

Research on Moral Education in Secondary Vocational Schools under the Background of Internet

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Abstract: With the rapid development of computer technology and communication technology, the Internet has become an indispensable and important tool in people's daily life. Its wide application has brought new opportunities and challenges to all walks of life. At present, in order to improve the comprehensive quality of students, secondary vocational colleges begin to use the Internet to carry out moral education for students. Therefore, starting from the actual situation of moral education in secondary vocational schools, this paper explores the development mode of moral education in secondary vocational schools under the background of the Internet, and improves the shortcomings of moral education in secondary vocational schools, so as to improve the quality of moral education.

1. Introduction

In China's education system, there are essential differences between secondary vocational education and general high school education. The training mode of secondary vocational education is Employment-oriented Vocational education, while general high school education focuses more on the cultivation of students' comprehensive quality. Although the training objectives and training programs of the two educational systems are different, in the moral education of students, secondary vocational education is a supplement to general high school education. Nowadays, with the rapid development of Internet technology, secondary vocational schools should make full use of the advantages of Internet technology to promote the development of moral education in secondary vocational schools.

2. Necessity of Moral Education in Vocational Colleges under the Background of Internet

2.1 Creating a New Teacher-Student Relationship

In the traditional moral education work, teachers have always played an important role. Teachers' authority can not be challenged. They have the initiative of classroom teaching. Therefore, teachers and students form an authoritative teacher-student relationship. However, with the rapid development of the Internet, such teacher-student relationship can no longer meet the needs of current development, which seriously hinders the development of moral education in Vocational colleges. Therefore, in the process of carrying out teaching work, teachers should follow the educational concept of "people-oriented" and regard students as the center of teaching activities. Make full use of the anonymity and equality of the Internet to stimulate students' desire to express ideas, strengthen the communication between students and teachers, so as to better display the personality charm and affinity of teachers, and mobilize students' enthusiasm for self-learning. Harmonious teacher-student relationship can significantly improve the quality and effect of moral education in secondary vocational schools, while the Internet provides a platform for teachers and students to build a harmonious teacher-student relationship.

2.2 Arousing Students' Interest in Learning

Traditional moral education is mainly based on boring theoretical explanation and empty case

analysis. This single concept can not make students understand the theoretical significance and practical value of moral education. Therefore, the quality of moral education in vocational colleges can not be guaranteed. However, with the continuous improvement of Internet technology, the Internet began to enter the classroom, the application of the Internet has changed the traditional mode of moral education. At the same time, the use of multimedia equipment has made the moral education work in secondary vocational schools more vivid, interesting and more in line with the requirements of contemporary moral education, which is enormous. It stimulates students' interest in learning and makes moral education in secondary vocational schools more relaxed.

2.3 Enriching the Contents of Moral Education in Secondary Vocational Colleges

The characteristics of the Internet make it possible for the dull and single moral education in secondary vocational schools to open up new ways of moral education and create a relaxed and pleasant learning atmosphere for students. Teachers can play some videos in classroom teaching, discuss relevant cases and guide students to express their views. In addition, we can use the self-Media to strengthen the effect of moral education in secondary vocational schools. By opening micro-blog and Weixin public numbers, we can make the communication between teachers and students more convenient and no longer subject to the limitations of time and place. Moral education in secondary vocational colleges mainly aims at guiding and educating students' moral conduct in life. However, with the development of the Internet, the performance of students in the network is equally important, because in daily life, everyone is in a circle of more acquaintances, people sometimes hide their true thoughts and behaviors for some objective reasons. In the cyber world, people will vent their emotions unscrupulously because of the anonymity of the network. Therefore, it is very necessary for secondary vocational schools to combine moral education with internet. While strengthening students' moral construction, they can also carry out network security education for students. In short, the use of the Internet can enrich the content of moral education in secondary vocational schools and improve the timeliness of moral education.

3. Current Situation of Moral Education in Secondary Vocational Schools

3.1 The orientation of curriculum is ambiguous

At present, most of the secondary vocational schools in moral education work, there is a direct copy of the outline of the situation. Although the syllabus can guide the moral education work in secondary vocational schools correctly, the situation of different schools is different. If the secondary vocational schools do not proceed from the actual situation, it will cause the moral education to be too idealized, and make the moral education become a mere formality. It seems that the students are familiar with the content of moral education. However, it does not really understand the meaning of moral education, and can not translate the content of moral education into practical action in life, so moral education can not play its role and value. At the same time, the gap between the content of moral education and reality easily makes students have doubts about moral education in schools.

Most of the moral education in secondary vocational schools lacks individualized training objectives, and basically will not formulate targeted teaching programs according to the actual situation of students. It is unreasonable to require all students with a unified standard, which violates the original intention of moral education and can not meet the current stage of moral education in secondary vocational schools. Demand. Because students in secondary vocational colleges are at an important node of psychological development, and it is a critical period for the formation of thinking concept. Respecting the differences of different students' psychological cognitive level is the basis of moral education in secondary vocational colleges. With the rapid development of the Internet, diversified values are deeply rooted in the hearts of the people. Secondary vocational colleges should attach importance to the individualization of moral education, make students feel the connection between moral education and themselves, stimulate students' interest in learning, and give full play to the guiding role of moral education in secondary

vocational colleges.

3.2 The relationship between teachers and students is not harmonious.

Good teacher-student relationship is the guarantee for any subject teachers to carry out effective teaching activities. The tense teacher-student relationship not only makes it difficult for teachers to carry out teaching activities, but also seriously affects the learning effect of students. Although respecting teachers and respecting the elders is the traditional virtue of the Chinese nation and an important part of moral construction in China, it is not advisable to blindly believe in authority. In ancient times, because people had limited access to information, most of the acquisition of knowledge came from teachers' words and deeds. Therefore, students respected teachers very much. Teachers are sacred, so that teachers and students form an authoritative teacher-student relationship. With the development of Internet technology and the background of equality, openness and inclusiveness, this authoritative relationship between teachers and students is not applicable to the current education model. Teachers are superior, do not attach importance to communication with students, and regard themselves as the center of teaching activities. It is easy to aggravate the deterioration of teacher-student relationship. Most of the students in secondary vocational colleges are conflicting with teachers and seldom take the initiative to communicate with them. Therefore, if moral education teachers do not seriously examine the relationship between themselves and students, they will make the distance between students and themselves farther and farther, thus becoming an insurmountable gap in moral education.

3.3 Single teaching means

In the process of carrying out moral education for teachers in Vocational colleges, only a few teachers are accustomed to using information-based teaching methods. Most teachers still adopt traditional teaching methods, mainly teachers' unilateral indoctrination. Because of the particularity of secondary vocational schools, secondary vocational schools show the situation of low professional quality of teachers and lack of innovation. At the same time, teachers in secondary vocational schools do not have a high demand for themselves, and there are certain cognitive errors in the process of career planning. They believe that serving as teachers in secondary vocational schools is only a means of supporting the family and can not realize their own ideals and values. Therefore, in the process of carrying out teaching activities, it is easy to produce slack feelings. As a result, teachers' sense of responsibility has been lost and perfunctory work has become the normal work of moral education teachers in secondary vocational schools. Daily teaching work is only for completing the tasks arranged by the school and is indifferent to the actual situation of the students. Therefore, it is impossible for the teachers of secondary vocational schools to make use of their spare time to innovate the teaching mode. Boring case studies and blindly copying the texts make the moral education work of secondary vocational schools fall into a vicious cycle. Ring.

4. Optimizing the Models of Moral Education in Secondary Vocational Schools under the Background of Internet

4.1 Focus on People and Strengthen Equal Dialogue with Students

Under the guidance of Chinese traditional culture, Chinese students always maintain the supremacy of teachers' authority. Teachers always have a certain class character in the process of getting along with students. This relationship of superiority and inferiority seriously restricts the development of moral education in Vocational colleges. With the development of the times, the concept and mode of education have changed, giving full play to students' subjective initiative has become the basic requirement of educational innovation. The concept of people-oriented development promotes the transformation of the roles of teachers and students. Teachers gradually surrender the initiative of classroom teaching, take students as the center, and pay attention to the cultivation of students' autonomous learning ability. The change of teacher-student relationship is based on Moral Education under Internet technology. Nowadays, a large number of social software

provide a platform for communication between teachers and students. Equality and tolerance have become the basic principles of teacher-student relationship. Students gradually eliminate prejudices in the process of communication with teachers, so as to establish a harmonious teacher. Relationships arise. At the same time, teachers can also infiltrate moral education through micro-blog, Wechat public numbers and other platforms, which is far more effective than the weak preaching. Therefore, in the context of the Internet, teachers should follow the people-oriented development concept, lower their attitude, care for students and improve the quality of moral education.

4.2 Use the Internet to Improve the Comprehensive Quality of Teachers

In China's current education system, vocational education is in a relatively backward position. At the same time, because of the guidance of values, people feel that “workers” are inferior to others in their work, which leads to the low recognition of Vocational Colleges by the public, and the development of vocational colleges is neglected by the education department. Therefore, the entry threshold of teachers in secondary vocational schools is relatively low. Many professional teachers do not have a teacher qualification certificate when they take the recruitment examination. They pass the recruitment examination first, and then pass the teacher qualification certificate examination. In addition, the employment process of some culture teachers is simpler, and the transfer is the main method, which makes the teaching level of moral education teachers in secondary vocational colleges at a lower level. In view of the uneven quality of teachers in secondary vocational colleges, each college should strengthen the management of teachers and improve the access threshold of teachers in secondary vocational colleges. Personnel departments should make full use of the advantages of the Internet to analyze and sort out the information of applicants in order to select suitable moral education teachers.

In addition to improving the access threshold of moral education teachers, secondary vocational colleges should also train the teachers on-the-job, improve their informationization level and application ability, so as to strengthen the effect of moral education in secondary vocational colleges. At the same time, teachers should also make use of the advantages of the Internet to enhance their personality charm and make students feel their personality charm, so as to enhance students' interest in moral education curriculum, enable students to actively participate in the classroom, change the one-way inculcation in traditional moral education, and realize the two-way flow of moral education.

4.3 Innovation of Moral Education Teaching Method

In order to better promote the development of moral education in Vocational colleges, vocational schools should actively encourage teachers to innovate moral education teaching methods. Change the traditional indoctrination teaching, starting from the actual needs of students. Teachers can arrange homework through some learning software, and publish videos and articles on moral education in class discussion groups, so that students can preview ahead of time and cultivate students' autonomous learning ability. Teachers can also organize students to vote for courses of interest. In addition, teachers in secondary vocational schools can also use some social networking sites to advocate positive and healthy moral education activities, so that students can realize the importance of moral education in social practice, and turn the theoretical knowledge of moral education into reality. Interaction, in the subtle completion of students' moral construction. In short, teachers should rely on the advantages of the Internet to innovate moral education teaching methods, create personalized moral education courses for students, and teach students in accordance with their aptitude in a real sense.

5. Conclusion

Secondary vocational education is an important part of China's vocational education and the cradle of training applied talents. Secondary vocational colleges should not only help students master excellent professional skills, but also strengthen students' moral construction. With the

continuous development of Internet technology, Internet technology plays an increasingly important role in education. Therefore, secondary vocational colleges must make good use of the advantages of the Internet, improve the relationship between teachers and students, enhance the comprehensive quality of teachers' team, and realize the innovation of moral education teaching methods. Only in this way can we fundamentally change the current situation of moral education in secondary vocational schools, improve the level of moral education in secondary vocational schools, and promote the all-round development of students.

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