Exploration and Practice of Narrative Moral Education in Primary Schools

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Abstract: *In combination with the key experimental project of Guangdong Province "Research on Narrative Moral Education Model in Primary Schools" carried out by the school, this paper carries out theoretical discussion according to the application principles of narrative moral education, analyzes the meaning of narrative moral education, determines the research objectives and contents of the project, formulates research approaches, proves the necessity and importance of narrative moral education research through practice, and also raises the understanding of research on narrative moral education.*

Keywords: Narrative moral education; primary school; Exploration; practice.

1. INTRODUCTION

In the past, the role of moral education in primary schools ignored the main role of students; In terms of methods, they pay more attention to the formation of students' behavior habits, the preaching of ideas and the introspection of moral personality, but pay less attention to the laws of the process of moral internalization, especially how moral education requires to enter the mind through the moral cognition and emotional experience of the subject; In terms of concept, we should attach importance to intellectual education rather than moral education, and pay too much attention to knowledge instillation; In the organization and arrangement of moral education activities, there is randomness and fragmentation. Class meetings and team activities are laissez-faire, ignoring the regularity of moral education; In terms of content, disorder, lack of pertinence and timeliness make students unable to form a stable internal motivation mechanism for truth, beauty and goodness. This not only greatly weakens the role of school education, but also leads to students' lack of self-discipline ability. The campus hot issues such as inferiority, weariness of learning, advanced consumption, and early love for stars are becoming more and more serious. The five-day school education is easily offset by the negative social phenomenon of weekend contact, As a result, the effect of school moral education is vain. Therefore, in the new era, Lindong Primary School boldly reforms and innovates the moral education model and carries out narrative moral education research to enhance the effectiveness of moral education.

2. THEORY AND PRACTICE

2.1 The connotation of narrative moral education

Narrative moral education is an educational way for educators to influence and promote the healthy growth of learners by narrating stories or life events with educational significance. It is also an effective way for teachers and class teachers to conduct ideological and moral education for students and promote the moral development of learners. Educators can narrate the direct life experience of reality, or the indirect life experience of literature and history, such as the deeds of characters, fables, fairy tales, and idioms. Through the rational exchange, understanding, reflection, and evaluation of the narrative content, they can promote the process of moral cultivation and development of students. Narrative moral education is a complete process of moral education and moral character formation. It is not simply to describe a moral event, but to analyze, discuss and refine the moral values contained in the event itself on the basis of moral event narration, so as to understand life, understand oneself, understand others and society, and then achieve the goal of moral self-construction. Narrative moral education is very helpful to change the inefficient phenomenon of moral education, internalize students' perception into students' morality, and comprehensively improve the effectiveness of moral education.

2.2 Research objectives

(1) We should guide all teachers to learn and apply the theory of narrative moral education, and comprehensively implement narrative moral education in all fields and links of school moral education and teaching work, so as to

further enhance the scientificity and effectiveness of school moral education and teaching work.

(2) The implementation of narrative moral education will exert a subtle influence and education on our students, constantly improve their narrative learning ability and emotional quotient, guide them to develop good behavior habits, and improve their personality cultivation and comprehensive quality.

(3) Through exploratory research, the school-based model of narrative moral education and the characteristic brand of school moral education are summarized and formed.

2.3 Narrative moral principles

The principle of narrative moral education is the criterion that must be followed to carry out narrative moral education and ensure the effectiveness of narrative moral education, and is the requirement of the characteristics and laws of narrative moral education. Effective narrative moral education should follow the following four basic principles in the application process.

(1) Story principle.

Story is the experience process of real life, while narration is a way for people to feel, experience and reflect on real life. The main characteristics of stories are situational and plot. The reason why the story moved and touched people is mainly the situational and plot nature of the story.

(2) Narrative principle.

"Narration" is a kind of education method with language as the main means, usually in the form of narration, narration, narration, etc., but it is always connected with stories, events and things with ideological and moral education significance in real life. Narration with "events" as its basic content is called "moral narrative". Narration is a simple and emotional way of moral education, which is characterized by authenticity, image, vividness and sensibility, and makes students feel like they are in the scene. Narration is the most powerful way to make students feel strongly.

(3) The principle of moving.

Perception and reason are the purpose of narrative moral education. The basis and premise of perception and reason are storytelling, while the core and key are emotional emotion. Therefore, the principle of moving people with "emotion" is the most fundamental and representative principle of narrative moral education. Lack of emotional emotion and experience, the narrative of moral education with "things" moving, "narration" educating and "reason" guiding people will be passive water, pale and powerless. Only with emotion and strong emotion can we bring profound insights! Strengthening the "moving index" of the story and narration is the key to improve the effect of narrative moral education.

For example, during the Wenchuan earthquake, in order to mourn for the people who lost their lives in the earthquake, the school organized all teachers and students to hold a silent mourning, accompanied by sad music, and at the same time, a teacher read the most touching poems in the earthquake with emotion—"The child quickly grasped the mother's hand", many teachers and students were filled with tears, and then the whole school teachers and students extended a helping hand to the people in the disaster area

(4) The principle of enlightenment.

Narrative moral education is a process of guiding people with "reason". Ideology, education and enlightenment are the original and proper meanings of narrative moral education. The touching plots and scenes created by the narrative process, in a pleasing way, unconsciously bring people into a poetic and imperceptible aesthetic world, touching, moving, understanding, touching the heart, enlightening the mind, touching the heart, penetrating the brain, and making people involuntarily accept the truth, so as to produce the effect of silent love and education without trace.

2.4 Research approach

(1) Narrative theme class meeting

The theme of the weekly class meeting is determined by the head teacher of each class, and the school will formulate a unified class meeting theme from time to time according to actual needs. Narrative moral education mode should be used in the theme class meeting, which requires teaching plan, implementation and reflection. Relevant stories should be prepared according to the theme, and students should be guided to understand life, understand themselves, understand others and society through narration, understanding, discussion and evaluation, so as to achieve the goal of moral self-construction.

(2) Narration in the speech under the national flag

The speech under the national flag should abandon annoying preaching, find relevant materials according to the theme of expression, use the mode of narrative moral education, enhance the interest and effectiveness of the speech, and enable all students to enter the mind and reach the state of "self-discipline".

(3) Narrative subject teaching

Moral education and intellectual education cannot be separated, and education and teaching cannot be separated. Moral education should run through all aspects of school education. All kinds of situations encountered by teachers of all disciplines in the process of teaching can be guided and educated by means of narrative moral education, so as to achieve the goal of intellectual education by letting learning go from feeling, feeling, understanding to introspection.

3. PRACTICAL RESULTS

Since the narrative moral education project was launched in Lindong Primary School, through the joint efforts of all teachers, it has achieved very good results.

3.1 Strengthening the working status of moral education

For a long time, the school moral education work belongs to the "software" configuration, "it is important to say, secondary to do, and not to be busy". With the in-depth development of the narrative moral education topic, the moral education work of the school has changed from "software" to "hardware", which has changed the situation that the moral education work has no clue, no rules, great flexibility, and is difficult to implement. Leaders, class teachers, and teachers all feel that the current moral education work has clear ideas, specific arrangements, and convenient operation. The school also regards moral education as one of the important contents of quality education and teacher evaluation.

3.2 Improve the quality of moral education workers

At first, many teachers were afraid of being class teachers. On the one hand, they lacked confidence, on the other hand, they felt lack of methods. They thought that "the old method is not effective, and the local method is not". It's really a bit "Qiandonkey has poor skills". In the process of carrying out the research on narrative moral education, the school has invited experts to listen to lectures and give special lectures for many times, sent backbone teachers of moral education to study outside for many times, and held moral education forums for experience exchange. The majority of moral education workers have constantly groped in practice, gradually mastered the rules and methods of narrative moral education, so that many campus hot spots and class difficult problems can be solved easily, and also cultivated a number of backbone moral education. The school narrative moral education question won the first prize of Guangdong Province for moral education achievements.

3.3 Comprehensively improve students' ideological and moral quality

Since the research of narrative moral education, students' moral consciousness has been greatly enhanced. Now the uncivilized phenomena such as littering, spitting everywhere, speaking foul language and cheating in exams have been greatly reduced in schools; The students' sense of gratitude has improved significantly. According to parents, many students who used to do little housework now often do housework and are more filial to their elders than before; The attitude of learning has also been corrected a lot

4. UNDERSTANDING

4.1 The preparation and processing of "story material" should be accumulated

Story material is the basis for the practical application of narrative moral education. The source of story material depends on moral educators and class teachers to be conscientious people, pay more attention and accumulate. The more preparation, the more sufficient it will be, the more comfortable it will be in practical application. On the basis of everyone's collection and accumulation, the establishment of the school's material resource library can also play a role in resource sharing and enhancing efficiency. At the same time, the story material should be derived from life, moving plot, vivid and interesting, giving people a fresh aesthetic feeling, leaving room for imagination, giving life theme, etc.

4.2 Maximize the effectiveness of narrative moral education by constructing special websites

The scientific use of network is an important means to give full play to the advantages of modern educational technology. The effectiveness of narrative moral education can be greatly improved by constructing a special website:

(1) Share resources and spread practices and experience.

Upload the narrative moral education practice results (teacher: process record, case analysis, educational reflection, educational paper, teaching essay, survey report, etc.; student: diary, listening (watching) feeling, manuscripts, survey report, action record) and narrative moral education materials (story text, video, audio pictures, teaching courseware, etc.) to the special website for the convenience of peer learning and reference.

(2) Exchange and interaction for common progress.

The online forum of narrative moral education is set up on the special website to facilitate the communication and interaction between teachers and experts, students, parents and peers, and achieve the goal of common promotion.

4.3 Guide students to participate in "research" learning.

In the process of narrative moral education research, we should pay attention to guiding students to participate in some research-oriented learning in a task-driven way, so that students can improve their ability to find and solve problems in active participation and personal experience, and improve their moral discrimination, so as to realize the deep awakening and internalization of students' moral consciousness.

5. CONCLUSION

Narrative moral education is an innovation in the moral education work of Lindong Primary School. It should also be an important means for the school to implement quality education. It should be promoted. Let's narrate in life and in research; Research in narration, educate people in narration, and let students grow "healthier, smarter, and happier"!

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