

Problems of Moral Education Work of Junior Secondary School Class Teachers and Measures to Cope With Them

Jing Yang

Bazhong Qingshan Primary School, Bazhong, Sichuan 636000

Abstract:

Currently, society is progressing at a rapid pace and the Internet industry is becoming increasingly sophisticated. The growing network of information can make access to information richer and more convenient. However, this rapidly developing modern industry can also bring negative effects to people, with excessive information flooding in, which can affect students' IQ, mental quality and physical quality constantly declining. In the context of the current new curriculum reform, which is constantly advancing, schools should fulfil the purpose of educating people with knowledge and, at the same time, promote the development of moral education for students. Class teachers need to pay particular attention to the physical and mental growth of adolescent students, which is a crucial period for helping students to develop a correct world view, values and outlook on life. Under the leadership of the concept of "moral education first", junior high school class teachers need to fully understand the concept of "moral education first" in order to improve the effectiveness of classroom management, and implement the concept of "moral education first" in the In order to improve the effectiveness of classroom management, junior secondary class teachers need to fully understand the concept of "moral education first" and implement it in the whole process of classroom management to meet the needs of junior secondary students' moral development.

Keywords:

Junior high school classroom teacher; Classroom management; Moral education

Introduction:

Moral education is an important element in the management of junior high school class teachers, and it has a positive effect on the physical and mental development of junior high school students. However, in the current teaching activities, some junior secondary class teachers do not fully understand the importance of moral education, which is not conducive to the enhancement of teaching effectiveness. At present, the development of moral education is not quite mature, and junior high school class teachers are still at the stage of preliminary research and exploration, and have not achieved obvious results, for which they can rack their brains. In the context of the deepening education reform, junior high school class teachers need to promote the positive role of moral education, carry out diversified activities of moral education, enrich the content of moral education activities, create a good learning atmosphere and enhance the timeliness of education.

1. Overview of the significance of moral education in the work of junior high school class teachers

(1) Promotion of students' moral spirit

Under exam-oriented education, whether from school or family education, the development of students is mainly oriented

towards the development of talents, while moral education is neglected, causing numerous people to lament the "collapsed generation". In particular, with the rapid economic development, the improvement of people's living standards and the advent of the information age, some students are the only children in their families and are the babies of their families, resulting in students' moral consciousness of "submissiveness, poor sense of responsibility and weak sense of gratitude" and even selfishness and indifference in serious cases, which has a serious impact on students' growth and development. This has a serious impact on students' growth and development. As the main guide in the process of students' learning and growth, the junior high school class teacher can combine the psychological characteristics and habits of junior high school students to carry out personalised moral education activities, enrich moral education activities, enhance the breadth and depth of moral education, help students to recognise their own shortcomings, improve their own deficiencies, help them to develop psychologically sound and enhance their moral spirit.

(2) Comprehensive correction of bad psychology, habits and practices of students

The main outstanding value of moral education lies in: the change of students' psychology, habits and style. For junior high

school class teachers, they should have a good understanding of each student's character and qualities. In their junior high school class teachers' career, they have the responsibility to strengthen the cultivation of students' psychological and moral qualities, which is an important duty of junior high school class teachers and cannot be shirked. In the case of disruptive students in the class, they may be the class alternative and are prone to ignore classroom discipline. For such cases, if the junior secondary class teacher adopts an indifferent attitude towards this, or adopts discriminatory scolding methods, it will cause more serious consequences to the students and is very detrimental to the smooth running of classroom management. In addition, for students with low self-esteem and timidity, they may lack interest in participating in class activities and lack a sense of honour, and class teachers need to be more patient in guiding them.

(3) Creating a quality classroom culture

Creating a quality classroom culture can be considered an important task for junior secondary classroom teachers. A class that is full of honour and cohesion, where students help each other and are united and friendly, will be an important aid to the classroom management of the junior secondary class teacher, escorting the work of the class teacher and promoting the moral development of the students. On the contrary, if the students in the class are mavericks and lack a sense of collective honour, they will become a stumbling block to the smooth progress of the class teacher's work, making it difficult to move forward. Moral education can fundamentally help classroom teachers to promote management and build a quality classroom culture by implementing a variety of cultural activities with moral education themes, such as: "Learning from Lei Feng is a good example", "Have you planted a tree today?" "Mother's Day is here, please write a letter of thanks to your mother", etc. In a subtle way, the moral quality of students will be transformed and become a prerequisite for creating a quality classroom culture.

(4) Improving teachers' own quality

Moral education has another important significance in the work of junior secondary class teachers, that is, to improve the teachers' own quality. In the context of quality education, the infiltration of moral education first requires class teachers to set an example and improve their own moral education in order to better serve as a role model for students to learn from. In the process of moral education infiltration, classroom teachers must educate themselves on moral education and improve their own moral education, and then guide their students and manage their education. For example, in the case of "environmental protection", the class teacher should first implement the various elements of environmental protection in their daily work and life, including public hygiene, cleanliness and tidiness, and not littering.

2. Strategies to enhance the effectiveness of moral

education for junior high school class teachers

(1) Cultivate a healthy interest in life and maintain a noble spiritual pursuit

Moral education should be close to students' lives and focus on practice, so that knowledge learning, ability development and behaviour formation are unified. Education should be carried out through life, junior high school students to receive the expected form of education, we have to form the form of life to adapt to it. To be healthy, students have to lead a healthy life; to have an artistic aesthetic, they have to lead an artistic life; to be able to work, they have to lead a life of work. In a good moral cognitive environment, students are like wood in the forest; in a bad moral cognitive environment, students are like weeds in the harvest. Education can only be true education if it is integrated with life, and if it takes place in life. In life, we need to cultivate a healthy interest in life for our students. For example, in modern life, many students go to art courses, except for some who really love art, there are some students who become the "ideal" of parents, a tool to score extra points in exams, a capital to "fight for children", there is a certain amount of utilitarianism. The ancient people of China have long been aware of the role of the qin, chess, calligraphy and painting in the cultivation of human virtue, and that cultivating students' aesthetic ability can enrich their spiritual life.

(2) Focus on linking life and education, creating vivid and interesting situations

Life and education are the same, moral education cannot be separated from life. Everywhere is life, everywhere is education. Go to practice, let students develop their good character in natural activities, so that students' hearts and minds can be cultivated in the natural environment. For example, secondary school history textbooks include integrated learning, and there are certain methodological guidelines, from the choice of content, then how to understand and collect information, collate historical information, in what way to record it, and finally display the results in different forms. The teacher creates lively and interesting situations in the classroom to stimulate students' interest in practising in their lives. Each student is encouraged to carry out research-based, interactive experiential learning, to work together in small groups and to activate a range of emotional experiences such as consideration of others' feelings and respect for others. A range of integrated learning allows students to go deeper into practice and explore in nature. Class teachers are expected to be good leaders of practical activities in different disciplines, and to collaborate as a whole on practical tasks in different disciplines to guide students' moral cognitive development with specific project tasks.

(3) Enhancing attention to the inner needs of students

In the past, classroom teachers focused mainly on students' academic performance and neglected students' inner needs, resulting in low motivation when carrying out relevant activities. To address this problem, classroom teachers need to communicate and understand students' inner needs before carrying out moral education, so that they can carry out more effective moral education activities. For example, classroom teachers have found through research that all students are now mostly only children and that their parents or grandparents spoil their children, which leads to children developing bad habits such as selfishness and laziness. If the class teacher directly lectures the child, not only will it not have an educational effect, but it may also create a misunderstanding that the class teacher is prejudiced against the child. In this regard, junior school class teachers can make use of their after-school time to organise children to enter homes for the elderly, perform shows and clean up after them, or they can organise children to volunteer to help the elderly in the community to solve their problems, etc. After completing the moral education activities, teachers can conduct class meetings to summarise, so that each student can summarise his or her feelings. In this way, the students' sense of work as well as their sense of giving can be strengthened and the problem of selfishness and laziness can be changed. In addition, when students make mistakes, teachers should not just educate students, but through communication with them, understand why they make mistakes, and then adopt appropriate wai-you strategies to sensitise them ideologically and make them aware of their mistakes so that they can truly feel better in their future academic life and promote the overall improvement of their moral education.

(4) Adopting diverse forms of moral education

1. Create a good atmosphere for moral education. The environment has a direct impact on people, so in the process of implementing moral education, it is also necessary to promote the establishment and improvement of a good moral education system, which should be based on a transparent implementation of supervision policies, so as not to be biased, to enhance students' self-confidence, not to destroy students' self-esteem, to enhance students' correct knowledge of moral education, and to permeate moral education into the learning process of each student. Junior high school students are still in the developmental stage of personality building and are easily influenced by the things and environment around them. Therefore, class teachers should carefully observe the physical and mental conditions of each student during the daily management of the class, and once they find that students have unusual fluctuations in their emotions, they should pay attention to the changes in a timely manner and, if necessary, talk to the students to help them solve problems in their studies or life so that they can be happy. Learning. At the same time, class teachers can often hold class meetings related to moral education topics, such as "How to learn happily", in which

students can share their learning experiences with each other and explore how to learn happily and how to relieve bad emotions in stressful situations. When formulating class rules, teachers should fully consult students and allow them to express their opinions freely and incorporate their reasonable suggestions into the class rules, so as to make class management more democratic and easier for students to comply with by fully participating in the formulation of class rules. Embodying moral education. In the process of moral education, class teachers should not only convey moral concepts to students through theoretical knowledge, but also carry out some social practice activities and infiltrate moral education into them to promote the development of students' minds, so that students can continuously improve their own personality and optimise their own quality in the process of practice. Moral education based on diversified social practice activities is more effective than theoretical knowledge in the classroom, and the rich social practice activities can effectively stimulate students' interest in learning and relevant knowledge, and significantly improve their moral education. For example, on Arbor Day, students can be organised to plant trees outside the school to reinforce their awareness of environmental protection; on Labour Day, teachers can organise students to volunteer to help the sanitation workers to clean the streets and experience the hard work. These social practice activities can effectively infiltrate moral education into the hearts of students, and can serve the purpose of guiding students to improve their charisma and moral cultivation, and also help improve the quality of classroom management by class teachers. 3. Moral education can be carried out through class meetings and other forms. Class teachers can spread moral education ideas to students through seminars and class meetings, set the theme as moral education, teach students the correct concept of moral education, and guide students to solve problems in their daily lives and studies with the moral education knowledge they have, and use class meetings and other forms to stimulate students' interest in learning moral education knowledge, so that students can actively answer and solve moral education-related problems raised by teachers. The use of class meetings and other forms to stimulate students' interest in learning about moral education, so that students can actively answer and solve moral education-related problems raised by teachers, so that moral education ideas implicitly have a positive impact on students, enhance students' moral education awareness and also play an important role in promoting the development of education.

(5) Setting milestones and programmes for moral education

Moral education is a strategy for improving the quality of junior high school students' literacy through long-term inculcation, and must be implemented at all stages of junior high school study. At the same time, to be planned and not blind,

classroom teachers must set goals and precise programmes for the implementation of moral education from the very beginning of junior secondary school. For example, for new students, the moral education objectives should be to familiarise them with the behavioural norms of junior high school, to correct the bad habits formed in primary school, to learn to adapt to junior high school life and to complete the change of role. For second year junior high school students, their thoughts and behaviours are gradually becoming mature. Class teachers should cultivate their good virtues, so that they can unite with their classmates, participate in building the classroom community, have good behavioural habits and a healthy mindset, and enjoy the beauty of junior high school life. For junior high school students in their third year, the main objective of moral education is to keep them away from unhealthy elements in society, so that they can learn to reject temptation and take up their own responsibilities. In this way, by setting feasible moral education objectives according to the characteristics of junior high school students at different stages, the implementation of moral education work is equivalent to half success.

(6) Building an assessment system with moral education at its core

In the context of the new curriculum reform, the aim is to "build an assessment and examination system that is consistent with the concept of literacy education", which means that the results of literacy education must be presented in the assessment of teaching and learning, and in this context, schools should not only assess class teachers according to their implementation of moral education, but also class teachers should build an effective assessment system according to the development of moral education of junior secondary school students and the development of moral education. The assessment system needs to be based on the development of moral literacy and the development of an effective assessment system. In addition, the evaluation should also include the junior school students' assumption of class responsibilities; their outstanding contribution to the class; their help to other students in their studies and life; their disciplinary behaviour in terms of lateness, early leaving and

fighting; and their use of polite language in communication with peers and teachers. In addition, a comprehensive assessment of each student's performance should be made at the end of the year, and the results should be used as an important basis for junior high school students to run for class officers, to evaluate their merits and to qualify for various activities. For junior high school students who have performed badly, the class teacher should make an appointment to talk to their parents in detail. In this way, with the restraining factors in place, junior secondary students will cooperate with their class teachers on their own, pay attention to improving their own quality, regulate their own behaviour, and contribute to the desired effect of moral education.

3. Concluding remarks

In summary, the development of moral education, the work of classroom teachers is a huge responsibility, and moral education not only helps teachers to improve their own moral education, but also can fundamentally help students to make great progress. Continuous innovation into moral education can help students in the process of the germination of ideas to establish the correct three views, the practice of moral education, but also to help students to strengthen moral education ideas, strengthen the concept of moral education. In classroom management, junior high school class teachers should seize the opportunity to respond to the needs of the times, combine the characteristics of junior high school students, find effective ways to implement the concept of "moral education first" in classroom management, solve the problems in moral education in junior high school, through the role of class teachers as role models, the construction of new teacher-student relationship, good behavioural habits, and home school cooperation in education. Through the role of class teachers as role models, the building of new teacher-student relationships, the cultivation of good behavioural habits and the establishment of a collaborative education mechanism between home and school, we will cultivate socialist builders and successors who are well-rounded in moral, intellectual, physical, social and aesthetic development.

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