

Exploration on the Reform Path of School Social Work Intervening in the Moral Education Mode of University, Middle and Elementary School Students

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Abstract: At present, moral education has become the unanimous focus of universities, middle and primary schools. At the same time, school social work has also achieved certain results in the exploration and practice of the general model of moral education work for students in universities, middle and primary schools. But in the process of operation, there are still some representative unstable features and consequent problems. This paper selects the current general model of school social work's involvement in the moral education work of college, middle and primary school students as the research object, and discusses its common operational difficulties, so as to provide a path suggestion for deepening the reform of the intervention model in a wider range of schools, and optimize the reform path.

1. Possibilities and Feasibility Analysis of the Integration of Ideological and Moral Education for University, Middle and Primary School Students

As the central link in the cultivation of talents in schools, foster virtues should be emphasized in the ideological and moral education and cultivation of people-oriented, respect for students as the training object,^[1] follow the law of teaching and educating people, follow the law of student growth, continuously improve work ability and level, and promote students. Comprehensive and healthy development. At present, the content design of the ideological and moral education courses "Morality and Life" and "Morality and Society" in primary schools are well suited to the characteristics and acceptance of primary school students, and ideological and moral education courses that are consistent with their characteristics are designed from the main body of primary school students, more easily absorbed and accepted by primary school students.^[2] In the middle school period, the ideological and moral education courses are more exam-oriented in textbooks and curriculum design, they do not pay enough attention to the ideological and moral training of students, and are loosely related to the ontology of middle school students. The university guarantees it with fixed hours and courses. ^[1]The content of the classroom is relatively boring, and the relevant knowledge of the students is examined in the form of examinations. Although it effectively improves the students' attention to the classroom, the actual content absorption effect is

not good. There are big differences in the ideological and moral education courses of students in the three stages of primary, middle and primary stages. Some stages do not start from the actual needs and ideological reality of students, but only from textbooks, which leads to the poor connection of the three-stage ideological and moral education courses. When ideological and moral education cannot meet the reality of young people, cannot bring certain guidance and help to their actual life and study, and is only used as a theory or the mastery of necessary knowledge, rather than a guide and necessity of life, it cannot realize its true cultivation. The purpose of education can only make the relevant ideological and moral education theories become knowledge and theories external to young people. Universities, middle schools and primary schools are important stages for a person to grow up and become a talent. These three stages are all in the critical period for the formation of outlook on life and values. In these three stages, each stage has its own unique meaning, which has irreplaceable significance for the shaping of life as a whole. Faced with the three stages of large, medium and primary schools, the integration of large, medium and small moral education will be realized. The "integration" should be multi-angle, multi-disciplinary, comprehensive, systematic and specific. The premise is to clarify the moral education of universities, middle schools and primary schools. Orientation, adhere to the principle of integrity, and regard large, medium and small moral education as an inseparable community of destiny with internal connections, and an organic whole that connects and cooperates with each other. ^[2]

2. The General Model for School Social Work to Intervene in the Ideological and Moral Education of Primary, Middle and High School Students

In recent years, Chinese colleges and universities have introduced social work construction ideas and established non-profit social work organizations to intervene in the main business of student moral education. The involvement of school social work in ideological and moral education can make ideological and moral education closer to students' lives, effectively integrate resources, enhance their ability to face and solve problems by themselves, integrate multiple elements, coordinate and cooperate to form a linkage system and mechanism, optimize A nurturing environment is more conducive to exerting the function of social "ization".

2.1. Development

School social work is involved in the ideological and moral education of primary and secondary school students. The members of the non-profit social work organization established to facilitate business mainly include professional resident social workers, teacher social workers and college students who are interested in participating in social work. Such non-profit social work institutions in colleges and universities usually purchase services from the moral education departments of universities, middle and primary schools, and focus on the theoretical teaching and practice of moral education. The social work concept of "people-oriented, helping others to help themselves" provides professional moral education social work services. ^[3]

In the process of school social work intervening in the ideological and moral education of college, middle and primary school students, firstly, the functional department of moral education of college, middle and primary school students determines the specific needs of the current individual or group of students for ideological and moral education through comprehensive analysis, and preliminarily determines that it can be handed over to the school for non-profit A "List of Potential Services" implemented by the social work agency. The non-profit social work organization on campus obtains project implementation qualifications after consideration, selects suitable "implementation projects", timely referral "professional institutions projects" and specific groups of students participating in project implementation, and develops necessary service skills for them

Training, establishment of corresponding management, incentive system. Afterwards, the non-profit social work organization on campus and the functional departments of moral education in universities, middle and primary schools signed a service agreement after discussion and negotiation, determined the details of each service, and formulated a clear service plan to ensure the smooth development of the entire service process.

In the evaluation and feedback stage, the third-party evaluation agency uses professional techniques and methods to systematically evaluate and summarize the project. When the client's problem has been resolved, or the client has the ability to deal with and solve the problem by himself, the non-profit social work organization on campus and the client will gradually terminate the working relationship according to the service agreement, and the evaluation center will report the project implementation opinions and suggestions to the school's moral education function. The department gives feedback, sorts out its suggestions, and feeds it back to the social work agency so that it can work better in the future.

2.2. Existing Problems and Cause Analysis

Objectively speaking, some achievements have been made in the reform and practice of school social work's involvement in the moral education work of primary and secondary school students, but there are still some operational problems in the organization during the operation.

It covers the following:

1) The textbooks used are still the original textbooks, and targeted textbook design has not been carried out according to the characteristics of age groups. There is a problem of unsmooth connection between the stages. The teaching materials in the primary school are mainly based on interesting pictures and texts, and in the middle school stage, they are directly changed to text-only teaching materials. While strong, it also gradually becomes boring, lacking systematic integration and connection. ^[4]

2) The members of the non-profit moral education organization of school social work are mainly college students, and the professionalism of the courses taught may be biased to a certain extent, and there is the possibility of guiding primary and secondary students to have misunderstandings. In addition, the daily courses are carried out in a single form, which may be a little boring for energetic primary and secondary school students.

3) In terms of the role of institutional social workers, the special occupational nature of teacher social workers, as the core management force of the institution, makes it difficult for them to devote themselves to the operation and management of the institution. The differences are prominent, resulting in the frequent occurrence of lax entry barriers and abnormal exits, which greatly weakens the effectiveness of temporary social work skills training and social work services. ^[5]

3. Countermeasures and Ideas for Improving Effectiveness

3.1. Based On the Characteristics of Primary and Secondary School Students, Improve the Corresponding Teaching Materials and Courses

Elementary schools and middle schools are at different stages, and there are certain differences in their preferences for teaching materials and the degree of knowledge they can absorb. At the same time, the types of ideological and moral education activities should be enriched, and students should participate in them from all angles, stimulate students' interest, strengthen mutual emotional exchanges, make students feel something in the activities, and improve their own moral literacy.

3.2. Cultivate a Teaching Team of Professional Students and Hire Experts to Improve the Content and Form of the Course

Cultivate a group of resident professional moral education social work team members, ^[6] and regularly invite experts to conduct training for social work team members. The training covers various aspects such as oral expression and adaptability, so that the social work team can perform more freely when teaching primary and secondary school students. The members of the moral education social work team initially formulated the moral education theme teaching plan, and then submitted it to the experts for analysis, taking the teaching object as the ontology, and improving the content and form of the course more reasonably.

3.3. Implement Social Work Organization Goals and Responsibilities, and Subdivide Work Priorities and Progress

Clarify the fundamental task of moral education and cultivating people, ensure that the teaching objectives do not deviate, ensure the quality of various services, and avoid the "exaggerated number of undertakings" that is easy to form among moral education and social work institutions. Finally, the goal of the index system implemented in the evaluation process deviates from the school's expectations, and it is easy to ignore the needs of the service objects. Therefore, it is necessary to adjust the evaluation index system, clarify the work focus, make it reasonable and legal, and meet the actual work needs.

4. Practical Implementation Suggestions and Innovation

4.1. Customized and Characteristic Teaching Content Design

Different from the traditional model of moral education in universities, middle and primary schools, which only designs curriculum content for a certain theme and age stratification, the reformed moral education model can be customized according to the school history, school situation, style of study of different schools and the personality differences of students of different ages to design courses content. Compared with the previous "one-trick pony", the reformed teaching model is more inclined to "teaching according to aptitude", and each school has different teaching methods and content for students. Such a design is conducive to stimulating students' interest in the course content, consolidating knowledge, and strengthening the understanding and implementation of celebrity stories, celebrity spirits in historical events, and traditional virtues.

4.2. Enrich the Teaching Form

The new reform model adopts the same course and heterogeneous model, and the same content is specially designed for different schools. The teaching method may also change due to the actual situation of each school. This model on the one hand trains the members of the publicity group. On the one hand, it deepens the impression and understanding of the students attending the lectures, stimulates their interest, and is conducive to the emergence of active and active classmates, thereby promoting further teaching and training plans. ^[7]For example, conducting seminars on a certain topic can not only exercise students' moral judgment and rational thinking, but also improve students' enthusiasm for actively learning relevant theories, and internalize the theoretical knowledge they have learned through discussions and debates. It can be improved in thinking and application, so that it can produce better educational effects. ^[8]

4.3. Menu Management

Introduce the refined management model into the moral education model for primary, middle and primary school students, and use procedural, standardized and data-based means to make the moral education work accurate, efficient, harmonious and continuous. Plan each individual work, arrange work objectives and work plans according to the division of functions, and decompose their respective work priorities, contents, responsible persons, progress and time of completion of tasks into various departments in the form of charts. Regular inspections and evaluations are carried out to streamline and detail each work and each link, highlight key tasks, and assign target responsibilities to each department and even everyone to ensure the smooth progress of the project.

4.4. Sustainable Development Cultivation Mode

Different from the traditional teaching mode of "you talk and I listen", the new mode of school social work involved in the moral education of college, middle and primary school students includes the training of the students in the school. Education is promoted from a small scale to the whole school and even outside the school, and the integration of moral education in large, medium and small schools is put into practice, and at the same time, it pays attention to the ability training of primary and secondary school students.^[9] During the guidance process, members of the publicity group can also strengthen their understanding of the teaching content, broaden their thinking, and improve their own abilities through continuous communication, achieving a virtuous circle of helping others and self-help.^{[10][11]}

5. Conclusion

As an indispensable part of student education, moral education runs through the whole process of each student's learning and growth in primary school, middle school and university. From the intervention of social work to the proposal and practice of the integration of large, medium and small moral education models, many educators have paid close attention to each work. To explore and discover new problems in practice, and try to provide other schools and teams with reference experience in solving problems, jointly promote the new development of the moral education model for primary and secondary school students, and strive to cultivate knowledge, ability, and sense of responsibility for the times and a sense of historical mission.

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