school ideological and political classrooms, proposes corresponding countermeasures and suggestions, and explores how to integrate moral education into high school ideological and political teaching [1-2].

## 2. A Specific Analysis of the Moral Education Function in High School Ideological and Political Education

Realizing the moral education function of ideological and political courses is the starting point of setting up ideological and political courses, as well as the goal and destination that ideological and political courses should pursue. High school ideological and political courses have a very important moral education function.

### (1) The Relationship between High School Ideological and Political Education and Moral Education

The ideological and political curriculum is closely related to moral education, and has a natural advantage in carrying out moral education. It is easier to achieve the goals of moral education than other disciplines. The high school ideological and political curriculum is the vanguard of school moral education work, which cooperates with moral education work and jointly bears the burden of cultivating morality and nurturing talents.

The core goal of ideological and political courses is to cultivate students' political identity, scientific

spirit, legal awareness, and public participation awareness, which is crucial for political teaching. Another important feature of ideological and political courses is the infiltration of moral education, allowing students to receive moral education unconsciously. Therefore, ideological and political education in high school itself is a part of moral education, an important discipline for carrying out moral education, and also the main battlefield for students to carry out moral education, helping them establish correct values.

## **(2) The Importance of Strengthening Moral Education in High School Ideological and Political Courses**

### **1) Enhance students' political identity**

"Without a correct political viewpoint, it is equivalent to having no soul." Education and politics are complementary, independent, and progressing together. The contents of the politics and rule of law module in the high school ideological and political lesson can enable students to understand all the theories and practices of the CPC, understand the connotation of the Chinese dream, cultivate students' patriotism and family feelings, and enable students to establish a correct political position and become qualified builders and reliable successors of socialism in today's complex international situation.

### **2) Help students establish correct values**

With the rapid development of society and the rise of the Internet, new trends of thought on the Internet are sweeping in, impacting the developing values of young people. Under the multicultural background, if young people lack certain judgment ability and are affected by the mixed values, they are easy to go astray and difficult to form correct values and ideals.

### **3) Cultivate noble moral qualities in students**

School education, especially ideological and political education, plays an important role in cultivating students' moral qualities. Only with high moral qualities can high school students correctly understand and handle the relationships between individuals, society, and the country; Only by forming good moral qualities can young people devote themselves to our new era with a good spiritual outlook. Strengthen moral education in high school ideological and political courses, promote the connection between moral education and students' daily lives, and help students form noble moral qualities in every detail.

## **3. The Shortcomings and Reasons of Moral Education in Current High School Ideological and Political Courses**

Many educators have explored and practiced how to carry out moral education in high school ideological and political education, and have achieved good results. However, we are also aware that there are still many obstacles and problems that need to be solved in the process of promoting moral education construction.

### **(1) The Shortcomings of Moral Education in High School Ideological and Political Education**

#### **1) Lack of presentation of moral education content in political classrooms**

The teaching content of ideological and political courses also includes the requirements of moral education. However, in actual high school political teaching, the content of the four compulsory sections from Compulsory One to Compulsory Four is the scope that we need to examine in the college entrance examination. Although it includes moral education content, there are also many important moral education contents in the elective section. As the elective section is not included in the examination content of the college entrance examination, it is not given enough attention. The lack of this part of moral education content will also affect the effectiveness of cultivating students' moral quality.

#### **2) Separation of moral education and students in political classrooms**

The high school political classroom plays a crucial role in the teaching of moral education. However, due to the single teaching method of teachers, they still adopt the form of full lectures, which leads to the gradual trend of static and theoretical moral education in high school. The moral education is too weak, and the classroom content is boring and tasteless. Students dislike rote memorization, which leads to a loss of interest in political courses. Secondly, political courses place too much emphasis on the mechanical infusion of theoretical knowledge, making it difficult for students to integrate into the classroom and resonate with political courses. The entire teaching process lacks student participation, so the penetration effect of moral education in ideological and political courses is not ideal.

### **3) There is a disconnect between the internalization and externalization of moral education**

From the current perspective of ideological and political education in high schools, the contradiction between knowledge and action in the moral development process of high school students is increasingly prominent, and the internalization and externalization of moral education have become disconnected. Currently, high school students generally agree with the mainstream values of society and can make their own correct value judgments for many behaviors, but they often find it difficult to externalize these correct concepts into correct behaviors to practice. For example, in terms of balancing interests, most students agree with the views of "prioritizing public interests over private interests" and "prioritizing others over themselves". However, in real life, more and more high school students are only concerned about their own interests, and their behavior is becoming more material and utilitarian. In daily life, the behavior of most students often conflicts with the moral theories they have learned. This requires political teachers to not only teach relevant theoretical knowledge, but also pay more attention to the theoretical output and externalization of behavior of students, stimulate their awareness from a deep level, and truly implement moral education.

### **(2) Analysis of the Reasons for the Problems in Moral Education in High School Ideological and Political Classrooms**

#### **1) The concept of exam oriented education is deeply rooted**

The exam oriented education model in China has continued for thousands of years, dating back to the ancient Chinese imperial examination system. Exam oriented education regards achieving high grades as an important goal of education, which is actually a one-sided educational model with profound drawbacks. The evaluation mechanism of exam oriented education is based on scores as the criterion, gradually forming a phenomenon of valuing knowledge over education, and valuing intelligence over morality over scores. The teaching goal set by schools for teachers is for students to achieve high scores in the college entrance examination and be able to enter a good university. Therefore, political teachers will seize every opportunity to help students understand problems and memorize more questions, in order to improve their academic performance. They are unwilling to spend more time on moral education, and over time, the moral education function of ideological and political courses will be weakened or programmed.

#### **2) Neglecting the Moral Education Function of Political Classroom by Political Teachers**

In China, high school ideological and political courses have a different moral education function from general subject education. In fact, high school ideological and political courses undertake the main moral education work of high school, but most political teachers are not aware of this and ignore the moral education function of ideological and political courses. In the actual teaching process, political classes often fail to achieve ideal moral education results, leading to the status of ideological and political courses not being truly valued.

#### **3) Lack of innovation in the methods and means of moral education**

The innovation of teaching methods is the key to the realization of the function of high school ideological and political education. Teachers using rich and diverse teaching methods often achieve twice the result with half the effort in moral education teaching. The current high school political teaching content tends to be knowledge-based and specialized, lacking innovation in teaching methods. Therefore, moral education in high school political classrooms can easily become a single preaching teaching mode. Teachers mostly adopt methods such as memory memorization and exam testing. In this way, vivid moral education classrooms will become mechanical knowledge transmission places, and moral education will become rigid written knowledge, causing students to lose enthusiasm for moral education learning, cutting off their interest in politics, and also cutting off the organic connection between students and moral education[3-4].

### **4. The Development Path of Moral Education in Innovative High School Ideological and Political Teaching**

The ideological and political courses in high school are the main battlefield of high school moral education. It is worth exploring how to more effectively promote moral education in response to the problems existing in the current high school ideological and political teaching process.

#### **(1) "Melting salt into soup", integrating moral education elements into subject education**

The knowledge content in high school textbooks has increased by one difficulty compared to middle school, and students may have certain difficulties in understanding the textbook knowledge. In addition, high school has strict requirements for exam scores, in which case teachers may overlook the cultivation of students' morality and values. Therefore, political teachers should explore moral education materials based on the characteristics of the political discipline and teaching content, in order to help students understand the textbook content, strengthen emotional identification, receive moral education unconsciously, and feel the influence of morality.

### **(2) Expand classroom teaching methods and build an equal and harmonious political classroom**

Most high school ideological and political education teachers generally use a single teaching method, but ideological and political education is actually an active subject course. Teachers can also actively participate in ideological and political education by conducting situational performances, debates, knowledge competitions, visits and surveys, and other teaching methods. By carrying out some small activities in a timely manner, we can mobilize the enthusiasm of students and provide them with subtle moral education. And teachers can set relevant teaching scenarios based on the moral education ideas reflected in the textbooks, invite students to play scenario plays, and increase the fun of the classroom. During this process, teachers can provide appropriate evaluations of student performances and also provide some moral education, allowing students to receive moral education in a pleasant atmosphere.

### **(3) Improve the quality of teachers and inspire students with professional ethics**

The Moral Education Effectiveness of Course Management. Teachers are the key objects of daily attention for students, and their words and actions play an important role in demonstrating their abilities. In high school, students have strong learning and imitation abilities. Teachers are not only knowledge transmitters, but also need to influence students with their own professional ethics. Therefore, teachers should lead by example. The moral literacy of teachers can have a certain impact on students. A teacher who leads by example is more likely to be loved by students. On this basis, students will also be willing to receive moral education from the bottom of their hearts.

### **(4) Utilizing new online media and innovating moral education methods**

We should use new media and new technologies to bring work to life, promote the high integration of traditional advantages of ideological and political work with information technology, and enhance the sense of the times and attractiveness. Multimedia has vivid and vivid functions and characteristics, which can mobilize students' multiple senses, maintain their excitement, and make them concentrate, which is more conducive to the development of moral education teaching. Moreover, teachers can use multimedia teaching methods to concretize and visualize abstract moral education content, fully utilize moral education materials, strengthen the infectious effect of moral education, and make it easier for teachers to achieve the goals of moral education in the classroom. For example, when telling about the traditional Chinese culture, you can use multimedia to show the students outstanding cultural achievements such as the Forbidden City in Beijing, Suzhou Gardens, the Terra Cotta Warriors in the the Mausoleum of the First Qin Emperor, and the the Mogao Grottoes of Dunhuang. While enjoying videos and pictures, students can more intuitively understand the excellent culture of China, which is more conducive to enhancing students' sense of identity and pride in Chinese culture[5].

## **5. Conclusion**

High school political education is the main battlefield of moral education in schools and a key course for conducting moral education. The integration of moral education into ideological and political courses is the value of political education and the main way to complete moral education. The values of high school students have not yet been systematically formed, and it is essential to infuse them with certain moral education. Through relevant investigation and analysis, we have roughly understood the current situation and transformation difficulties of moral education in high school ideological and political courses. Based on the investigation results, we have analyzed the shortcomings of the effectiveness of moral education in high school ideological and political courses. In response to the problems existing in the current process of high school ideological and political teaching, we have proposed different approaches and experiences for reference, and put forward certain suggestions for better promoting the integration and development of moral education and ideological and political teaching.

In summary, receiving moral education for high school students is an essential part, and the ideological and political curriculum, due to its own characteristics, is a favorable way to carry out moral education. Therefore, high school political teachers should continuously improve their teaching methods,

integrate moral education with political teaching, in order to achieve the goals of moral education and promote the comprehensive development of students.

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