

# *Application of the Educational Thought of "Fostering Character and Civic Virtue" in Primary School Moral Education*

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**Abstract:** Moral education is the basis to promote the comprehensive development of students, is the first of the five education of morality, intelligence, physical education, beauty and labor. Carrying out moral education in primary school is helpful to promote the depth of quality education, which is in line with the requirements of the new curriculum standard, and can cultivate students' moral concepts and establish ideological and moral character. Therefore, in moral education, teachers should fully understand the necessity of the educational thought of "fostering character and civic virtue" in moral education. However, in combination with the current situation of moral education in primary schools, there are some problems such as the quality of primary school moral education teachers to be improved and the lack of moral education evaluation standards for teaching effect. Teachers should fully combine the current situation of moral education to clarify the teaching practice path and penetrate the education idea of "fostering character and civic virtue".

## 1. Introduction

"Fostering character and civic virtue" is an important vocabulary in contemporary educational theory. The correct grasp of its connotation should be based on the present, based on the practice of education and social life, but also need to respect its etymological meaning, from the relationship between "moral composition" and "educating people" to grasp<sup>[1]</sup>. The establishment of the fundamental task of "fostering character and civic virtue" has not only pointed out the future development direction of school moral education, but also the theoretical result of the overall concern of our education at present. It expands the practical field of education, emphasizes all levels and types of education in the whole society, including school education, family education and other forms of education, and puts forward higher educational goals. The theoretical connotation of "fostering character and civic virtue" includes the "superior" cultivating virtues in the educational

process, that is, the educator establishes himself by virtue, learns by virtue, and teaches by virtue. "fostering character and civic virtue" is the premise and basis of cultivating people and the helpful feature of education<sup>[2]</sup>. Under the fundamental task of "fostering character and civic virtue", moral education should go beyond the main channel and reconstruct moral education system with the concept of totality.

Many scholars have conducted researches on the relationship between "fostering character and civic virtue" and primary school moral education. Xiao<sup>[3]</sup> briefly introduces the importance of primary school students' moral education under the background of fostering character and civic virtue, and then focuses on the current situation and strategy of primary school students' moral education. Zhang<sup>[4]</sup> introduces that Baoyuzhi Primary School in Guangzhou, China has promoted the improvement of students' moral quality through the overall planning of all aspects of moral education through building a school with moral education characteristics, developing the school-based curriculum of moral education, strengthening the value of moral practice and expanding the channels of moral education practice. Starting from the importance of moral education to primary school physical education, Gu<sup>[5]</sup> puts forward the effective strategy of primary school physical education based on fostering character and civic virtue.

It is an important part of school education to persist in establishing virtues and creating new prospects for the development of Chinese educational undertakings. Moral education is an important way to shape students' correct values and outlook on life, carry forward excellent traditional culture, and pay attention to students' mental health. Moral education in primary schools should adhere to the idea of building moral education and cultivating people, put moral education in a prominent position in student management, and constantly promote the concrete implementation of primary school students' moral education in the stage of compulsory education.

## **2. The necessity of practicing the educational thought of "fostering character and civic virtue" in primary school moral education**

### **2.1. Promote the deepening of quality-oriented education**

In view of the relevant contents of deepening quality-oriented education reform issued by the state, schools at all levels should pay more attention to moral education, meet the moral standards of different school-age groups, cultivate students' moral character and behavior norms, carry out collectivism, socialism and patriotism education with a goal, carry forward the excellent traditional Chinese culture and carry forward the national fine moral character.

Therefore, it is necessary to carry out moral education in primary school. It is helpful to promote the depth of quality education by permeating the thought of "fostering character and civic virtue", practicing moral education and reforming classroom teaching. Teachers should fully realize the necessity of carrying out moral education practice and actively optimize moral education.

### **2.2. Meet the requirements of the new curriculum standards**

In order to meet the needs of social development, teachers should deeply understand the requirements of the new curriculum standards and carry out teaching practice with students as the core. Cultivate students' core qualities to meet the needs of lifelong development and social development, cultivate healthy and positive "three perspectives", clarify the goal of moral education teaching, and infiltrate the idea of "fostering character and civic virtue". In this way, students can cultivate basic moral education while establishing cultural quality and humanistic spirit to achieve comprehensive growth.

### **2.3. Implement the education of national feelings**

The feelings of home and country is one of the core contents of moral education and also the everlasting feelings of traditional education culture. According to the requirements of the new curriculum standard, cultivating students' patriotism is the focus of moral education.

Through moral education, it can stimulate students' patriotic feelings, cultivate students' feelings of home and country, promote the generation of students' patriotic consciousness and national confidence, so as to cultivate a new generation of young people with socialist spirit and patriotic thought. Teachers should fully realize the purpose of cultivating students, strengthen the guidance of moral education while carrying out moral education, and promote the deepening of students' ideological and moral character and feelings of home and country.

## **3. The present situation of the practice of the educational thought of "fostering character and civic virtue" in primary school moral education**

### **3.1. The quality of moral education teachers in primary schools needs to be improved**

The education responsibility of teachers lies in cultivating talents for the country, but the content of moral education is very extensive, including competition and cooperation, patriotism, collectivism and so on. At present, many primary school moral education teachers do not graduate from moral education major, so they are lack of moral education theory and thought, and it is difficult to achieve the effect of professional education.

Moreover, in terms of teaching, in the process of carrying out moral education, many teachers limit their teaching methods to theoretical narration, and do not pay attention to teaching innovation during lesson preparation, or adopt relatively backward teaching models. In addition, many moral education teachers are part-time teachers with their own main courses, so no matter in class or after class, they have limited self-improvement energy and time, resulting in poor moral education teaching effect and serious formalization of moral education, which is difficult to meet the requirements of current education standards.

In addition, the school does not pay enough attention to moral education, which leads to the weakness of teachers in teaching and fails to create conditions for the improvement of teachers' quality and professional ability. Teachers have not received professional and unified training and education from the school, and their own quality needs to be improved. There are many schools still stay in the traditional exam-oriented education, too much emphasis on knowledge education, but ignore the education, lack of support for moral education teachers in the training conditions, seriously affecting the enthusiasm of teachers work.

### **3.2. Schools lack moral education evaluation standards for teaching effects**

According to the history of moral education of our country, although the moral education has been reformed in recent years, it is still in a relatively awkward situation.

First of all, from the macro level, the state has strengthened the emphasis on moral education, at the same time requires schools to strengthen the emphasis on moral education, and promulgated relevant measures to improve the status of moral education teachers. Secondly, considering the current situation of domestic education, many schools do not integrate moral education into quantitative management, and the effect of moral education is still in the traditional teaching model, which focuses on students' knowledge learning and classroom organization and management. There is a lack of standards for moral education evaluation, and it is difficult to carry out the effect evaluation of moral education. In view of the actual situation, although some schools have

professional moral education courses, the teaching model is also single and rigid, and the effect of moral education is replaced by students' achievements. However, some schools do not look at the overall performance of students, but make a single evaluation for students. Some schools pay too much attention to the enrollment rate, the evaluation of moral education is more formal. Generally speaking, the neglect of moral education in schools and the lack of scientific and effective evaluation have led to great limitations in teaching practice, ignoring the training of teachers and making it difficult to meet the educational standards.

### **3.3. Moral education lacks good educational atmosphere**

The growth environment of students has a direct impact on the effect of moral education of students. Some schools have long-term problems such as social security and environmental health, so it is difficult to ensure the surrounding environment of the campus.

Although the growth environment around the campus is not the main environment for the growth of students, it will also bring great negative impact. For example, students' habits and ideas are adversely affected by long-term osmoism, which not only affects the shaping of students' ideas and concepts, but also affects the formation of students' values. Moreover, campus and family environment are also important factors affecting the effect of moral education. For the campus, the campus should increase the investment in moral education, provide rich conditions for teachers, create a good moral education atmosphere, such as hiring professional education experts, or constantly improve the campus infrastructure, to create a good moral education atmosphere in the campus. However, because the school does not realize the importance of moral education, the effect of moral education is poor, and it is difficult to create conditions for moral education. As the "first classroom" for students, parents should also realize the importance of "fostering character and civic virtue", and actively build connections with campus moral education to enhance the effect of moral education. However, at present, the communication between family and campus is not enough, which leads to the deviation of family and campus moral education in the concept and ideological understanding, or there is a big difference in the concept of education, which can not create good moral education conditions for students and weaken the effect of moral education.

## **4. The practical path of the educational thought of "fostering character and civic virtue" in primary school moral education**

The concept of "moral education" has taken shape in the early education concept. With the progress of human civilization, the connotation of moral education is deepening. In different stages of social development, moral education inherits the meaning of spiritual civilization and humanity, and shows different characteristics in different stages of social development.

Although the principles, principles and contents of moral education will change with the change of the times, the commonality and inheritance of moral education never change. At present, the definition of moral education is different in the field of education, but most of them describe moral education as a kind of activity and a dynamic process. The goal of moral education is to guide the students to form a good moral character through specific activities and thoughts. The formation of character is an internalized behavior, which can be divided into narrow sense and broad sense. In the broad sense, moral education refers to the moral education of society, school and family, while in the narrow sense, it refers to the moral education in school. The formation of moral education can only be formed through the practice and experience of the trainees. Therefore, teachers of moral education should fully understand the concept of moral education, combine teaching practice, let students get the influence of the idea of "fostering character and civic virtue" in activities, so as to achieve the goal of moral education.

#### **4.1. Create moral education situation with the help of modern technology**

For primary education, moral education should start from the interest of students, with the help of modern technology to create moral education situation, so as to receive good moral education effect.

Primary school students need to know things through their senses. Situational teaching can stimulate students' interest, bring sensory association to students, and make them actively and actively associate, think and explore moral education knowledge, so as to obtain ideal educational effects. In primary school moral education, if teachers adopt single theoretical teaching under the influence of traditional concepts, the teaching will become monotonous and boring, which will not only weaken students' interest in learning, but also bring extremely adverse effects on moral education in the long run. Adopting situation teaching can effectively change this teaching phenomenon. Teachers can use information technology video, audio, image to create moral education situation, help teachers to improve the effect of moral education.

For example, some students are afraid of teachers, which leads to communication barriers with teachers. But with the help of information technology, this problem can be effectively improved. In teaching, teachers can choose to use animation short films to carry out teaching, which not only meets the interests of students, stimulates their learning initiative, but also promotes the improvement of teaching effect and deepens the idea of "fostering character and civic virtue" in teaching. As for the relationship between teachers and students, teachers can guide students to watch the touching clips in animation films to feel the harmonious relationship between teachers and students. Teachers and students get along equally, which can narrow the relationship between teachers and students, create a friendly atmosphere, help students deepen the understanding of the relationship between teachers and students, and improve the current situation that teachers and students are difficult to get along and communicate. Using the situation can also deepen students' reflection, correct students' thoughts and help students form a good ideological understanding. Compared with the single theoretical teaching, this can effectively promote the infiltration of the idea of "fostering character and civic virtue".

#### **4.2. Set an example of moral education and optimize teaching evaluation**

Under normal circumstances, primary school students lack self-awareness and judgment ability, and the people and things they come into contact with have a great influence on them. Teachers are the adults who have the most contact with students in school. When students communicate with teachers or participate in classroom activities, they will subconsciously observe teachers' behaviors and feel teachers' thoughts, which has a great impact on students. At the same time, for students, teachers have certain authority, so they will have a certain influence on students. Therefore, in order to ensure that students form correct moral concepts, teachers should set up a good personal image and exert a good influence of moral education under the idea of "cultivating virtues and cultivating people".

For example, in the class, some students do not communicate due to conflicts, and even bicker in the class for many times, which not only affects the study of other students in the class, but also adversely affects the growth of students. To this end, teachers can explain their own life experience to students, provide students with real cases, set an example of communication and exchange, guide students to actively communicate, and organize students to participate in activities that require solidarity and cooperation, so that students can exercise their ability to communicate and deal with people in the activities. This not only solves students' problems, but also exercises their sense of solidarity and cooperation.

At the same time, generally speaking, the evaluation of students during their growth has great

influence on students, especially the evaluation of teachers, which determines students' confidence and growth direction. However, most teachers lack moral education evaluation standards at present, so teachers should have clear standards, have some understanding of students in the evaluation, and adopt a scientific evaluation method. Primary school students are eager for attention and affirmation, so in the evaluation process, teachers should not focus solely on the performance of students, but pay attention to the comprehensive level of students to ensure that teaching evaluation can be effectively carried out. In the evaluation, teachers should adopt more incentive and encouraging evaluation methods. For example, if the teacher directly evaluates the problems existing in the class and the language is too straightforward and rigid, it will affect the mentality and thoughts of the students and even lead to the negative emotions of the students. At this time, if teachers change the evaluation method, they should pay more attention to students' shining points, actively encourage and guide students to manage and improve themselves, ensure that students can consciously restrain their own behavior, and realize the infiltration of the idea of cultivating people by virtue.

#### **4.3. Conduct home-school cooperation to cultivate moral awareness**

Moral education course can touch people's mind and enlighten people's mind. Therefore, moral education is not only the responsibility of teachers, but also the responsibility of schools and parents. The school is a small society for students, while the campus is a big family. Creating a good environment for moral education can make students feel the importance of moral education and realize the good growth of ideology, morality, values and other aspects.

As for the campus, we should strengthen the management of the environment inside and outside the school to create a good moral education environment for students. For families, classes and families can actively cooperate to provide conditions for the improvement of students' moral consciousness. Many students are spoiled, so the formation of domineering, arrogant character, but the sense of responsibility and dedication is relatively weak. Although many families attach importance to the physical health and academic education of their children, they fail to recognize the fundamental needs of growth. In many cases, teachers arouse students' moral awareness in the moral education classroom and the moral education atmosphere on campus, but students will forget what they have learned after going home. Therefore, families and schools should actively cooperate to strengthen the connection between them, so as to create an all-round moral education environment and strengthen the moral behavior of students. In addition to traditional home visits, parent-teacher meetings and other forms, school information and network vouchers can also be used to strengthen the connection between parents and school, build the linkage between family and school, apply moral education in teaching practice, create a good growth atmosphere of "society is school", so that students can feel the moral education in real time, and fully realize the ideological penetration of "fostering character and civic virtue".

#### **4.4. Carry out moral education efficiently with correct attitude**

In the practice of elementary school teaching, teachers tend to adopt a more severe attitude to educate and guide students, which can lead students to develop negative emotions and mood after being subjected to the education of teachers, and it is not good for the practice of moral education in elementary school.

In the practice of moral education in elementary school, it is necessary to carry out more efficient moral education, both in teaching and learning, and to communicate with students in a good tone and way, encourage students to actively communicate, flexibly guide students to understand their own problems and solve problems, so that they can play the effect of moral education. Not only that, but in the practice of moral education, teachers should also attach importance to the students'

physical and mental health problems, and to respect and protect the students' self-esteem, so that the students' psychological comfort is more comfortable, and the moral education is more efficient. Therefore, in the practice of moral education teaching in primary school, teachers should be flexible and clever in applying teaching methods, guiding students in a good manner, and using them to effectively play the effect of moral education.

## 5. Conclusions

Moral education is the key to the comprehensive development of students, and the moral education in the primary school stage can effectively promote the infiltration of the education, and meet the requirements of the new course and the education of the country. The teacher should fully clarify the understanding of the "fostering character and civic virtue" thought in moral education, such as the lack of evaluation standards for moral education teachers in primary school, and the lack of evaluation standards for moral education, and to solve these problems, to actively combine teaching practice to create effective teaching conditions. This paper, by using modern technology to create moral education, set up moral education, optimize teaching evaluation, conduct school cooperation, cultivate moral consciousness and other methods, and create good moral education for moral education, and cultivate students' ideological and moral consciousness and consciousness.

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