

Analysis on the Path of Moral Infiltration in Junior Middle School Subject Teaching

—Taking the S Middle School of Jinan as an example

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Abstract—In recent years, with the vigorous development of education and the continuous reform of education system, great changes have taken place in the school moral education in our country. As an important way of moral education, compared with inculcation, infiltration has got much attention, but there are still many problems in the junior middle school moral education, especially in the teaching of various subjects. Through interviews with five teachers of different subjects and positions in Jinan S Middle School, we can find that moral infiltration tends to be “weakening” and “by mistake”, which are reflected by lacking contents of moral education, instilling moral education as the main form and the dull form of moral education. With moral infiltration as the key word, by studying many domestic and foreign books, magazines, periodicals and papers, this paper has a deep analysis of the problem. And on this basis, five effective ways to strengthen moral infiltration in junior middle school are summarized.

Keywords—junior middle school; subject teaching; moral infiltration; paths of moral infiltration

I. INTRODUCTION

Since ancient times, moral education has been widely concerned by the domestic and foreign research. By starting from two clues, this paper researches on problems of moral education. But nowadays, with the globalization and the networking developing, we should deal with the current situation of moral education in subject teaching and make a concrete analysis. However, how to carry out the moral education effectively in junior middle school subject teaching has not been able to cause widespread attention.

II. THE MEANING OF MORAL INFILTRATION

So far, on the definition of moral infiltration, it has not formed a unified view. Studying different foreign and domestic academic researches, there are mainly four representative views:

A. From the Aspect of Moral Infiltration's Carrier

According to Yu Chaoqing, “Infiltration of moral education refers to a carrier of moral education, by which the educator's intention is sent to the educated unconsciously. And by

constructing a special atmosphere, teachers can infect the educated.”

B. From the Aspect of Moral Infiltration's Pattern

According to Chen Fajun, “Moral infiltration refers to a process, in which the moral goals are sent to the educated unconsciously and slowly by various channels, according to the relationship between moral education and other fields.” Bai Zhengmei also said: “Moral infiltration is a process combined teaching with education.”

C. From the Aspect of Comparing Moral Inculcation and Moral Infiltration

According to Zhang Yungui, “Moral infiltration refers to an education, instead of using a simple way to teach moral education, teachers should use scientific methods to combine the content of moral education with the specific scientific knowledge. And in the teaching of scientific knowledge, teachers can cultivate students' noble moral sentiments quietly, by creating and utilizing the situation, which have an educational significance of scientific knowledge.”

D. From the Aspect of Moral Education in Subject Teaching

According to Zhou Hong and Gao Changmei, “The infiltration of moral education is an education, which infiltrates moral education by means of the normal teaching of the subject and after-class activities. It is invisible to educate the students.”

In general, moral infiltration refers to a process, in which the educator can send their goals of moral education indirectly to their students, by consciously using educational resources, which is provided from educational organization, and using some relevant carriers and scientific method, in order to make the educated accept moral knowledge imperceptibly.

III. RESEARCH DESIGN

This research mainly selects the research object from the Jinan S middle school. This interview is based on the sampling of intention, pays attention to the generation of the sample. It comprehensively considers factors such as the teacher's number, their gender, age, position, character, the courses and the grade they teach and so on. This interview, based on the assumption of the representativeness of the selected case, selected 5

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different grades of cases from the first and second year (the school did not have the third grade) to conduct in-depth interviews. During the interview process, the recording pen was used for recording and made a lot of notes. The visit time is 8:30 to 11:30 on May 8, 2017.

The following table shows the basic situation of respondents:

TABLE I. BASIC INFORMATION OF THE TEACHERS INTERVIEWED

NO.	Gender	Age (year)	Position in the School	The courses they teach	The grade they teach	Number of years of teaching/ service (year)
J1	woman	49	Vice president of Moral Education	no	no	0/9
J2	woman	32	Psychological counseling officer	Psychological counseling and music teacher	Seventh grade	2/6
J3	woman	34	head teacher	Chinese teacher	Seventh grade	8/5
J4	man	55	no	Physics teacher	Eighth grade	34/0
J5	woman	28	no	English teacher	Eighth grade	1/0

From the above basic information, the choice of the interviewees is more representative: In terms of gender, there were four female teachers, one male teacher, and male teachers are less than female teachers. In terms of age, all teachers were born in the 20th century. Male teachers were born at the end of the 1950s, a female teacher was born at the end of the 1960s, and 3 female teachers were born in the 1980s. Teachers born at different times imply different thoughts. In terms of appointment and teaching, it includes a vice president in charge of moral education, a psychological counseling teacher (as well as a music teacher), and three teachers in different subjects (one of whom is the head teacher). In terms of the number of years of teaching, there are old teachers who have taught for 34 years, and new teachers who teach for one year, and in terms of the number of service, all three teachers have served for more than five years.

IV. THE CURRENT PROBLEMS OF MORAL INFILTRATION IN JUNIOR MIDDLE SCHOOL SUBJECT TEACHING

Through interviews, we can know that there are three main problems of moral infiltration in junior middle school subjects teaching:

A. Lacking Contents of Moral Education

In the practical teaching of subjects, in order to finish the teaching task on time, teachers of almost all subjects decide to treat the other subject knowledge indifferently, and to a great extent, they have a bad psychological to infiltrate moral education in their class, making the moral knowledge and the subject knowledge separate from each other, making contents of moral education less in the practical teaching and even producing a gap between the moral knowledge and the subject knowledge, affecting the effectiveness of moral education seriously. And it can lead to that the expansion of the teacher's

knowledge structure and the improvement of various qualities is severely restricted. [1]

B. Instilling Moral Education as the Main Form

Examination oriented education is rooted. Nowadays, while globalization and networking are developing at full speed, there are still existing some schools whose moral education way always stay in the old ages and this bad phenomenon is out of the new era's developing characteristics seriously. In the process of junior middle school subject teaching, the phenomenon is very common, that the teacher doesn't consider students' physical and mental development any more in the practical situation, they just teach the moral education content without any explanation, and require students to rote subject's knowledge blindly, all of which lead to the fact that knowledge is instilled by a rigid, stiff or strong way. [2] And in fact, this bad phenomenon neglects student's main study status seriously, so that students are still in the passive mode, namely "reading the bad book, reading the book without thinking", they can't grasp of moral knowledge effectively in time or on time. And from different degrees, it has restricted the scientific nature of the moral education in all subjects teaching, too.

C. Using the Full Form of Moral Education

Interest is the best teacher. [3] At present, in subject teaching, direct teaching method is used to teach moral content by most teachers, and it is rigid moral education teaching mode that makes it difficult to mobilize students' learning interests, and it is very easy to make students feel bored in the old long-term education, it can be a great challenge for schools to carry out moral education work effectively.

V. THE EFFECTIVE PATHS TO STRENGTHEN MORAL EDUCATION

The future is bright and the road is tortuous. At this stage, it can't be achieved without the cooperation of all teaching and research personnel, schools and faculty, if we want to effectively solve the series of problems in the infiltration of moral education in junior middle school subjects teaching. And in this paper, the following five effective paths are proposed:

A. Renewing the Idea of Moral Education

1) Establishing a Comprehensive Moral Education Awareness

Establishing a comprehensive moral education awareness means in the moral education aspect, the school and teachers should cultivate students' good knowledge, feelings, tenacity and behavior, should promote the comprehensive development of students in moral education. Nowadays, school and teachers' moral philosophy has been bounded for a long time, lacking of junior middle school students' comprehensive moral education. Therefore, establishing comprehensive moral education awareness can help the school and teachers to be aware of the moral education's important role played in the course of junior middle school subject teaching, as a result, can impose moral infiltration's effectiveness. [4]

2) Establishing a Full Moral Education Awareness

Establishing full moral education awareness means everyone in school should have a sense of educating people. Everyone, from professional teachers of ideological and moral

course to various subjects teachers, from school administration staff to logistic service personnel, should establish a concept, namely, "moral education first". Nowadays, in the junior middle school, to establish full moral education awareness, it is necessary to carry out the moral education work to a new height, and especially to strengthen the subject teachers' moral responsibility. Only by truly changing the old concept, the majority of teachers and workers will be able to combine teaching, management, service with education, and further promote the teachers' attention of moral education, realizing the normalization of moral infiltration.

3) Establishing a Whole Process Moral Education Awareness

Establishing whole process moral education awareness means all activities organized by schools and teachers should cover all regions of students. Nowadays, a series of unqualified activities organized by school must be dealt with seriously, encourage schools and teachers to expand activities of moral education actively and set up the full process consciousness of education, to achieve the long-term effectiveness of moral infiltration.

B. Excavating the Factors of Moral Education

1) Increasing the Content of Teaching Materials

In August 2015, the Ministry of education revised the Code for Primary and Middle School Students (revised 2015). Especially in moral education, the new code pays more attention to develop the students' value from the students' actual situation. The text is an important tool of infiltrating moral education. The new code should be the standard, in order to set the contents of the teaching materials. And it is necessary to renew material's contents following times' development. For example, Geography and science textbooks are not easy and not suitable to add contents of moral education, it needs to set up a target moral infiltration module in the teacher's book, to provide a suitable breakthrough point for teachers. It is easier for teachers to grasp the subject's knowledge and dig out the moral factors.

2) Carrying out Teaching in the Light of Its General Trend

Teachers must grasp the teaching material content in their subject teaching. And on the basis of using the teacher's book, teachers should dig out the moral factors related to subject knowledge and combine with the characteristics of the subject, should make the best use of the factor to carry out teaching. It is remarkable that teachers should adhere to the principle of moderation in the course of teaching. Whether in preparing lessons or in class, teachers should grasp the suitable time of moral infiltration. [5] In addition, teachers do not have to carry on the moral infiltration each class, but should flexibly permeate moral education, according to the actual situation of teaching.

C. Enriching Forms of Moral Education

1) Using a Variety of Teaching Methods

Moral education methods vary from person to person; teachers can choose appropriate teaching methods and carry out moral education in a flexible and natural way, according to the characteristics of the subject, teaching objectives, characteristics of students' physical and mental development.

On the one hand, teachers should adhere to the people-oriented, and teach students in accordance of their aptitude. That is to say, moral infiltration can't be focused only on the sermon or simple repetitive training; it must be based on students' practice. Teachers should respect student's individuality and the subject position, fully consider students' independent thinking ability, and cultivate students' learning interest of moral initiative. On the other hand, teachers should carry out emotional education and develop education with emotion to eliminate as many troubles as possible between teachers and students, which are caused by differences in status. [6] Junior middle school students are rebellious, but they want to get much recognition and understanding. In subject teaching, if teachers can grasp the students' psychology, can respect and understand their students and can encourage them to participate in the subject teaching actively, students' initiative will be improved.

2) Using Modern Teaching Methods

Since the 21st century, network technology has been developed by leaps and bounds. In the actual teaching process, teachers should keep pace with the times; make good use of various network platforms to infiltrate moral knowledge in a variety of forms. Before class, teachers can collect video, pictures, and music, which are positive, healthy and comply with students' interests, to broaden the knowledge, and enriching the content of classroom teaching. In class, by using advanced network software, teachers can carry out their subject teaching easier, and can infiltrate the related content of moral education. After class, teachers can upload courseware to the different network platform to help students consolidate the knowledge and moral content. Which worthy of note is that the network is a double-edged sword; teachers not only should correctly use modern teaching means, but also should strengthen the guidance of students to learn to identify the network information and avoid going bad. [7]

D. Purifying the Environment of Moral Education

1) Shaping a Good Environment

The school environment, such as building, school spirit, style of teaching and study, has a significant guiding role for students. This kind of guidance can help students to establish the correct values subtly. [8] Therefore, the school must timely resist the vicious changes in junior middle school environment, and build a beautiful material environment and a positive cultural environment, to cultivate students' sentiment virtually and exercise their will, providing a good atmosphere for teaching in the work of moral infiltration.

2) Trying to Be an Infectious Model

Nowadays, for improving the effectiveness of moral infiltration in junior middle school subject, it is very important that teachers should try their best to be an infectious model. On the one hand, teachers should develop their ability of moral infiltrate. Students have special feelings for teachers; as a result, the teacher should develop all their potential in the process of subject teaching, and naturally impart knowledge without any word. On the other hand, it is necessary to pay attention to teachers' image building. The subject teacher, when he or she is infiltrating moral education, should be an "expert of three

aspects”, and should be strict with him or herself, keeping the dress appropriately.

E. Perfecting the Mechanism of Moral Education

1) Perfecting Moral Education Mechanisms

It is obvious that the division of moral education more or less can cause a lot of problems. To solve these problems, the first thing schools should do is to set up institutions of moral education, according to the actual moral situation of the school and set up a set of corresponding moral positions, to identify the responsibilities among different positions and to correct teachers’ moral attitude. Only in this way can schools form a system and make the whole school teaching staff establish a comprehensive, a full and a whole process consciousness of education. And this way can also purify environment of school’s moral education, realizing the moral infiltration’s long-term developing.

2) Improving the Training and Evaluation System

After perfecting moral education mechanisms, the school should carry on training and assessment about moral infiltration’s methods. On the one hand, it is by carrying out training that teachers have many opportunities to exchange their experiences with each other and base on their own reality to choose which method is the most useful one, promoting the professionalization of school moral education team. On the other hand, by assessing other teachers’ methods, teachers’ consciousness of moral infiltration have been strengthened and the effectiveness of moral education in the subject teaching been strengthened.

3) Establishing a Reward System

After improving the training and evaluation system, the school needs to establish a reward system to motivate teachers’ enthusiasm to infiltrate moral education. On the one hand, the school should increase investment in the moral education aspect. Whether it is funding or energy, or professional moral educator, the school should provide a good moral environment as far as possible, culture and retain the professionals of moral infiltration, to strengthen the team of moral education. On the other hand, the school should perfect the incentive and guarantee mechanism of moral education team. No matter who is outstanding in moral infiltration, the school should reward them reasonably, fully mobilizing their enthusiasm to continue to work for moral infiltration and school’s moral education will reach new heights.

VI. CONCLUSION

The major conclusions are as follows:

1) Nowadays, in our country, problems in junior middle school subject teaching mainly exist in three aspects: firstly, lacking contents of moral education; secondly, instilling moral education as the main form; thirdly, the dull form of moral education.

2) Nowadays, in view of the problems of moral infiltration in junior middle school, the reasons are as follows: firstly, teaching materials lack of moral education content, including textbook and teacher’s book; secondly, the backward moral education idea, namely, examination oriented education is rooted, the system of moral education is not perfect, and moral education environment is not good; thirdly, the changes of teachers’ teaching behavior, namely, teacher’s thinking is imprisoned by traditional moral education thinking, and teacher’s behavior is forced by realistic pressure to study.

3) Aiming at the main problems existing in the moral infiltration of junior middle school subjects in our country, the author puts forward five effective ways. Firstly, renewing the idea of moral education. Namely: establishing a comprehensive moral education awareness sense, establishing a full moral education awareness, and establishing a whole process moral education awareness. Secondly, excavating the factors of moral education. Namely: increasing the content of teaching materials, and carrying out teaching in the light of its general trend. Thirdly, enriching forms of moral education. Namely: using a variety of teaching methods, and using modern teaching methods. Fourthly, purifying the environment of moral education. Namely: shaping a good environment, and trying to be an infectious model. Fifthly, perfecting the mechanism of moral education. Namely: perfecting moral education mechanisms, improving the training and evaluation system, and establishing a reward system.

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