

Research on the Implementation Mechanism of Secondary School Fostering Virtue through Education

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Abstract

This study fully recognizes the importance of the implementation mechanism of Fostering virtue through education in the current middle school stage, conducts research and exploration from both theoretical and practical aspects, deeply explores the historical mission, era responsibility, specific connotation and value significance of Fostering virtue through education in the new era, and summarizes the common problems in the implementation of it in China's middle schools according to school cases. According to the five major education modules, the mechanism for implementing the fundamental task of Fostering virtue through education is summarized, and specific measures are proposed to effectively monitor the tasks of Fostering virtue through education in schools, gradually realize the integration and connection between the monitoring and evaluation and the existing education evaluation system , strengthen and improve multi-dimensional evaluation, establish a supervision and accountability mechanism based on evaluation results, in order to implement the fundamental tasks of Cultivating Talents, and ensure the realization of socialist builders and successor training goals for the comprehensive development of morality, intelligence, physical fitness, beauty and labor.

Keywords

Foster Virtue through Education; Secondary School; Comprehensive Development; Monitor and Evaluation.

1. Introduction

In March 2014, the Ministry of Education issued the Opinions on Comprehensively Deepening the Curriculum Reform and Implementing the Fundamental Tasks of Fostering virtue through education, in which the important value significance of Fostering virtue through education was clearly stipulated, and set it as the core of the development of socialist education with Chinese characteristics, and also an important requirement for realizing the all-round development of students themselves. Since the 21st century, curriculum reform has continuously promoted the deepening of the education system, so that China's education is both satisfied with the times and has regularity. As the fundamental task of education, fostering virtue through education vigorously promotes the continuous reform of the way of educating people, so that China can improve the quality of the people while improving the level of education, which is of great value to the construction of a strong country in human resources, the forward-looking development of education.

General Secretary Xi Jinping proposed at the National Education Conference that it is necessary to integrate Fostering virtue through education into all aspects of education and run through all fields of education. The middle school stage is in the critical period of students' growth, and the implementation of the fundamental task of Fostering virtue through education in school has very important practical value and long-term significance. Therefore, secondary school education needs to take Fostering virtue through education as the banner of education, strictly

follow the party's education policy in terms of political direction and values, uphold the school's founding culture and education goals, and cultivate more outstanding students for the society. General Secretary Xi Jinping insists on Fostering virtue through education as the central link. In 2016, General Secretary Xi Jinping delivered a speech at the National Conference on Ideological and Political Work in Colleges and Universities. In the report of the Nineteenth National Congress of the Communist Party of China, General Secretary Xi Jinping further pointed out, "It is necessary to fully implement the party's education policy, implement the fundamental task of cultivating people with moral integrity, develop quality education, promote educational fairness, and cultivate socialist builders and successors with all-round development of morality, intellect, body and beauty." At the plenary education meeting held in 2018, General Secretary Xi Jinping clearly pointed out the path of Fostering virtue through education, emphasizing that "adhere to the Fostering virtue through education as a fundamental task" and "integrate the Fostering virtue through education into all aspects of ideological and moral education, cultural knowledge education, and social practice education, and run through all fields of basic education, vocational education and higher education." [1]

2. Research on the Implementation Mechanism of Fostering Virtue through Education

In the context of the new era, Chinese scholars have further determined the connotation of Fostering virtue through education. Scholars have reached a unanimous understanding of the status of "Cultivating morality", such as Liu Na (2014) who believes that it is the foundation of educating people. Li Li points out that "morality" is the primary criterion for testing talents [2], and Dai Rui points out that "Cultivating morality" is the premise and foundation of "educating people". On this basis, some scholars have put forward the specific connotation of Fostering virtue through education, such as Liu Na pointed out that "Cultivating morality" and "educating people" are closely combined to construct a comprehensive target system, which is mainly divided into three levels: people with virtue, professionals and personalities [3]. Xiaohua Li (2018) pointed out that "Fostering virtue through education" must adhere to the historical task of cultivating builders and successors, and it must adhere to the political direction guided by Marxism. Persist in using socialist core values to guide value orientation [4]. Li (2019) attaches great importance to the role of "morality", which emphasizes that fostering virtue through education should synthesize the historical connotation and the connotation of the times, and combine social morality such as personal morality and socialist core values. Ye Yan (2015) considered the effectiveness of moral education in colleges and middle schools, highlighted the need to run the education of ideals and beliefs through the whole process of learning and life in all school sections, vigorously carried out social practice education, strengthened online ideological and political education, and deepened the study and education of the Chinese dream. Secondly, through physical education and aesthetic education to improve students' physical quality and artistic literacy. Finally, improve the level of teacher morality and professional ability of teachers, vigorously strengthen the construction of teacher ethics and teaching style, and strive to improve teachers' professional ability. Li Mei (2019) suggested that the implementation of the fundamental task of Fostering virtue through education in middle schools also needs to mobilize all members of the school, citing all aspects of curriculum, teaching and cultural construction, based on the whole stage of student development, to carry out all-round education, mainly including four aspects: curriculum education is to establish a distinctive, scientific and systematic school curriculum system; teaching and educating people is to implement it through two ways of excavating existing moral education content and supplementing non-existent moral education content; cultural education refers to the spiritual culture of the school 3. Institutional culture and behavior

culture are carried out. Joint education refers to the formation of an all-round pattern of multi-party coordination between schools, families and society [5]. Jian Jun Feng(2019) pointed out that it is necessary to build the main channel for schools to implement Fostering virtue through education: schools should educate people in curriculum, teaching, culture, culture, culture, activities, management, and staff [6]. The Research Group of the Curriculum Teaching Research Institute of the Chinese Academy of Educational Sciences (2017) pointed out that deepening the curriculum reform is an inevitable requirement for the implementation of the fundamental task of Fostering virtue through education: First, integrate the core socialist values into the whole process of curriculum reform and realize the whole process of educating people; The second is to improve the curriculum standards and the construction of teaching materials, and realize the education of knowledge and culture; The third is to deepen the reform of classroom teaching and realize it.

3. The Practical Dilemma of the Implementation of the Work of Fostering Virtue through Education in Secondary Schools

In September 2016, General Secretary Xi Jinping stressed in a discussion with teachers and students of Beijing Bayi School that basic education is the cause of Fostering virtue through education [7]. In recent years, middle and middle schools across the country have actively carried out practical exploration, and achieved useful results and practical promotion experience. However, on the whole, in the process of implementing this fundamental task, middle schools in various localities are still facing some common problems that cannot be ignored. These problems can be roughly summarized into the following aspects:

3.1. It is Difficult to Educate People in a Way that is in Line with the Actual Situation of Students' Growth

Although the importance and necessity of cultivating people with virtue have been repeatedly emphasized by the vast number of educators, we still need to use specific social practice as a carrier to cultivate socialist builders and successors who can develop morally, intellectually, physically, aesthetically, and labor in an all-round way. The way of educating people in many schools has a tendency to be disconnected from student life and social reality, which is difficult to meet the actual situation of students' growth. The main reason is that the education and teaching methods under the orientation of knowledge and achievement have occupied the mainstream in secondary education for a long time, and the Fostering virtue through education have evolved into traditional subject teaching in the actual implementation work, which is separated from the real life field of students' character and virtue cultivation, and lacks a certain continuity in the vertical direction.

Fostering virtue through education is a systematic continuity project based on the student life practice and promoting the all-round development of each student, which requires the school to create a good nurturing environment, provide a certain practice platform, and create a living world for students that is conducive to their growth and talent, so that they can harvest growth in participation and experience. Therefore, the original didactic and one-dimensional way of educating people obviously does not conform to the internal logic of Fostering virtue through education, nor does it conform to the internal laws of the growth of middle school students and adults. At the same time, under the background of the new era, the environment for educating people and the environment for student growth have undergone major changes, and the development of the Internet, big data and artificial intelligence has put forward new tasks and new requirements for the work of fostering virtue. How to adapt to the new era, based on its own conditions and led by a certain cultural and educational concept, to create a new way of educating people with practical and experiential characteristics has become a challenge for all schools to fully implement the fundamental task of Fostering virtue through education.

3.2. Discipline Education Lacks Sufficient Effectiveness

To implement the fundamental task of Fostering virtue through education, subject teaching is the main channel and the most direct way, but from the current point of view, the role of discipline teaching in the practice of secondary education in various places has not been effectively played. There are many reasons for the lack of effectiveness in the education of disciplines, and Zhengzhou Wai Chinese Middle School believes that the school's "curriculum objectives are too general, most of them are generalized, ambiguous, and lack integrity, precision and sequence". The moral growth of secondary school students depends on the cultivation of good behavior habits, especially specific key behaviors, and it is difficult to truly implement the abstract and general curriculum goals. The lack of teachers' understanding and grasp of the meaning, value, content, characteristics, methods, and laws of discipline moral education and curriculum politics is another reason for the lack of practical results in the education of disciplines. Although the state has set up "Ethics and Rule of Law" as a key curriculum for middle school Duan Li De Shuren, the comprehensiveness of the work of educating people requires other disciplines to jointly undertake the task of moral education, and it is necessary to tap the resources of other disciplines to form an overall synergy of curriculum education. However, the current educational practice mainly stays in the platter-like addition, and the discipline moral education lacks organic integration. In addition, the implementation of the school curriculum with the goal of educating people should not only focus on the subject teaching classroom, but also require the activity classroom to allow students to obtain a concrete experience. In recent years, China's middle school student activity curriculum and comprehensive practice courses have been developed to a certain extent, but these courses are mainly implemented in fragmentation, lack of effective integration and difficult to form a system, so their educational value has not been effectively excavated, and its superficial and formal effects are greater than substantive effects.

3.3. The Lag in the Evaluation System has Led to a Lack of Internal Impetus for the Work of Educating People

The overall promotion of the fundamental task of Fostering virtue through education needs education evaluation to provide them with an inherent driving force, but because the traditional "five only" education evaluation method has been accumulated for a long time, the reform of secondary education evaluation in China still needs to be further promoted in practice. For example, Jinan Tianqiao District Experimental Middle School mentioned the imbalance of the current center of gravity of educational evaluation content. The reason is probably that in the context of the current test-oriented education, too much pursuit of scores as a standard for measuring students, educational evaluation and the overall education of the school do not match. Although many schools have improved the work of educating people in many aspects, the evaluation system of the "small ascension to the beginning" examination in the region has not made corresponding changes, resulting in insufficient motivation for the reform of school education practice. In addition, the educational evaluation indicators are too general or single, so that the evaluation indicators are inconsistent with the content that should be examined in reality, and the evaluation is difficult to combine with the specific performance of students, and it has not played its due guiding role. In addition, due to the failure of parents, society and students to participate in the evaluation of education, the evaluation subject is too single, especially for students as the main body of education, their intrinsic motivation and enthusiasm have not been effectively stimulated, so that the overall education work of the school is also restricted by it.

4. Research on the Implementation Mechanism of Secondary School Fostering Virtue through Education

4.1. The "Five Major Education Modules" Implement the Fundamental Task of Fostering Virtue through Education

Culture educates people. Innovate the educational culture and concept from the inside out, implement the ideas and requirements of Fostering virtue through education into all school activities, including curriculum teaching, activity practice, etc., from macro to micro, from explicit to implicit, from direct to indirect, create a good campus cultural environment for students to grow and become talents in an all-round way, and realize the cultivation of people with culture and culture. To achieve cultural education, all teaching staff, including school leaders, class teachers and subject teachers, are required to participate in the construction of campus culture, form a consistent educational culture concept, fully reflect the inherent educational concept in school teaching, management and activities, and highlight the charm of cultural education.

Curriculum education. Based on curriculum teaching, which is the main channel for implementing the work of fostering virtue through education, starting from the formulation and refinement of curriculum objectives, the improvement of curriculum implementation forms and the diversification of course evaluation, etc., we will construct a curriculum system with Fostering virtue through educating people as the goal, cultivating a group of teachers with high moral education awareness and moral education ability, and give full play to the role of the main channel of course teaching. To this end, school administrators need to have the basic awareness of curriculum education, it can lead the school to build a sound curriculum education system from top to bottom and all subject teachers shoulder the specific responsibility of implementing curriculum education, whether teachers can fully tap the teaching materials and curriculum teaching resources are related to the ultimate effectiveness of curriculum education.

Practice educates people. Broaden new ways of indirect education, focus on students' learning and life practices, integrate effective educational resources, adapting to local conditions, advancing with the times, and acting according to the situation, guiding students to grow in practice, and becoming talents in participation and experience. The implementation of practical education requires the school as the main field to expand the surrounding education resources, so it is necessary for the school management to deploy in a unified manner, on the one hand, to develop a variety of practical activities within the school, on the other hand, to establish cooperative relations with surrounding community units, and establish and improve the practice education base that promotes the all-round development of students.

Evaluating and educating people. With evaluation as the link, we will build an evaluation with the development of students as the purpose, break the traditional "only focus on the five " evaluation method, promote the comprehensive development of students' morality, intelligence, physique, beauty and labor, and focus on many aspects such as evaluation content, evaluation process, evaluation method, evaluation subject, etc., excavating the educational value of evaluation, giving play to the role of the baton of evaluation, and provide an internal driving force for the implementation of the fundamental task of fostering morality. Whether the various types of evaluations of schools can play a role in educating people lies in the overall positioning of the school for evaluation and the overall innovation of the school's evaluation methods, and also in whether the main body of education from school leaders to teachers and parents of students can form a unified understanding of education evaluation, and take the comprehensive development of students as the starting point and foothold of evaluation.

Collaborative education. Multi-party efforts, breaking the single subject of the education model, with school education as the main line, family education as the front, community education as

the barrier, fully tap the school, family and social education resources, and actively explore a new pattern of comprehensive collaborative education of home, school and society. The implementation of collaborative education requires schools, families and society to reach an agreement on the purpose of education, taking the school as the guide, the family and society jointly participating in and support the school education work, parents continue to improve the quality of family education, and all sectors of society work together to create a positive and good atmosphere for educating people.

Although the above five major education modules have different emphases, they have inherent logical consistency. As a grassroots practice exploration, the goal of the five education models is to implement the fundamental task of Fostering virtue through education, and it is also the embodiment of the "three all-round education" in the middle school stage. The "three all-round education" plan, that is, the whole staff, the whole process, and the all-round education of people, was put forward in 2016 at the National Conference on Ideological and Political Work in Colleges and Universities. Among them, "all-staff education" requires all teachers and staff to become educators, "whole process education" requires that fostering virtue through education people run through the whole process of students growing into talents, and "all-round education" requires that education be run through all aspects of education and teaching work. In order to better realize the "three all-round education of people", the ideological and political work of colleges and universities has refined the "ten-full education system" as the concretization of "three all-round education". [8] Of course, the "Three All-round Education" program is also applicable to the implementation of the work of fostering virtue through education people in the middle school section, and the middle school stage also needs to guide ideas and values throughout the whole process and all aspects of education and teaching. According to the law of secondary education and the particularity of the work of educating people, the concretized form of "three all-round education" will be different, and the "five major education modules" summarized in this article are the specific embodiment of the "three all-education" program at the middle school stage.

4.2. The Comprehensive Cultivation of Morality, Intelligence, Physical Fitness and Labor is the Key Goal of the Monitoring and Evaluation of Fostering Virtue through Education

To carry out the monitoring and evaluation of the people of fostering and cultivate socialist builders and successors with all-round development of morality, intellectuality, physical fitness, beauty, and labor, we must always pay attention to properly handling the relationship between all-round development, comprehensive training, and comprehensive evaluation. Among them, comprehensive development is the fundamental goal, comprehensive training is the basic process and basic means to achieve all-round development, and it is the core link to achieve all-round development; Monitoring and evaluation is the means and guarantee for assessing and improving the fundamental goals and basic processes. Party committees and governments at all levels, schools, teachers, students and society are the main body for implementing and promoting the reform of education evaluation. Taking the comprehensive cultivation of morality, intelligence, physical fitness and labor as the key goal of monitoring and evaluation of Fostering virtue through education people does not mean that all evaluations should fall on students, let alone be transformed into selective examinations, but we must always adhere to and promote the comprehensive development and comprehensive training of morality, intellectual, physical and aesthetic labor, take the comprehensive development of students as the key element of evaluation, take comprehensive training as the key goal, and focusing on the government and school education orientation, education process and education results.

4.3. Gradually Realize the Integration and Convergence of the Monitoring and Evaluation of Fostering Virtue through Education and the Existing Education Evaluation System

The key elements of the monitoring and evaluation of Fostering virtue through education are the shortcomings and weaknesses of talent training and evaluation in the current education work, and the implementation of Fostering virtue through education monitoring and evaluation is an important supplement to the existing educational evaluation dimension. Organically integrating the monitor and evaluation of Fostering virtue through education with the existing education evaluation system, taking it as an important content and basis for evaluating the status of school running and educating people and implementing the comprehensive training of students, guiding schools to form correct school running concepts and school running behaviors, guiding the whole society to establish a correct concept of educational development and talent growth, reversing the unscientific orientation of education evaluation, taking the promotion of students' all-round development as the goal, and effectively promoting the implementation of the fundamental task of Fostering virtue through education.

4.4. Strengthen and Improve Multi-dimensional Evaluation

Human physical and mental development is a continuous process from low to high, from quantitative to qualitative, with sequential, phased and individual differences. The cultivation of students' necessary character, the cultivation of key abilities and the formation of positive emotional attitudes and values are a process of continuous development and change, step by step, with significant personalized characteristics, which inevitably requires the monitoring and evaluation of Fostering virtue through education to "improve the evaluation of results, strengthen process evaluation, exploring value-added evaluation, and improving comprehensive evaluation". There are obvious hierarchical distinctions and horizontal progression for different school ages; The rating should not be too strict, and the special performance of special groups should be fully taken into account, and individual differences should be allowed and respected; Teachers should pay attention to the comprehensive development and advanced performance of students, grasping the growth law of students through value-added evaluation, and taping the potential of individual progress. Second, the evaluation body should be configured with different evaluation tools. For students at different stages of physical and mental development, developing appropriateness tools to maximize the authenticity and effectiveness of the information collected.

4.5. Effectively Use the Monitoring and Evaluation Results of Fostering Virtue through Education

Using the monitoring and evaluation results of Fostering virtue through education to promote the realization of the fundamental task of Fostering virtue through education is the fundamental purpose of carrying out the monitoring and evaluation of Fostering virtue through education. First of all, the education authorities should establish an information platform for the monitoring and evaluation of Virtue Tree people and realize its multiple functions. The first is to rely on the platform to establish an evaluation information release system, regularly release the progress of the evaluation, for different subjects, focusing on different themes of the report to ensure the right of stakeholders to know and supervise the assessment dynamics, to ensure the fairness and impartiality of the evaluation process, to meet the information needs of each subject, to guide teachers to establish the value orientation of Fostering virtue through education. The second is to promote the interconnection and interoperability of data from the Fostering virtue through education monitoring and evaluation information platform and other education evaluation platforms, and gradually realize the comprehensive, three-dimensional, dynamic and personalized evaluation of the development status of students. Third, the

competent education institutions should gradually open the assessment database, publish the theoretical framework and technical framework of the assessment, and absorb researchers in various fields to actively carry out theoretical and applied research on the monitoring and evaluation of Fostering virtue through education, so as to influence of the assessment.

Establish a supervision and accountability mechanism based on the results of the monitoring and evaluation of Fostering virtue through education. First of all, it is necessary to set up the "bottom line indicators" for the monitoring and evaluation of Fostering virtue through education. When setting bottom-line indicators, it is necessary to fully consider regional differences and implement the benchmark level in a pilot and hierarchical manner. Then it forms an incentive and accountability system that includes the government, schools, society, and family four-party subjects, top-down links, and horizontal interaction. In the process of implementing the fundamental tasks of Fostering virtue through education, each education entity should have clear rights and responsibilities, and have the same goals, and gradually explore the evaluation results as an important reference basis for various stakeholders to evaluate the first prizes, resource allocation, funding arrangements and other matters. Finally, it is necessary to standardize the improvement measures and processes based on the evaluation results, establish a tracking and evaluation system for the improvement effect, track the implementation of the improvement measures, and evaluate the improvement effect in a timely manner, so as to achieve a virtuous circle and sustainable development of the monitoring and evaluation of fostering virtue through education.

5. Conclusion

In secondary school, we should fully implement the Party's education policy, foster virtue through education, enhance our students' well-rounded development, promote fairness in education, and nurture a new generation of capable young people who have a good and all-round moral, intellectual, physical, and aesthetic grounding and are well-prepared to join the socialist cause.

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