

## Ideas for Improving the Teaching of Moral Education in Secondary Vocational Schools Oriented to Core Literacy

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**Abstract:** The core qualities of modern students can be summarized into six aspects: humanistic connotation, scientific spirit, learning to learn, healthy life, responsibility, practice and innovation. This article will be oriented to core literacy, analysis of secondary vocational moral education teaching improvement ideas. It also puts forward the curriculum arrangement of combining core curriculum with ability curriculum, the moral education curriculum of secondary vocational school which is suitable for “three-stage” teaching and “experiential” activities, the evaluation method of moral education curriculum of secondary vocational school which combines practical approach, multiple evaluation and dynamic evaluation. Thereby promoting the reform of the moral education curriculum in secondary vocational schools. The research shows that through the development and implementation of the activity curriculum of moral education, activities as the carrier, subject activities and social practice activities, expanding and extending the moral education classroom, promote the overall development of students and the improvement of core literacy.

### 1. Introduction

As early as the end of the 20th century, international organizations and developed countries were looking for the key DNA-- of national education genetic transformation-core literacy, which pointed out the characteristics and abilities of students to adapt to future changes [1]. International organizations such as the Organization for International Economic Cooperation and Development, the United Nations Educational, Scientific and Cultural Organization, the European Union and other international organizations, as well as developed countries such as the United States, Britain, France, Germany and Singapore have successively established core literacy research frameworks. It is pointed out that the basic education stage should attach importance to the cultivation of students' humanistic quality and develop students' language, logical thinking and innovative ability [2]. China's Ministry of Education also released the research results of “Chinese Students' Development of Core Literacy” in June 2016, establishing standards for students' development of core literacy and requiring schools to strengthen the cultivation of students' core literacy [3]. This has pointed out the direction for school education and teaching reform. Secondary vocational education is an important part of vocational and technical education in China. It is also an important foundation for the development of social and economic development. With the rapid development of China's market economy, secondary vocational education has also entered a new stage of development [4]. However, due to various factors such as the social environment, the current ability of secondary vocational students to learn motivation, social responsibility, and practice innovation is still relatively lacking, especially the sense of moral responsibility. For the current moral education of schools, the goal is too high, and the design of moral education curriculum is not optimized enough [5]. The evaluation of students' moral education is too simplistic, and the process evaluation of ability and learning behavior is still lacking. Therefore, it is necessary to explore the strengthening of the core literacy system for secondary vocational students and promote the reform of subject education based on core literacy. It is not only related to the sustainable development of secondary vocational students, but also related to the development prospects of China's modernization.

“Responsibility” not only reflects a person's moral cultivation, but also reflects professional requirements. With the deepening of core literacy research, the research from general core literacy to core literacy of disciplines has become an inherent requirement for deepening curriculum reform

[6]. Under the general trend of deepening the comprehensive reform of basic education, basic education has gradually shifted from the “core of knowledge” to the “core of literacy” [7]. To cultivate the overall development of students on the basis of core literacy, we must first put “moral education” in the first place. Secondary vocational moral education teachers should attach importance to the idea and method of core literacy education, improve students' political literacy, and lay a good foundation for students' comprehensive and sustainable development. From the current situation of Vocational education, secondary vocational students are weak in cultural foundation and tired of learning. Schools pay too much attention to professional knowledge and neglect the exploration of cultural courses. In order to improve the effectiveness of moral education, it is necessary to do a good job in the design and innovation of classroom teaching mode, in the classroom efficient 40 minutes, optimize the teaching effect. Core literacy involves moral education, making moral education more scientific, more targeted, more effective, and more able to meet the actual needs of students.

## **2. Construction of the Curriculum System of Secondary Vocational Moral Education Based on Core Literacy**

### **2.1 Curriculum design matching core curriculum and competency curriculum**

Based on the core literacy of the secondary vocational moral education curriculum, it is necessary to break the original teaching standards based on the subject-based teaching, and teach for the students' quality, instead of teaching for the subject knowledge. Regarding their own personal life, time, and future prospects, which are closely related to their own development, some of the secondary vocational students hold an attitude that does not matter or pay attention. Under the background of the rapid development of globalization education, the Ministry of Education has introduced a core literacy system for students to develop a specific character and key ability for students to meet the needs of lifelong development and social development. Therefore, junior high school students tend to have higher motivation and interest in learning than other subjects. Many students regard language classes as a relaxing course. The goal of moral education is to train students to be high-quality laborers and technicians with social responsibility, innovative spirit and practical ability, and qualified builders and reliable successors of the cause of socialism with Chinese characteristics. Combine them well, use theory to analyze practical problems, improve theory through the research and solution of practical problems, and form a unique teaching style of “refinement, reality and activity”. At the same time, teachers should fully present the content of mathematics in the process of creating a good situation, so that students can fully realize the close relationship between mathematical knowledge and real life. Promote students to form a systematic and perfect mathematical knowledge system in the long learning process.

### **2.2 Practical Approaches to the Adaptation of “Three-stage” Teaching and “Experiential” Activities**

Based on the core quality of moral education curriculum in secondary vocational schools, it is bound to put forward new requirements for teachers' teaching methods. Therefore, when designing and organizing teaching, teachers should change the traditional teaching concept of “knowledge points as the core” into “core literacy-oriented” teaching. However, there is a serious lack of social responsibility among secondary vocational students. Some students think that the concept of the state can be diluted, and their subtext is that they can not be responsible for the state. This has pointed out the direction for moral education in secondary vocational schools. Under the guidance of core literacy, we should conscientiously carry out moral education in secondary vocational schools through classroom teaching, campus activities, theme classes, social practice and other activities, so as to cultivate all-round and noble secondary vocational students. However, it is precisely because the language requirements for students are relatively low, and students often do not pay attention to it. Many students believe that language learning relies on learning interest and language talent. There is no need for much effort in the language, and the language learning is more

casual and the attitude is not correct. It can be seen that core literacy is not only the ultimate goal of vocational education personnel training, but also the meaning of vocational school moral education. “Fine” means that the theoretical knowledge should be refined and the material selection should be refined. “Real” is to contact the students' practical and social reality; “living” means that the teaching method should be flexible.

Moral education is an important part of quality education and one of the basic requirements for the builders and successors of qualified socialist modernization. If students lack decisiveness, they will lack the confidence to challenge difficulties and the courage to overcome difficulties. Teachers should pay attention to the decisive cultivation of students. For example, when designing homework, teachers can design assignments according to the actual situation of students, so that students can feel a sense of frustration while feeling a sense of frustration. In addition to boosting confidence, there is a momentum to continue to strive for improvement. We should continue to deepen the research on the construction of Ideological and political activity-oriented curriculum in senior high schools, and strive to build a curriculum guided by the basic principles of Marxism, based on social life and linked by topic activities. The new curriculum model based on the knowledge of the ideological and political system discipline will make unremitting efforts to train the builders and successors of the cause of socialism with Chinese characteristics.

In order to understand the current situation of activity-based curriculum based on core literacy, a questionnaire was designed and printed. A total of 500 questionnaires were distributed to teachers and students. Therefore, the questionnaire only counted 450 valid questionnaires. According to the survey, the questionnaire was made as shown in Tables 1 and 2.

Table 1 Are you interested in moral education activities based on core literacy?

Answer	Number	Percentage	Rank
Very interested	264	49.5	1
Commonly	84	21.7	2
Not clear	59	15.3	3
Uninterested	43	13.5	4

Table 2 What are you most concerned about in the activity-based curriculum of moral education based on core literacy

Project	Number	Percentage	Rank
Activity content	413	94.3	2
Form of activity	246	65.7	4
Evaluation methods	394	84.6	3
Degree of self-development	438	98.7	1
The Permeation Way of Core Literacy	236	63.7	5

### 3. Reflections on the Practice of Moral Education Course in Secondary Vocational Schools Based on Core Literacy

#### 3.1 The landing of core literacy requires teachers to improve their own literacy

The implementation of core literacy requires a large number of teachers to change their concepts, from “subject teaching” to “subject education”. Really understanding core literacy concerns people's healthy development, so that students can be guided to do things in teaching practice, rather than just learn knowledge. As a teacher of moral education, noble moral character is not only the need of occupation, but also can play a very good role in influencing and guiding students. With the deepening of core literacy research, from general core literacy to subject core literacy research has become the intrinsic requirement of the deepening of the new curriculum reform. Teachers should also constantly highlight the dominant position of students, so that students can consciously devote themselves to learning and experience the joy of learning. How to construct a core literacy framework for students with vocational education characteristics. Putting it into practice, and effectively improving students' core competitiveness in career and employment, is an important

topic that vocational education moral education workers have been exploring. Based on the traditional high school mathematics classroom, teachers often occupy the absolute role of teaching, and students can only be passive recipients of knowledge. They have short-sightedness and cannot see the long-term nature of life and the universality of the connection of things. Teachers should change the traditional concept of “re-knowledge and light ability” and profoundly realize that “knowledge becomes useful when it becomes ability, and ability can only have power when it comes to knowledge.” This has caused them to care less about society, others, and even themselves.

### **3.2 The realization of core literacy needs to break the barriers of discipline**

In the face of a complex world, it is difficult to give a single subject to give an answer. This requires jumping out of the discipline and working with relevant disciplines. At present, the compulsory courses in the moral education curriculum of secondary vocational schools are mainly four courses of career planning and employment entrepreneurship, professional ethics and law, economic politics and society, philosophy and life. Secondary vocational schools are responsible for cultivating skilled talents and high-quality workers. However, exploring the core literacy system of secondary vocational students and promoting moral education based on core literacy are not only related to the sustainable development of secondary vocational students, but also related to the development prospect of China's industrial economy. Self-control refers to the quality of students' will to dominate and control their actions. Cultivating students' self-control can improve students' learning efficiency. As the main position of Ideological and political education, moral quality education and behavioral norms for students, moral education curriculum in secondary vocational schools is the main channel of quality education. It is incumbent upon us to undertake the important task of cultivating students' quality together with professional courses, professional practice courses and other courses. Among them are the bitterness of failure in attempt and incomprehension, and the joy of being accepted, loved and respected by students. As the saying goes: Ten years of trees, a hundred years of tree people. Promoting professional accomplishment can really help students' career development, personal growth and overall development.

### **3.3 Improving the Teaching Method and Optimizing the Content of Moral Education Course**

At present, due to the theoretical over-emphasis of the moral education curriculum teaching in some secondary vocational schools, the content of the curriculum lacks optimization and interest. The enthusiasm for students to participate in moral education courses is not high, thus affecting the actual effect of moral education work. Therefore, in order to achieve the desired teaching effect, the moral education teaching in secondary vocational colleges must focus on the reform and optimization of teaching methods and teaching content in the context of core literacy. Closely linked with the students' daily life and learning reality, as far as possible to enhance the richness and interest of moral education teaching content, to better mobilize the initiative of students to participate in the study of moral education courses. In order to maximize the effect of moral education teaching activities carried out in secondary vocational schools. To promote secondary vocational school students to develop good ideological and moral qualities, and then become useful professional talents for the development of society and enterprises. For example, in teaching activities such as “action-oriented teaching in moral education class” and “project task teaching in moral education class”, the overall design of teachers optimizes teaching strategies and contents (teacher-director role) and groups of students-actors cooperate to complete relevant curriculum tasks. It enables students to “learn by doing and do by learning”, fully arouses their enthusiasm and initiative in learning, and improves their core competence.

### **3.4 Pay attention to the influence of Internet environment on students' moral education**

With the rapid development of Internet technology, people have more means to obtain information and more content to communicate, which also creates favorable conditions for the cultivation of core literacy. The scope and depth of students' ideological and moral education have been expanded, and the interaction has been further strengthened, which urges moral education teaching to further innovate ways and expand content. At the same time, it also brings new

challenges to students' moral education work. Fragmentation and fragmentation of network information and the spread and mixing of information lead to the impact of various negative factors on students' thoughts. Therefore, moral education teachers should pay full attention to the guidance and education of students, insist on advocating positive energy, carry forward the socialist core values, and cultivate students' correct world outlook, outlook on life and values.

#### 4. Conclusion

In order to cultivate students' moral accomplishment of “responsibility-taking”, I think we can adopt the group cooperative learning method which is often used in the course of moral education. Scientific use of absolute evaluation method. That is to say, taking the predetermined teaching objective as the objective reference point, when evaluating, the evaluation object is compared with the objective standard, and the degree of each student's attainment of the standard is evaluated. Core literacy education is of great significance to students' lifelong development and social development. Teachers should combine students' learning practice and teaching content. By cultivating students' good learning attitude, innovative ability, learning will and aesthetic ability, we can cultivate students' learning interest and motivation, and promote students' healthy, comprehensive and sustainable development. In short, the cultivation of core literacy of vocational school students is a long-term and arduous systematic project. As a moral education teacher and school administrator, it is necessary to establish a concept of moral education and provide the possibility of diversified development for the core literacy of vocational school students. Only when a country, a nation, or a family can cultivate a good person can it be continued, multiplied, and passed on. Therefore, as a teacher, I deeply understand the importance of my responsibility.

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