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## On the Development of Moral Education Curriculum in China from the Perspective of Personal Growth

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### Abstract

From the perspective of personal growth, the development of school moral education curriculum from the 1990s to the 1920s is tortuous. Generally speaking, moral education curriculum has developed from incomplete curriculum content, low status and few full-time teachers to gradual enrichment of curriculum content and form, more perfect curriculum system and more obvious life tendency. In the graduate stage, moral education curriculum is abstracted as systematic knowledge, which is quite different from the previous moral education curriculum. Moral education curriculum plays an important role in students' growth process, which is mainly reflected in three aspects: guiding students' growth direction, standardizing students' growth path and improving students' ideological realm. Finally, the future moral education curriculum needs to further reduce the unbalanced development between the East and the west, and make the moral education curriculum more life-oriented and comprehensive.

**Keywords:** Moral Education Curriculum, Development Process, Personal Growth Perspective, Essence of Moral Education

### Introduction

#### 1. The Development of Moral Education Curriculum

The moral education curriculum I understand is a series of courses to cultivate students' morality. It is an important way for schools to cultivate and shape people. Students' personal moral quality is one of the important standards to measure the quality of a school.

From entering primary school to becoming a graduate student, moral education in our institute mainly takes two forms: one is the moral education curriculum specially organized by the school and taught by special curriculum teachers according to the national curriculum requirements, which can also be called explicit moral education curriculum; Second, the curriculum that permeates various teaching activities in the school and has an impact on students' moral development can also be called implicit moral education curriculum. Here only the explicit moral education curriculum is the key point of discussion. First of all, as far as primary school is concerned, moral education courses are mainly ideological and moral courses. Although the name of the course has not been clearly remembered, compared with the study of main subjects such as language and mathematics, the study of moral courses is not valued, the content of teachers' classes is not systematic, and the content of classes is relatively single. Most of them are the promotion of good morality such as abiding by the law and collecting money. Then, the moral education curriculum in junior middle school is richer in content, involving patriotic emotion education, ideal education, conscious discipline education and so on. However, most of the teachers in class are head teachers, and there are no specific moral education curriculum materials, but take the cases in life as the supporting materials to alert us. Compared with junior high school, the most prominent point is that the time of moral education curriculum is often not guaranteed. The more we get to the grade of the entrance examination, the more the moral education curriculum becomes the key object occupied by teachers. At the university stage, the contents and forms of moral education courses are more and more rich. They are often taught by full-time teachers. At the end of the term, students will also be organized to conduct course assessment, but the questions given

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by teachers are relatively simple and it is easier for students to learn. At this stage, the moral education curriculum has been more inclined to the study of theoretical curriculum, and the moral education knowledge and thought have been further deepened.

In short, from the stage of my personal growth, the development of moral education curriculum has developed from the initial incomplete curriculum content, the low status and lack of attention of moral education curriculum in the school, and the few full-time teachers of the curriculum to the gradual enrichment of curriculum content and form, the improvement of moral education curriculum system, and the tendency of humanization, comprehensiveness and life. What is the development of moral education curriculum in contemporary China? From the research results of CAI Wenbo and Chang Lu, we can see part of the development of moral education curriculum. Since the 21st century, the discussion on "moral education" has gradually deepened, but there are differences in the development of moral education in the central and western regions, such as how to integrate moral education curriculum with students' real life, how to maximize the function of moral education curriculum, and how to support reasonable moral education teaching materials, they are all problems existing in the development of moral education curriculum.[1]

## **2. Differences Between Moral Education Learning in the Past and Graduate Stage**

There are two main characteristics of moral education before the graduate stage: one is that the content of moral education is practical. Looking back on the moral education courses I have learned in the past, I find that the lower the age, the more life-oriented the moral education curriculum is. This kind of course is more to point out what to do in the face of what kind of situation. Through the study of this kind of course, students can more clearly know some social moral standards and apply what they have learned to practice when they encounter relevant situations; Second, the method of moral education is relatively single. In primary school, teachers mainly imagine some scenes. For example, on the way home from school, they see the money in others' pockets fall out. What should they do at this time? Through the conception of these situations, teachers teach students some moral standards; In the middle school stage, the study of moral education is more like the teacher's teaching of the school's rules and regulations. Teachers let us memorize some moral norms through repeated times. In short, usually, teachers do not further study the teaching of moral education curriculum. Therefore, the function of moral education curriculum has not been maximized.

The main characteristics of moral education learning in graduate stage: mainly based on abstract theory. Entering the graduate study stage, the content of moral education curriculum is more abstract theoretical knowledge, more emphasis on guiding and standardizing students' ideological values, which is conducive to the in-depth development of students' thoughts. These abstract moral theories are often more logical and systematic. Students can form a more systematic logical framework for the knowledge of morality. The moral education curriculum in the graduate stage is more to guide students how to think about the shortcomings in real life. Through this stage of learning, students' moral quality has a qualitative leap.

## **3. The Essence of Moral Education and its Value to Personal Growth**

### **3.1 The essence of moral education**

The essence of moral education is an important issue in the theoretical research of moral education. Different scholars have different views on the essence of moral education. I agree with Feng Wenquan's definition of the essence of moral education: "moral education is an education in which educators transform the moral norms and requirements respected by a certain society into the individual morality of the educated".[2] Then, to measure whether the goal of moral education curriculum is achieved, it depends on whether the learners internalize the norms and requirements of social morality into their own quality through the study of moral education curriculum. In the process of my personal growth, the most profound and touching thing for me is often not the rules repeated thousands of times by teachers in the classroom, but the really meaningful activities organized by the school. Compared with the constant dogma all the year round, some things I experienced personally can impress me more. In the second grade of junior middle school, my school was a poor middle school in the town. The school buildings were in disrepair all year round and the teaching was lack of various instruments. My brothers and sisters from a university in Chengdu took out their pocket money and took to the streets to raise some charity money for us. I remember that "hand in hand activity" so far. Such activities are not only to update our teaching equipment, but also to deeply plant the seed of love and the feeling of "reaching the goal and helping the world" in the hearts of every student. That "irregular" moral education teaching has benefited me a lot so far.

### **3.2 The Significance of Moral Education Curriculum**

Although some moral education courses I have come into contact with are not as rich and colorful as those in developed cities, it is undeniable that moral education courses have played a significant role in promoting my growth. I think the value and significance of moral education curriculum are reflected in the following three aspects.

First, the moral education curriculum guides the direction of students' growth. President Xi Jinping once said that the buttons of life should be fastened from the very beginning. So how to buckle the first button and how to buckle it? This requires students to learn the wisdom of life from moral education courses. We often say that we should cultivate students into people with all-round development of morality, intelligence, physique, beauty and labor, and moral education curriculum is obviously an important way to cultivate students' moral quality. Students first need "adults" before they can "succeed". In the moral education curriculum of Laizhou No. 1 middle school, we can see that the school attaches importance to students' "adults". For example, the summer vacation assignment of the school in a certain year is "cook at least two meals for parents every week, cook at least two home-made dishes each time, and write down their experience for parents' feedback and evaluation". Through these practical assignments, students can at least feel the hardships of their parents' cooking, so as to be more grateful to their parents and filial to their parents.

Second, moral education curriculum regulates students' growth path. After all, students need to grow up by

themselves, but in the process of growing up, they will inevitably face some temptations and some pain. The study of moral education curriculum reduces the time for students to "take detours", cultivates students' sense of responsibility, and enables students to stand the test in the face of temptation. We say that the ultimate goal of school education is to cultivate students who are useful to society and in line with social norms. I always agree with Dewey that school education should be growth and life. Moral education curriculum also needs to face the growth needs of students and provide more help for students' growth. Last year, in the internship school, I participated in the spring hiking plan organized by the school. The whole activity needs to walk 20 kilometers. At eight o'clock in the morning, the students were ready to go and didn't return to school until six o'clock in the afternoon. In the process of hiking, I passed some famous scenic spots around the school. Every scenic spot has a teacher with a loudspeaker to introduce some historical stories of these scenic spots to the students. At noon, we rest in a wetland park. Teachers and students share their dry food and fruits, and talented students show their talents. After a journey of more than 20 kilometers, many teachers and students were exhausted, but in the students' composition a week later, I saw the growth of students "exercise their will and feel that they can do better in learning in the future", "help each other and help each other with the students when they are very tired, and finally finish the whole journey without giving up. I feel a sense of achievement" and so on. These experiences can really improve students' moral quality only after they have a deep understanding.

Third, moral education curriculum improves students' ideological realm. In moral education courses, teachers often share some advanced figures and revolutionary heroes with students, and these figures are the models for students' growth. In case of difficulties, some model figures learned in moral education courses provide us with a steady stream of energy to move forward. At the same time, some moral education courses help students better understand history and culture. In the edification of history and culture, students can better improve their cultural cultivation. In addition to helping students improve their ideological and moral cultivation, they can also improve their ideological realm. They can make reasonable judgments and choices in the face of major events in life, the conflict of interests between "small family" and "everyone", and the prosperity and adversity of life.

#### **4. The Future Development Trend of Moral Education Curriculum**

In view of the shortcomings in the development of moral education curriculum mentioned above, the future moral education curriculum needs to be further studied and deepened in the following aspects:

##### **4.1 Committed to Reducing the Unbalanced Development of Moral Education Curriculum in the East and West**

Some problems in the development of moral education are the problems existing in the whole education. In order to solve the educational unfairness in the central and western regions of moral education curriculum, we need to fundamentally solve the unfairness in education between regions, urban and rural areas. Researchers need to further

deepen the research on the allocation of moral education curriculum resources, the training of moral education teachers and the rationality of moral education teaching materials.

##### **4.2 The Life and Integration of Moral Education Curriculum**

The development of moral education curriculum needs to follow the logic of students in different stages, take students' age characteristics as the starting point, take students' real life as the main source, and take the theme activities closely related to students' life as the carrier. At the same time, the curriculum content of each school section strives to reflect multiple values, integrate the content of multiple disciplines, face the whole life world gradually expanded by students, and expand from closed textbooks to all subjects that are meaningful and interesting to students, so as to better promote the growth of students.

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