

# Analysis of Moral Education Model Based on Life Perspective

Fanfan Cai

Wenzhou Polytechnic, Wenzhou 325000, China

289686166@qq.com

**Abstract.** In the process of current school education advocating knowledge and rational education, moral education often falls into the "intellectual moral education model", and the relationship between teachers and students is only the buying and selling relationship of knowledge, ignoring the positive exchange of life and emotion between teachers and students. From the perspective of life, this paper proposes to build a curriculum-based, emotional, responsible and cooperative mode of moral education to promote the overall and healthy development of students.

**Keywords:** life; moral; education model.

## 1. Introduction

On the night of early summer, the students were all sitting quietly in the classroom for self-study. Suddenly, a female classmate's scream cut through the silence, and then a chaotic noise was heard, and a classmate hurriedly shouted road: "Teacher, there are so many dragonflies here!" "Ah" I looked around, and saw three or four dragonflies of different colors were tied with their tails and twisted into a ball. Seeing this scene, it seemed that a dragonfly battle was going on. At the other end of the line was a grinning and proud girl named Hai Ye. When she pulled her left hand hard, and her right hand pulled hard, the dragonfly was hung upside down, and her limbs were even twisted. The method was cruel. Incomparable. I yelled, "What are you doing?" She raised her head casually, and said slowly, "Nothing, it's fun! These dragonflies should be damned!" After saying that, she smiled proudly at the surrounding classmates and grimaced. , I couldn't help but feel a surge of anger in my heart , but in order not to affect the study of other students, I tried to calm down the mood, He walked to the podium and found an empty cardboard box with chalk, and asked Hai Ye to put the dragonfly in it, and told him to close the lid and leave a space for ventilation, watching her pouting her mouth to do this series of actions, My heart suddenly became much heavier, I turned back to the podium, and turned my head to look at her again. She didn't seem to feel any guilt at all.

That night, I stayed up all night, and I couldn't help but think of a newspaper report: "Prospective graduate student recommended for exemption from test splashes black bear in zoo with sulfuric acid; college student puts puppy in microwave to heat ; Several middle school students threw cats from high upstairs heavily for fun; middle school students beat beggars to death...", and according to authoritative statistics, 24.39 % of the children had a flashback "It is better to live than to die" thought; 15.23% of the people had seriously considered suicide; 5.85 % of the children had a suicide plan. In disregard for the lives of others, violent crimes (mainly intentional injury, homicide and rape), which has accounted for 30% of the total number of crimes. All this is shocking - why are these minors so indifferent to their own and others' precious lives? In recent days, the "Death Note fever" caused by Japanese comics, cartoons and the movie "Death Diary" has also quietly become popular among primary and secondary school students across the country. The proliferation of "Death Diary" and its exposed black feelings, horror mentality, and curse consciousness seriously deviate from the essence of education.

The Indian poet Tagore said: "The purpose of education is to convey the breath of life to human beings." Education should not only be a tool for students to acquire knowledge, but also to promote and cultivate the spiritual growth of students' individual lives. Currently abroad, " Life Education " has become a trend. In the UK, nurses in the funeral industry will tell primary school students what happens when a person dies, and have students take turns through role substitution, simulating how to deal with the loss of a loved one. Experience the feeling of being an orphan suddenly <sup>[1]</sup>. In Sweden, teachers will let children touch the belly of a pregnant woman to tell them about the birth of a person,

and teach them what life is. Why life is not easy to come by, what a person's death means to themselves and their loved ones, and what consequences will be brought about by lightly trampling on life, so that students can realize the value of life. Human life is the carrier of morality. Without life, there is no morality. To improve moral education, life education is an important aspect. This requires that school education should directly participate in the life process of students, and insist on the combination of classroom teaching and moral education work, the combination of education for the formation of behavioral habits, and the combination of comprehensive activities in practice.

The next day, during the class meeting, I came prepared and put the dying dragonfly on the podium again. There was an immediate commotion in the classroom, and more confusion and disgust appeared in the eyes of my classmates. "Isn't this the dragonflies that Hai Ye played with yesterday? They've already been played to death? Teacher, what are you doing with them?", "Yes, this is exactly the dragonfly that was ravaged in Hai Ye's hands yesterday." As I said that, I glanced at Hai Ye intentionally. In order to make these students fully appreciate the preciousness of life, I must first arouse their hearts. At the end of that soft pity. "Now we have all seen that these dragonflies are dying, but now they are still fighting.

The struggle for life, because they yearn for the blue sky and freedom. Look how pitiful they are now, struggling on the edge of life and death, In fact, his life is the same as each of us, it is equal, it also has joy and sorrow, also has very beautiful longing and yearning, and even lives very freely, but at that moment yesterday, It no longer has freedom, if they can talk now, how will they say goodbye to their relatives, how they will reluctantly give up... ", I said emotionally while glancing at Hai Ye with out of the corner of the eye, this She is a very unfortunate girl, her parents are divorced, her family is scattered, no one cares, and her heart is sensitive and fragile. During this process, she has been looking out the window, silently in a daze without saying a word.

I continued: " Many times, what people need is fraternity for life, just like plants need sunshine and rain . If a person only knows "hate", then he only has "selfishness" and "narrowness" in his heart. It is precious to each of us, and to every creature on earth, it only comes once, treat others kindly, treat life kindly, and you will reap the gratitude of others and the comfort of the soul... " After class, I dropped the dragonfly on purpose, as if nothing had happened.

In the evening self-study, I came to the classroom again, and found that the dragonfly I put on the podium in the afternoon was gone. I was inexplicably worried about the final destination of the dragonfly. Maybe my education in the afternoon worked, and the kind-hearted classmates took it in or released it. This is the answer I hoped for. Or maybe it's useless at all, it was cleaned up by the classmates who swept the floor that day, or maybe it's... just as I was thinking about it, I looked up and met Hai Ye's eyes, and I noticed something in my heart. There was a hint of joy on the ground, and she walked to her side and asked softly, "Did you see those dragonflies in the afternoon?"

"I've let them go, but I don't know if they can survive, and whether they can fly as freely and happily as before." She blushed slightly and slowly lowered her head. Outside the window, the slightly red flower spikes flying in the wind. Seeing me nodding and smiling, she buried her head deeper, "Teacher, I used to like to play with small animals, but I never thought about their feelings. In fact, they are the same as us..."

The next day, when I was studying by myself, I unexpectedly received a self-created poem from Hai Ye. "If I Can Fly", "If I can still fly, I can fly into the distance despite all the hardships, to find the long-lost blue sky, If I can still fly, Tianya Cape can't block my journey..."I am glad that education gives us not only knowledge and skills, but also a desire and pursuit of life. And the flower spikes that grow in life need this warm sunshine even more. In this practice of moral education, I experienced an unforgettable baptism of moral power. In the process of current school education advocating knowledge and rational education, moral education often falls into the "intellectual moral education model ". Just as Hume refuted the phenomenon of worshiping reason and devaluing emotion and thinking that reason has superiority over emotion in "On Human Nature", he proposed that "reason is and should be the slave of emotion, There can be no other duties but service and obedience to the affections. "The foundation of moral education is the positive communication of life and emotion.

Sukhomlinski believes that education is first of all human studies, and the purpose of education lies in the cultivation of human beings. "How to live" and "why to live" are education. In the thinking of respecting and revering life, the "education" of education should start from respecting life, making human nature better, making people open-minded, and arousing their own beautiful roots of "goodness". In China, depression and other behaviors are not uncommon. Yin Yungong, director of the Institute of Journalism of the Chinese Academy of Social Sciences, believes that this is because our education has neglected the guidance of students' stress relief, and it is the lack of life education, which has led to the loss of young people. Indifference to the lives of others, lack of the ability to resist setbacks, in the face of difficulties, ranging from blaming others, or taking extreme methods of revenge and destruction of others. This makes us have to pay attention to it and must build a life education system in schools. It is necessary to give students the correct attention and guidance emotionally, and to start seriously from every detail of school education.

## **2. Curriculumize life education**

Treat life education as a school-based curriculum, and incorporate life education into the paradigm of school curriculum construction and curriculum management.

Make full use of information technology to improve the current situation of classroom teaching in life education, change the outdated way of presenting and imparting knowledge, and stimulate students' interest in learning and enthusiasm for participating in classroom activities. The activities are reflected in different grades, different disciplines and different course types, so as to combine explicit courses with hidden courses, knowledge transfer with hands-on practice, and compulsory courses with elective courses. From "knowledge classroom" to "life-oriented classroom", teachers should also grasp the small episodes randomly formed in the classroom, making it into students' observation and care of life, and triggering the "hint effect" of life growth. Let the classroom rejuvenate the vitality of life, and at the same time let the classroom return to life, so that students can touch and feel life. Taste and interpret life with your own eyes. Carry out education in life, form a sense of responsibility for life from the little things in life, and muster the courage to face the pain in life.

## **3. Emotionalization of life education**

Focusing on the emotions of life means that education should pay attention to and respect the individual and his feelings. Think about problems from the standpoint of children, deal with problems according to their feelings, and help and guide them to face various situations in life. For example: Zheng Tan, a teacher of the Experimental Middle School Affiliated to Beijing Normal University, gave a "life education" ideological and moral class. It is based on the learning and life reality of middle school students, and then produces results. For example, when explaining "Life is also a Responsibility", Mr. Zheng took the case of raising a pet puppy and asked the students to think: What would happen to them if their puppy dies? To further guide students to think: who have you cultivated during your growth? What if we were them? In this way, we experience the emotions of parents, relatives and society, consciously receive education from them, and stimulate a sense of responsibility. In this way, the space for the cultivation of individual life emotions can be expanded. The key to moral education is the resonance of students' emotions and the implementation of their actions. For example, to carry out "respect for the elderly, pay attention to healthy life," "life education activity week" and other themed educational activities. Synchronize care education and gratitude education.

## **4. Cooperative life education**

Students' lives are diverse. From the perspective of age and psychology, they are teenagers. From the perspective of family life, they are children. From the perspective of society, they are minors. All kinds of positive or negative influences, and parents are the direct enlightenment teachers of children's

outlook on life, values, and attitudes to deal with problems. Family education is also the earliest and most direct life education. Therefore, life education also needs to seek the cooperation of family and social education, such as: to carry out interaction between students and parents, so that students and parents can restrain their lifestyles and habits. And cooperation with social education resources, such as: you can get in touch with social institutions such as health departments, Red Cross, and public security departments, and invite them to come to the school to give regular lectures on food safety knowledge, traffic safety knowledge, and organize " " Harmonious Society, Happy Family" life education parent public welfare lecture, etc.

## 5. Responsibility for life education

Karl Theodor Jaspers mentioned in "What is Education"<sup>[2]</sup> that the essence of education means, A tree shakes another tree, a cloud pushes another cloud, and one soul awakens another. Only by touching life can education be attractive. If a teacher does not have the experience of moving his own life, he will not have the power to push, shake and awaken students, and induce their life to be moved. If a teacher does not fear life, how can he guide students to love life and respect themselves and others? s life? Therefore, teachers should carry out training on the sense of responsibility for life. The purpose is to make life education teaching practice and subject penetration, to cultivate and educate front-line life education teachers, and to guide teachers to deeply understand the importance of life education. Form a sense of initiative and responsibility to implement life education, and improve teachers' ability and level to implement life education. The awareness of the responsibility for life should be implemented on the teachers themselves and on the teaching and learning of the students<sup>[3]</sup>.

Reconstructing the human-centered development value system, attaching importance to the harmonious development of people, and attaching importance to the improvement of people's quality of life<sup>[4]</sup>. At present, this humanistic development concept based on human life is more and more affecting people . value awareness and educational behavior patterns. The great writer Bing Xin once said: "Love is on the left, sympathy is on the right, walk on both sides of life, sow seeds at any time, and blossom at any time." Let us blow the teaching of life.

The horn of education, build a new model of moral education, and use the curriculum, emotion, responsibility, and cooperation of life education to let the education of love go deep into one heart, so that every student can realize the multi-faceted and richness of their own life sex<sup>[5]</sup>. Experience the preciousness of life, establish the correct attitude and goal in life, pursue the greater value and meaning of life, and let the splendid life bloom beautifully.

## References

- [1] Hume. Research on Moral Principles [M]. Zeng Xiaoping, translated. Beijing: Commercial Press, 2019.
- [2] Sukhomlinskiski. Educational Comics [M]. Yang Hanlin, translated. Beijing: People's Education Publishing House, 2006.
- [3] David Hume. On Human Nature [M]. He Jiang, translated. Taihai: Taihai Publishing House, 2016.
- [4] Wei Shanchun. On the Construction of "Teacher-Student Community": Reflection on Teacher-Student Relationship Based on Process Philosophy [ J]. Higher Science Education, 2017(3):15-22.
- [5] Jacques Rousseau. Emile [M]. Li Xingye, Xiong Jianqiu, translated. Beijing: People's Education Press, 2017.