

Compilation and Application of Hot Cases in Moral Education in Colleges and Universities

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Abstract: Moral education is an important concept in college education, and moral education is an important responsibility of colleges and universities at present. In recent years, the methods of moral education in colleges and universities have gradually diversified. Among them, hot case teaching method can improve students' learning enthusiasm. It is often applied to college moral education in recent years. However, there is a lack of in-depth research on how to compile and apply hot cases. This article firstly reviews the relevant research status, indicating that the compilation and application of hot cases in moral education in universities urgently need to be studied. Secondly, it discusses the significance of the compilation and application of hot cases. Thirdly, it analyzes the meaning of hot cases in moral education in universities. On this basis, this article clarifies the principles of compilation and application of hot cases in moral education work, and attempts to promote the application of hot cases in moral education work in universities.

1. Research Status

At present, the relevant studies that have been found are mainly divided into three parts. The first is the research on moral education in colleges and universities, which mainly focuses on the meaning, methods and concepts of moral education in colleges and universities. For example, Liu Yong believes that in the new era, facing various difficulties in moral education, universities should return to the thinking mode of "unity of heaven and man", achieve the transformation of moral education curriculum to curriculum moral education, build a curriculum moral education system, and truly shoulder the fundamental task of standing up and cultivating people with morality^[1]. Yang Hui and Jiang Ping believe that we should focus on team building and enhance teachers' moral education ability through emotional education. We should also improve moral education evaluation, establish a scientific and diverse moral education evaluation system, integrate educational resources, and systematically build a collaborative mechanism for cultivating morality and cultivating people^[2]. Sun Fei believes that the root of moral education lies in "reason", and to be reasonable in moral education in colleges and universities, it is necessary to unify Tao and reason according to traditional Chinese thought^[3]. Feng Guolin believes that with the development needs of students' moral education as the core, it should fully penetrate moral education, build a whole-person, whole-process and all-round moral education pattern, and ensure the all-round development of college students' ideological and moral literacy, personality quality and quality cultivation. This is also the basic requirement of the current social development for talent training^[4].

The second is moral education case study, which mainly focuses on moral education cases in specific courses. For example, Feng Yiting put forward the related cases of Chinese ancient poetry in primary schools, focusing on the design and application of moral education cases in the teaching process of ancient poetry in primary schools^[5]. Guo Zhaopeng discussed how to make moral education materials in mathematics textbooks keep pace with the times and change the old appearance^[6].

The third is the study of hot case teaching, which mainly focuses on the application of hot case in teaching. For example, Li Jiayan analyzed the application of hot case teaching method in finance courses in detail, and gave corresponding improvement suggestions in view of current problems, with

a view to optimizing case teaching, improving the quality of classroom teaching of finance courses, and providing help for students' professional course learning^[7]. Yu Yujie and Ding Faxing believe that we should propose a case scenario analysis teaching method based on innovation and application ability training for the course teaching of steel structure design principles. Starting from the main development strategies and hot topics of the current construction industry in China, we should refine the project cases related to steel structure design and combine them with the course professors related to steel structure design principles. Use case teaching and scene analysis teaching to stimulate students' learning interest^[8].

On the whole, there are a lot of researches related to moral education in colleges and universities with a solid foundation, and there are some specific case studies on moral education, and there are also some applied researches on hot case teaching method in colleges and universities, most of which are targeted. Therefore, the compilation and application of hot cases in moral education in colleges and universities need to be explored, which is conducive to further promoting moral education in colleges and universities.

2. The Significance of Research

2.1. Strengthen the Theoretical Depth of Moral Education in Colleges and Universities

Before entering the stage of higher education, most students spend their energy on learning, and it is difficult to combine theory and practice. The integration of hot cases into moral education is conducive to the full combination of "small class" and "social class", guiding students to deeply learn related courses and practices, and triggering value resonance with the theoretical depth of courses.

2.2. Deepening Practical Significance of Moral Education in Colleges and Universities

The integration of hot cases is conducive to enhancing the pertinence and effectiveness of moral education in colleges and universities. First, according to the characteristics of college students' interest in hot cases, we can improve students' interest, activate the classroom atmosphere, promote empathy between teachers and students, and promote the transformation from "small class" to "large class"; The second is to promote the joint participation of teachers and students to form a dual body. With teachers as the main body, we collect, sort out and analyze the hot cases related to the curriculum. With students as the main body, we let students discuss hot cases, give keynote speeches, etc., participate in the practice of dealing with hot cases, and improve the effectiveness of education.

2.3. Application and Promotion Value

With the integration of hot cases as an important entry point, it tries to improve the vision of relevant courses, effectively improve the appeal and attraction of courses, and has strong feasibility and reproducibility. It can not only be applied to higher education, but also provide reference for other stages of curriculum.

In addition, when establishing and improving the database of hot cases related to moral education, it can be spread through the Internet, such as microblog, website, official account, WeChat circle of friends and other forms popular with the people, which can also play a moral effect on the public, help to improve the moral level of the whole society, and achieve twice the result with half the effort.

3. The Meaning of Hot Cases in College Moral Education

In the work of moral education in colleges and universities, accurately grasping the concept and characteristics of hot cases is the premise of analyzing, editing and using hot cases. Hot cases mainly refer to the recent domestic and foreign events, mainly has three aspects of meaning, one is timeliness, hot cases are recently happened, can reflect the new situation of the country and society in a timely manner. The second is diversity, including the diversity of sources and forms of presentation, such as official reports, authoritative newspapers, websites or official we-media, or even personal participation in lectures or related meetings held by experts and officials^[9]. The diversity of presentation forms refers to including text, audio, video, pictures, tables, etc^[10]. The third is the

influence, the content of moral education is rich. It should have a greater impact of the example, so the character can play a role in education.

4. The Compilation and Application Principles of Hot Cases in Moral Education

In actual courses related to moral education, hot cases are not widely used, mainly because many students and teachers pay more attention to the course itself and think that the course is not closely related to hot cases, so they do not pay attention to the integration of hot cases. How to compile and select hot cases related to the application of moral education according to the characteristics of the course and make them truly integrate into the classroom has become a major difficulty. Therefore, on the basis of clarifying the meaning of hot cases, it is particularly important to determine the principles of compilation and application of hot cases, which is an important prerequisite for the real integration of hot cases into college moral education.

First, it is necessary to reflect the correct value orientation. Colleges and universities are the last stage before students enter the society, and moral education is very crucial. The selection of hot cases should adhere to the correct value orientation. Therefore, teachers should carefully select hot cases and grasp the correctness of each case, which is the inevitable requirement of moral education in colleges and universities.

The second is to pay attention to matching. For some courses, such as Chinese traditional culture, due to its long historical line, attention should be paid to the connection between the courses and hot cases. If we want to reflect the traditional Chinese virtue of "respecting the old and caring for the young", we can compare the recent hot cases that can embody "respecting the old and caring for the young" with the ancient cases of "respecting the old and caring for the young", which can not only reflect the virtues in traditional culture, but also show that the virtues have been passed down to the present. It can also deepen students' impression, improve their interest in learning, and increase the effect of moral education.

Third, the principle of moderation. Hot case studies, as the main source of fresh materials, are the main carrier for college students to learn news. Although college students have a strong interest in hot topics, if they blindly introduce them too much in the classroom, it will not only cause students' fatigue, but also occupy limited theoretical teaching time, evolving into new forms of indoctrination, diluting the teaching theme^[11-12]. However, if there are too few cited hot cases or too little explanation time, it is difficult for students to deeply understand the principles presented in the hot cases and it is difficult to achieve the teaching objectives of moral education.

Fourthly, the application forms are diverse. Teachers should pay attention to increasing interaction with students, carefully setting various case related questions, and encouraging students to use the relevant knowledge learned in various forms of exploration to analyze and solve problems. Teachers should be adept at utilizing traditional teaching tools and multimedia teaching tools to guide students to engage in independent thinking and collaborative exploration based on the questions raised by the teacher through various forms such as scenario plays, group assignments, debate competitions, speech competitions, etc., to encourage students to experience the activity process, complete thinking and discussion tasks, and establish correct values in the exploration of problems.

Fifth, combine scientific research. "Give students a glass of water, and teachers should have a bucket of water." This sentence is often used in the education industry to metaphorically describe the importance of teachers' knowledge. To make good use of hot case studies in moral education in universities and achieve moral education goals, it is necessary for teachers to grasp the knowledge points while also conducting relevant scientific research on hot case studies. To apply hot case studies well, it is necessary to comprehensively grasp them, combine case studies with reasoning, and use vivid and specific hot case studies to draw out the principles of being a person and doing things. Therefore, this requires teachers to conduct sufficient scientific research before class, delve into textbooks, expand relevant knowledge points, improve classroom vision, and integrate theory with practice. Only in this way can they accurately grasp the fit between hot cases and course content.

Sixth, build and improve a hot case library related to moral education. As mentioned above, hot cases have the characteristic of timeliness, so they should be included in the case library in a timely

manner. At the same time, students should be encouraged to actively participate in the construction of the case library, which is conducive to teacher-student interaction and improves classroom efficiency. After establishing a hot case library, considering the effectiveness of hot cases, it is necessary to maintain and update them in a timely manner according to the needs of the curriculum to ensure the timely utilization of hot cases in moral education work. In addition, the Internet can also be used to enable moral education related courses to share a hot case library, which not only improves the efficiency of moral education work, but also benefits the construction of a long-term mechanism for learning hot cases.

Seventh, we should do a good job in teaching reflection. After hot case teaching, it is necessary to do a good job of teaching reflection in order to improve, especially focusing on several aspects. Firstly, can hot cases capture students' interests, stimulate their thinking, promote multi-dimensional analysis of hot cases, and achieve moral education goals based on their correct value orientation? Secondly, the purpose of using hot case studies should be to help teachers achieve the teaching objectives of moral education courses. Therefore, it is necessary to reflect on whether the hot case studies cited by teachers are in line with the course content and theme. If hot case studies can arouse students' interest, but are far from the point, they will not be able to achieve the teaching objectives. Finally, can teachers use hot case studies to help students improve their moral standards? If the application of hot case studies cannot help students establish correct values, the goal of moral education cannot be achieved.

In addition to following the above principles, schools and teachers should first pay full attention to the importance of moral education, and through the innovation and improvement of teaching methods in combination with the actual conditions of teaching resources, provide support for achieving better moral education results^[13]. For example, schools can provide venues to encourage teachers to organize relevant hot case speech activities, and also fund the establishment of relevant projects to encourage teachers and students to participate in the construction of hot case studies. Teachers can reform the curriculum assessment methods to encourage students to participate in the selection of moral education cases.

5. Conclusion

Moral education is one of the important tasks of universities, and the combination of "big classroom" and "small classroom" is an inevitable requirement of moral education in universities. Therefore, the integration of hot cases is particularly important. It is necessary to clarify the research significance of integrating hot cases into moral education and the meaning of hot cases in moral education. In the selection and application, it is necessary to adhere to the correct value orientation, pay attention to the principle of course matching and moderation, strengthen the diversification of application forms, and pay attention to scientific research. Measures such as building and improving a hot case library of moral education and carrying out teaching reflection on hot cases can promote the integration of hot cases with university moral education, improve moral education efficiency and enhance the level of moral education.

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