

Research on Moral Education Function of History Teaching in Vocational Schools

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Abstract: History is the most precious spiritual culture left by the Chinese nation in the development of thousands of years. It contains the fine traditions of the Chinese nation and carries out historical education, which is necessary for vocational schools. While studying history, vocational students not only improve their cultural level, but also cultivate their traditional virtues. Discipline moral education is the most effective form of moral education in vocational education. History is the best moral education textbook. History teaching is the best position for moral education in vocational education. It has advantages and resources that cannot be compared with other disciplines. Strengthening history teaching, using historical teaching to strengthen the penetration of moral education, providing new ideas for moral education in vocational schools and opening up new paths.

1. Introduction

Vocational education is the most important part of vocational education in China. The ideological and moral level of vocational students determines the future development of national vocational education and even various industries. History teaching has a unique moral education resource and is the best moral education position in vocational schools. Thinking and exploring "how to do a good job in history teaching" and "how to play the moral education function of history teaching" is the sacred mission of our vocational school leaders and history teachers.

2. Investigation on the Status of History Subject Teaching and Moral Education in Vocational Education

Through the issuance of the questionnaire, the data is summarized and analyzed. In the vocational colleges, the vocational colleges that have no history courses have reached more than 90%, and 83% of the students think that there is no practical significance in the establishment of history courses in vocational colleges. Only 12% of the students think that the history course has certain help and significance for themselves. Five percent of the students think that it is not necessary to open a history course, as long as they complete the relevant studies themselves. In particular, students in science and engineering majors such as mechanical design, electronics and electrical engineering think that professional courses are the most important to themselves. They do not pay attention to other subjects. Most students believe that history classes do not need to be unified, and can be divided into professions and depending on the situation. About 20% of the students think that although historical knowledge is helpful to the students, there is no need to set up a history class. There are many ways to learn and understand history. Students can read and browse the Internet on their own. History study interest groups, listening to historical knowledge lectures, and opening online forums.

Vocational teachers should use physical objects or specific historical materials to describe students in a vivid way to resonate with them. History is made up of human activities, whether it is a

sniper of false ugliness or a praise of truth, goodness and beauty, all revealing human emotions. Vocational teachers must treat historical events and historical figures fairly, impartially and objectively, because such sincere feelings will infect students, resonate with teachers and recognize teachers' views, and thus achieve a very obvious effect of moral education penetration. Because moral education requires feelings, moral education is emotional education.

As a humanities discipline that promotes the cultivation of cultural quality and studies the laws governing the development of human society, the history discipline is a substitute for other disciplines in guiding the students to form a correct outlook on life and values. With the development of the society, the situation of "one trick to eat all over the world" in any industry will no longer exist. Learning the humanities and other disciplines of history, increasing the knowledge reserve, and becoming a compound talent can better adapt to the workplace competition. In fact, no good craftsman and technician can exist independently from society. In practical work, good communication, keen judgment and complex interpersonal relationship are more important than professional skills. Acquired, in addition to learning the humanities discipline represented by history. Vocational schools and teachers should completely abandon the misconceptions of "reading history uselessness", actively promote and guide students to realize that learning history is of great significance to their own development, realizing the transformation from "I want to learn" to "I want to learn", history teaching In order to be effective.

Interest is the source of all great discoveries and innovations, and the fundamental driving force for learning. Students' interest in learning is an important indicator of students' learning efficiency and an important factor in measuring the success or failure of teachers. Then, how to stimulate students' interest in learning and improve the effect of classroom teaching? First, establish a good relationship between teachers and students. Modern vocational colleges have ideas and have their own way of observing problems. Teachers should fully believe in the ability of students and respect them. The ideas and viewpoints encourage students to actively participate in the classroom teaching; the second is to create problem situations carefully, so that students can have a sense of surprise and novelty, thus stimulating students to explore problems and seek the inner needs of answers; the third is to fully utilize multimedia assistance. Educational Tools. The multimedia pictures and texts are conducive to the intuitive interpretation of historical facts, characters and practices, which is conducive to the development of students' thinking and innovation ability and improve teaching efficiency. The fourth is to contact the profession and optimize the integration of teaching materials. Focus on the most basic and important historical knowledge in teaching.

3. The Path of Moral Education Function in History Teaching in Vocational Education

The status quo of vocational schools determines the importance and necessity of infiltrating moral education in vocational education. There are many moral education materials in history subjects. Teachers should combine teaching materials in the history classroom, excavate the moral education connotation of teaching materials, and teach and teach in history. Help students to achieve history through the realization of moral education.

The history textbooks of vocational education contain rich connotation of moral education. Teachers should give full play to subjective initiative, actively study the teaching materials, deeply explore the moral education factors of history subjects, rationally use historical resources, and timely infiltrate students into moral education. De Yu Shi, thus cultivating the good ideological quality of vocational students, improving the moral cultivation level of students, and cultivating technical personnel with both ability and political integrity for the society.

First of all, we must promote student-centered teaching activities, regard students as the foundation, and promote the humanistic spirit. Vocational teachers should use physical objects or specific historical materials to describe students in a vivid way to resonate with them. History is made up of human activities, whether it is a sniper of false ugliness or a praise of truth, goodness and beauty, all revealing human emotions. Vocational teachers must treat historical events and historical figures fairly, impartially and objectively, because such sincere feelings will infect students, resonate with

teachers and recognize teachers' views, and thus achieve a very obvious effect of moral education penetration. Because moral education requires feelings, moral education is emotional education.

Secondly, teachers should give full play to and use the artistic nature of the teaching language, describe and analyze historical knowledge in a vivid and infectious artistic language, reproduce historical scenes, and enhance the interest of historical knowledge; rely on multimedia, pictures, images, music, Physical, network and other means to attract students to actively and actively focus their attention on the study of history. Teaches morality. Only through history teaching can the students' minds be touched and the goal of moral education can be achieved.

4. The Strategy of History Teaching to Play Moral Education Function in Vocational Education

The starting point of the moral education process is the goal of moral education. In the history teaching, it is necessary to clarify the goal of moral education, formulate a practical moral education plan, and conform to the current high vocational development and the actual work of the school. The goal of moral education in vocational schools is to cultivate students' ideological and moral qualities and willpower. It is to harmonize the moral beliefs and moral behaviors of vocational students through moral education. Only the cultivated students have all aspects of knowledge and morality, and the comprehensive quality is very high. Our moral education goal is completed.

In the history teaching, the development of moral education goals should start from the following aspects: First, the moral education in the history teaching must have specific operational goals, and in each class, a small part is infiltrated into the students, step by step. Secondly, according to the overall goal, combined with the historical textbook content and historical subject teaching plan and analyze the moral education problems existing in the student life, so as to develop a scientific and effective moral education teaching plan; again, the development of moral education goals and plans In combination with the actual situation, avoid too high or too empty, too high, students feel too far away from their own is not really cut, students are easy to ignore when they are too empty, cannot leave a deep impression in the hearts of students. It is necessary for students to experience the sense of success, enhance self-confidence and enhance their enthusiasm for learning in the process of completing the goal of moral education.

Affected by the history open examination of the senior high school entrance examination, the vocational college students study history in the junior high school stage, mainly in the class, and the rote in the class. Because the method is not appropriate, the history study is boring, the burden is heavy, and the academic performance is slow. difference. It is especially important to improve the effectiveness of teaching history in vocational colleges and to strengthen the guidance of learning methods. The first is to guide students to grasp the law. For example, each event includes three components: the cause (background, condition), process and meaning (effect, influence); the second is to help the students to remember the memory; the third is to urge the student union to review and guide the students to sort out the learned content in time, using the chapter The items are sorted into a knowledge tree, and the memories are repeated by means of multiple meetings and "moving movies" to deepen the impression. As the saying goes: "It is better to teach people to fish than to teach people to fish." Good learning methods can make students get twice the result with half the effort. In the case of improved performance and continuous improvement, effective teaching is naturally natural.

Affected by various reasons, the history knowledge reserve and ability level of vocational college students are very different. In a class, some students have stronger ability to accept and some students are slower. In this case, teachers should carefully target the teaching objectives. To conduct stratified teaching for students of different levels. Students with weak foundations have lower starting points, slower pace, can master basic knowledge, solve basic problems, and form basic abilities. Students with basic middle school requirements are slightly higher, more changes, more thinking, mastering basic knowledge, forming certain Thinking, can skillfully use knowledge to solve basic problems, have certain ability; the best students will exercise their systematic and comprehensive ability to basic knowledge, so that they can actively explore knowledge and skillfully use them to cultivate

their thinking. Ability, innovation ability, etc. According to the students' ability to accept and the level of knowledge, different levels of teaching programs are designed and different teaching methods are adopted, so that students at all levels can achieve success.

There is no law to teach, and there is law in teaching. The educator Ausubel said: "Organizing teaching according to the actual situation, this is the highest principle of teaching." Teachers need to use the teaching method to carry out activities according to the content of the classroom. For example, introduce a new lesson with the fun introduction method; appreciate the literary art by the emotional edification method; learn the political and economic system by the debate method; in addition, the discussion method, the answering method, and the self-study answering method can all be tried. Teachers should strive to innovate on the basis of familiarity with teaching materials, and should use modern teaching methods to pay attention to the combination of literature and history in the teaching, cross-stimulating the sensory organs of students, let the students hear and hear, and make the classroom teaching easy, lively and lively. Stimulate students' learning motivation and improve the quality of teaching.

5. Strategies for Infiltrating the Education of Socialist Core Values in History Teaching

Grasp the direction of socialism and persist in advancing with the times. Under the continuous development of the new curriculum improvement process, the development of the contemporary education model has not been able to meet the needs of people, so the history education of secondary vocational education should also be reformed. At the same time, we must pay attention to the overall education between disciplines, especially the penetration of socialist core values, and require the management and evaluation of students' language, mathematics, sports, art and other courses to promote the full development of students. Train students into scarce talents with strong comprehensive ability and high comprehensive quality. Teachers should refine the socialist values into close to the students' requirements and translate them into student actions. The history teaching of secondary vocational students must understand the status quo of social values and the status quo of students' values in light of their own characteristics, and conduct a comprehensive analysis. That is to say, the history education of secondary vocational schools must consider the status quo of values education, based on the characteristics of history and the characteristics and status quo of the values of secondary vocational students, and explore and deepen the materials, and promote the education process of the main core values of society.

History belongs to an important humanities class and plays an important role in the overall development of people. At the same time, history has a great impetus to the development of human character. In addition to guiding students to master basic historical knowledge, teachers should also teach students to understand the meaning of "people-oriented, kind-hearted life" and guide students to pay attention to the country. The fate, the future of the nation, and the progress of the universe. Focus on cultivating students' correct outlook on life, world outlook and values.

The history curriculum cultivates the civic awareness of students from a historical perspective. As citizens, they must first pay attention to the improvement of their own qualities. The function of emotional education has also been added to the history curriculum of the new curriculum reform in China. This requires teachers to deeply explore the connotation of ideological education in historical textbooks, strengthen the systematic education of students' core values, and guide students to become qualified socialist citizens.

6. Infiltrating the Direction of Socialist Core Values Education Reform in History Teaching

The three-dimensional goal value education proposed by the latest edition of the historical curriculum standards in China has not received such attention. China's value education has not formed a system. Although the Chinese nation has many fine traditional cultures, it affects our generations, such as patriotism, integrity, and morality. Etc. But these do not form a system concept of values. At present, the attitudes of various vocational schools to the history subject are also very

different, and some schools attach importance to the education of history. However, there is a lack of professional teachers, and some schools have more professional teachers, but the school uses him to teach other subjects. Do not pay attention to the investment in history subjects. Therefore, schools should improve their attitudes toward history subjects, actively increase investment in all historical parties, and cultivate a group of advanced historical talents. At the same time, they must also pay attention to infiltrating socialist core values into the history education of vocational students. Develop students to establish correct values.

Since the development and publication of textbooks takes a certain amount of time, the content of textbooks is lagging behind. This makes the gap between vocational history textbooks and the education of socialist values that strengthen people. The education of students' values is also a new form of education, and the scope of application is still relatively narrow. Moreover, the content of textbook replacement for vocational education is slow. The history textbooks that have been revised since the last time have been in existence for a decade, and although they have been revised, they still lag behind the current development of values. The career history discipline is a newly established discipline in vocational schools. It also lacks complete teaching materials. Teachers can only use the textbooks of secondary schools for teaching, and lack history textbooks for vocational schools. The timeliness of vocational schools to cultivate students' social attention values is greatly reduced.

The aesthetic education and moral education in the education sector have already possessed relatively mature ideas and practical experiences. However, the educational methods of infiltrating values in history teaching have not been studied, and there is no mature theory to guide them. Therefore, in the practice of teaching history, strengthening the education of the core values of historicisms, there are no successful cases to learn from. Not only had that, but also in the process of professional history teaching, there is a lack of unified leadership. The Office of Professional History has a lack of teaching materials, lack of planning, and lack of advanced guiding ideology. Some professional history teachers do not want to spend time and experience to manage and study how to infiltrate socialist core values into the process of professional history teaching. If teachers put their main experience on the ways and methods of studying socialist core values education and on the cognition of historical knowledge learning, I believe that in the near future, the educational value system will definitely take shape.

7. Clarify the Historical View and Improve the Understanding of Moral Education

The purpose of teachers to guide students to study history is to grasp the objective facts of social development and to summarize the development law of series of events through the study of historical knowledge. In history, the most valuable thing is not the study of historical figures, historical stories or historical concepts, but historical studies. Through history, students can use a dialectical, connected, developmental, and macroscopic perspective to comprehensively and objectively view historical things and social development rules. Historical learning tasks not only know historical facts, but more importantly, they can use different history. Observe the historical phenomena and analyze historical phenomena. Improve their ability to distinguish between right and wrong, establish a correct "three outlooks", cultivate a strong will, and in general, improve their moral literacy and comprehensive quality.

The development of moral education goals should start from the following aspects: First, the moral education in the history teaching must have specific operational goals, and in each class, a small part is infiltrated into the students, step by step. Secondly, according to the overall goal, combined with the historical textbook content and historical subject teaching plan and analyze the moral education problems existing in the student life, so as to develop a scientific and effective moral education teaching plan; again, the development of moral education goals and plans In combination with the actual situation, avoid too high or too empty, too high, students feel too far away from their own is not really cut, students are easy to ignore when they are too empty, cannot leave a deep impression in the hearts of students.

8. Summary

Vocational education is an important part of vocational education in China, and its quality of education is directly related to the development prospects of various industries in the country. Vocational moral education is the most important part of quality education. Its construction level directly affects the teaching quality of vocational education and the comprehensive quality of students. The importance of moral education in vocational schools is the need of the development of contemporary education. As a good carrier of moral education, history disciplines must carry more moral education tasks. Therefore, attaching importance to history teaching, making full use of historical resources, and finding a way to enable the function of moral education to enable history teaching to be effectively played is an important part of our vocational education workers, especially history teachers.

The author is committed to research this topic. On the basis of learning from the excellent research results of predecessors, starting from the history teaching of vocational schools and the current situation of students' moral education, this paper summarizes the problems existing in the teaching of moral education and history in vocational schools, combined with my many years of teaching practice. And explore some of the paths and strategies for using history teaching to infiltrate students' moral education. Practice has proved that these paths and strategies help vocational students to form good personality literacy and correct "three views", can cultivate patriotism of vocational students, improve the environmental awareness of vocational students, and enhance the social responsibility of vocational students. And the spirit of solidarity and cooperation, so as to improve the overall quality of students and improve the quality of teaching in vocational schools.

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