

Strengthen the Cultivation of Moral Education on the Basis of the Interest of Learning Professional Courses in Vocational School

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Keywords: Vocational School; Moral Education; the Cooperation between School and Enterprise

Abstract: As the core of quality education for vocational school students, moral education plays an important role in cultivating students' professional ethics and improving students' moral level. In order to achieve the goal of serving the society and the people, moral education in vocational schools needs to be carried out in combination with the professional characteristics of vocational school students. Most vocational schools only pay attention to the professional construction and students' practice work, and seldom explore the moral education of students. Based on the cooperation between school and enterprise, this paper innovates the educational idea, implementation way and evaluation way of moral education in vocational school. By stimulating the practical and innovative ability of vocational school students, it strengthens moral education on the basis of improving students' professional interest, and establishes the organization and operation mechanism of moral education based on the cooperation between school and enterprise. Integrating the moral education resources of the cooperation between school and enterprise mode and deepening the talent training mode of the cooperation between school and enterprise have certain reference value for improving the comprehensive quality of vocational school students.

1. Introduction

Moral education is the basic task of education. People pay more and more attention to the spiritual and moral renewal of society. Mefodeva [1] studies the development and formation of spiritual and moral education in India. He believes that the Indian education system provides spiritual and moral education through the students' attraction to moral values, their attitude to themselves, people and the world around them. Englund [2] puts forward some strategies by exploring Dewey and other texts on moral education, and briefly links them with the "reality" from educational policies and the current situation of moral and civic education in Sweden and the United States. Klaassen [3] studies the moral aspects of teaching and school education, analyzes the lack of knowledge in teaching moral work, and aims to highlight the factors that are easy to be considered and reflected in the context of teacher education. Rissanen [4] believes that teachers' implicit beliefs can be conveyed to students in many ways, which provides a basis for the implicit theory as an important construction missing in moral education literature. Based on the social cognitive theory, fida [5] investigated the influence of two relative dimensions of self-regulation moral system (self-efficacy and moral alienation) on academic cheating in vocational education.

With the development of China's vocational education, the current vocational education should implement a variety of personnel training mode, reform the teaching content and methods, and build a dual teacher team [6]. Wu [7] studies the moral education objectives of Higher Vocational Colleges Based on the cooperation between school and enterprise, comprehensively expounds the three objectives of vocational education combined with the development of enterprises, and promotes the cooperation between school and enterprise through moral education. Yun [8] starting from the current situation of the cultivation of secondary vocational school students' community culture in the new era, this paper expounds the research results of the cultivation of secondary vocational school students' culture in the new era based on the comprehensive development from the four aspects of current situation investigation, implementation path, organization form and

organization form, which provides a valuable and referential paradigm for the moral education of secondary vocational school. AI [9] adopts the organic combination of abstract moral education theory and typical stories of Ideological and moral education, and makes full use of multimedia teaching, multi-dimensional and effective strategies to find out the factors affecting ideological and moral education. Fan [10] from the perspective of the integration of industrial education, analyzes the common problems existing in the teaching of vocational education of teachers in higher vocational colleges, puts forward specific ways to improve the ability of vocational teachers, and provides scientific theoretical basis for the long-term development of vocational education.

With the deepening and development of education reform in the new era in China, the cooperation between school and enterprise has become a common mode of running a school in vocational schools. Therefore, this paper studies how to make full use of two different moral education resources of vocational schools and enterprises to carry out moral education together based on the platform of the cooperation between school and enterprise, providing professional practice for vocational students to carry out moral education in addition, so as to realize students' specialty. It is of great theoretical and practical significance to improve the quality of industry and technology and the quality of ideology and morality simultaneously.

2. Method

In the report of the 19th National Congress of the Communist Party of China, it is proposed to improve the vocational education and training system, deepen the integration of industry and education and the cooperation between school and enterprise in vocational schools, and build the students of vocational schools into a knowledge-based, skilled and innovative workforce. Under such guiding ideology, vocational schools are required to pay attention to the cultivation of students' professional spirit and comprehensive quality while teaching students professional theoretical knowledge and practical skills, so as to cultivate more high-quality applied labor talents for enterprises and society.

2.1 Connotation and current situation of moral education in vocational schools

The purpose of vocational school education is to strengthen the content of Vocational Students' practical skills training under the guidance of paying attention to vocational equity and practice, to achieve the teaching method of "learning within doing", and finally to realize that vocational school students can serve the society and the people. As an important occasion for training vocational school students to form moral character and professional ethics, vocational schools should train students to master the most basic professional ethics and moral requirements. Moral education is not only related to the growth of students, but also to the quality of the whole society and the civilization of the nation. In order to achieve the educational goal of all-round development of students, we should make use of the guiding role of moral education in the theoretical education of students, and on the basis of ensuring the theoretical and technical learning of students, let students cultivate and develop in accordance with the direction of social expectations.

The basic contents of moral education include legal discipline education, ideological and moral education, political theory education, professional ethics education, quality education, etc., which is the unity of students' knowledge and action. Moral education is directly related to the development and stability of vocational schools. In order to improve students' comprehensive quality and professional ability, it is necessary to further develop quality education and strengthen the moral education in vocational schools. How to cultivate vocational school students' interest in learning and arouse their learning enthusiasm are the primary problems that moral education must solve. In the management and teaching of most vocational schools, the effect of moral education is not obvious. The main reasons are as follows:

1) It is lack of scientific orientation for moral education in vocational schools, and they simply regard moral education as only including theoretical education, ideological and political work. It leads to the disconnection between moral education and vocational education, the theory cannot be combined with practice, and students are not interested in moral education.

2) The moral education course is regarded as the moral education of vocational school, but the setting of moral education course is a direct way of moral education, which can only impart moral knowledge, not real moral education.

3) The moral education curriculum is generally the content of the curriculum based on the teaching theory which is boring, and students tend to be tired of learning.

4) The vast majority of vocational schools in China are formed by the combination and upgrading of secondary vocational schools, and the moral education workers in vocational schools are mixed.

2.2 Thinking of strengthening moral education on the basis of considering the professional courses of Vocational School Students

Vocational education in vocational schools includes social function and educational function. The only way to realize these two functions is to instill moral education while developing professional and technical courses, so as to lay a solid foundation for the future survival and development of vocational students. The content of the professional technology course is the professional skills required by the job and the basic professional skills that students should have, while the moral education work is the moral standard needed to cultivate the job. Therefore, while training vocational school students to master a solid theoretical and technical basis, it is necessary to give them some moral education. To carry out moral education in vocational schools, we need to make clear the following three basic education principles:

1) Objective: the training objective of vocational education is to provide labor skilled talents for the society and enterprises, that is, to cultivate high-quality workers and technical skilled talents with social responsibility, innovative spirit and practical ability.

2) Carrier: the education form of moral education can not only be theoretical courses, but also should be extended to the society and enterprises. Through training vocational school students from the campus to the front-line production posts, students' moral internalization can be promoted in social practice.

3) Methods: the real moral education can be achieved through the whole life and learning process of students in school, and make full use of other courses to achieve the effect of moral education, and guarantee the effectiveness of moral education through the form of combination of work and study.

3. The design principle of constructing the overall quality education mode of vocational school based on the cooperation between school and enterprise

The essence of vocational education lies in its practicability and productiveness. With the development of vocational schools, vocational schools should aim at improving teaching quality and overall quality education, constantly optimize professional training programs, make reasonable target orientation for professional characteristics, and make full use of moral education to promote innovative talent training mode. The main principles of talent training are:

1) Scientific orientation of talent training objectives based on professional characteristics

The talent training of vocational schools should be to train technical professionals with strong practical and operational abilities. With employment as the guide, the talent training program should transform from "entrance" education to "employment" education, combined with the development of enterprises and society, and promote the training mode of work study alternation. According to the requirements of the enterprise post, set up talent training programs and skills training, so that students can quickly adapt to the needs of the post and solve practical problems.

2) Develop students' subject ability fully to cultivate students' innovation consciousness

Cultivating talents with innovation awareness is to develop students' main ability. Vocational schools should stimulate students' innovation awareness in combination with students' characteristics. Students can set up student teams under the guidance of cooperative enterprises and school teachers, make full use of the resources of cooperative enterprises, and conduct in-depth innovation exploration and research to cultivate students' basic innovation ability.

3) Carry out the moral education focusing on "professional ethics"

Vocational schools should carry out professional ethics education courses in accordance with the needs and professional norms of different positions in the industry and enterprises, integrate the professional curriculum on this basis, update the teaching content and teaching methods and adjust them appropriately, modify and build a project-based, hierarchical and progressive professional teaching system, and the concept of moral education will be infiltrated into the professional knowledge system, so that it can better meet the development requirements of the discipline.

4) Promote the cooperation between school and enterprise to promote the combination of production and learning

Vocational schools should understand the actual needs of the industry and actively develop various types of cooperative enterprises, and establish and maintain stable cooperative relations with them. On this basis, they should jointly develop students' practical projects and actively realize the combination of production and education to jointly determine talent training programs, curriculum contents and practical training projects.

5) Attach importance to the teaching of theory and practice, and optimize the teaching of moral education

Vocational schools could carry out a variety of moral education activities to enable students to serve the society through their own practical skills and gain a sense of social identity and achievement. Meanwhile, they can optimize their moral education work through various social education resources in the process of practice.

4. Build a talent training and teaching practice system of "professional practice + moral education" in the cooperation between school and enterprise

Guided by strengthening students' professional ability, this paper integrates professional innovation education and moral education into professional talent training program, so that vocational school students can continuously improve their professional skills and professional ethics in the process of practical operation. The talent training and teaching practice system is shown as Figure 1.

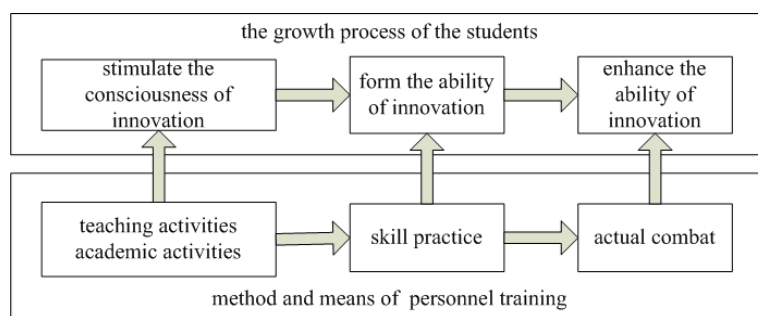


Figure 1. Training mode of innovative talents

4.1 Establish "professional practice + moral education" talent training teaching program

The basic requirement for the vocational school students' talent cultivation is to take mastering basic skills as the center and improve students' practical operation ability currently. Therefore, this paper takes the innovative talent cultivation mechanism as the platform to build the following education practice system of the cooperation between school and enterprise, which is shown as Figure 1:

- 1) The establishment of school enterprise practice base, the using of the cooperation between school and enterprise platform can broaden the professional practice platform of vocational school students, can also use this platform as the carrier of moral education to innovate moral education, and can also test the effect of moral education in school.
- 2) Vocational schools should combine the theoretical guidance and orientation of teaching reform, carry out "moral education + professional culture construction" in vocational schools, and focus

on the mode of cultivating innovative talents. We should optimize the professional curriculum system and curriculum, and strengthen moral education to meet the market demand.

- 3) According to the talent training mechanism of the cooperation between school and enterprise, the moral education will be changed from theoretical education to practical education, highlighting the characteristics of vocational education of "learning by doing, learning by doing", so that the vocational moral education and the cooperation between school and enterprise can be deeply integrated and mutually promoted.

4.2 Improve the evaluation method and index system of moral education based on the cooperation between school and enterprise

It is necessary to establish a set of scientific and reasonable evaluation methods and index system In the process of moral education combined with vocational schools and enterprises. The vocational schools need to set up a variety of assessment system and evaluation mechanism reasonably, and combine the assessment of students' professional practice effect with the assessment of students' comprehensive ability to assess students' comprehensive ability, so as to make students' knowledge more comprehensive and practical, which is shown as table 1.

Table 1. Evaluation system of moral education

Practice project	Participation level	Educational location	Grade-Point
Skills Competition	1st	schools and internships	10
Cooperation ability	1-3	internships	5
Occupation accomplishment	1-5	internships	5-10
Vocational training	5	internships	3

Conclusion

How to carry out moral education in vocational schools is a new topic, especially based on the cooperation between schools and enterprises. In this paper, the connotation and current situation of moral education in vocational schools are summarized, and the existing problems and reasons of moral education in vocational schools are analyzed. This paper puts forward the countermeasures and suggestions to carry out the practice and moral education based on the cooperation between school and enterprise. Through the two moral education carriers of school and enterprise, the paper constructs one talent training method that : the professional practice based on the cooperation between school and enterprise to promote the moral education, and improve the students' professional self-cultivation by the moral education. In order to form a new work system “professional education + moral education” based on the cooperation between school and enterprise of cooperation, improve the effectiveness of moral education in vocational schools effectively. It also has a certain reference for deepening the the cooperation between school and enterprise mode of vocational schools and improving the comprehensive quality of vocational school students. However, the content, index and weight design of moral education evaluation need to be improved through further research and practice.

Fund construction

Resarch Fund project of Yunnan provincial Department of education in 2020 (2020J1195) Strengthen the cultivation of moral education on the basis of the interest of learning professional courses in vocational school

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