

Ideological and Political Education, Protecting Seedlings and Cultivating Seedlings-Moral Education

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Abstract: Teenagers are the hope of the country and the future of the nation. As a special group of teenagers, juvenile offenders take juvenile offenders as the main body to carry out ideological and political education based on moral education, which plays an important role in forming correct moral cognition and good moral quality. How to carry out ideological and political education for juvenile offenders has become an important problem to be solved. In this article, we discuss how to carry out moral education for juvenile offenders.

Keywords: Moral education, Peer companionship, Targeted sex education.

1. Preface

In recent years, the trend of juvenile delinquency has become increasingly serious, and a person's moral thinking has an important guiding role in his behavior, and correct moral thinking can become an important tool to guide and supervise one's own words and deeds. Deformed and erroneous moral thinking inevitably becomes the reason for the tendency of minors to break the law and commit crimes. Conducting ideological and political education for juvenile offenders based on moral education, so that they can correct their erroneous thinking and cultivate socialist young people in the new era who respect discipline and abide by the law, have good moral character and sound personality, are extremely important issues of the times. In order to make the exposition of this paper more realistic and effective, with strong theoretical and factual support, the literature survey and analysis method was adopted to collect, read and study various kinds of literature on the ideological and political education of juvenile offenders, and systematic and more in-depth research was carried out based on the research results. Taking the reasons and background of juvenile offenders' moral education as the starting point, this paper analyzes the particularity of juvenile offenders, makes a basic analysis of the current situation of juvenile offenders' ideological and political education, points out its shortcomings, and then leads to a specific improvement path suitable for applying to juvenile offenders' ideological and political education. First, advocate peer companionship education; Second, it is recommended that professionals target sex education; In addition, the law and humanities are combined and implemented; In addition, stage education is carried out according to special characteristics.

2. A Literature Review of The Research Literature on Ideological and Political Education of Juvenile Offenders in China

Ideological and political education for juvenile offenders refers to the purposeful, organized, and planned education of juvenile offenders between the ages of 14 and 18 through the use of ideological concepts, political views, and moral norms

by the staff of juvenile correctional facilities, so that they can form ideological and moral practices that meet social requirements. Due to the different national conditions, there is not much research on the field of ideological and political education for juvenile offenders abroad, but Chinese scholars and experts have formed their own unique views in this field, and are committed to studying how to improve the effect of ideological and political education and transformation of juvenile offenders. The relevant studies are summarized as follows: Li Xiaokai and Su Zhiyuan[1], "Analysis of the Function of the Social Investigation and Reporting System under the Concept of Repairing Justice" Li Xiaokai and Su Zhiyuan wrote in "Analysis of the Function of the Social Investigation Reporting System under the Concept of Repairing Justice": "Through the perspective of different perspectives, the alienation of "leniency" under the legal system and the conflict of values in the handling of individual cases may make the social investigation system have the risk of formalization. By absorbing the theoretical resource of the concept of repairing justice, the social survey report is guided to play a preset function." Zhao Jiaxin, Wu Jian, and Zhang Tengfei[2] in "Fusion of Love and Law, Illuminating Children's Way with "Heart"": "Adolescence is an important period in life, and it is also a dangerous period prone to rebellious behavior. Explore new models for the prevention and control of juvenile delinquency and crime, and help "lost" teenagers find a "way home". Gu Xuelei[3], "Thoughts on the Education and Correction System for Minors Who Have Fallen Feet", Chinese Politics and International Politics D926] Gu Xuelei in "Thoughts on the Education and Correction System for Minors Who Have Fallen Feet": "For minors who commit bad behavior, probation education is carried out from three aspects: guardians, schools and communities; For minors who commit serious bad acts, corrections are carried out in ordinary schools, specialized schools or community correctional institutions according to different circumstances; For minors who have committed serious crimes but have not reached the age of criminal responsibility, they may set up special schools and follow the higher vocational education system for thorough correction, and strict restrictions on the admission procedure."

3. Current Status and Deficiencies in Juvenile Offenders' Ideological Education:

In terms of juvenile correctional personnel, some correctional personnel are not from ideological and political education, psychological education and other professional backgrounds, and their professional knowledge is not deeply involved, although through relevant work training, there are still some lack of professional ability, the work pressure after participating in correctional work is greater, and the professional education carried out is also segmented, unable to form a more professional knowledge system for use in professional work, and the work is also due to extreme pressure resulting in immature learning on the job. Although article 116 of the Law on the Protection of Juveniles states that social organizations and social workers are encouraged to assist in correction, not many social organizations and social workers participate in discipline out of the protection of juvenile offenders. Therefore, there are large vacancies in the juvenile delinquency correction education work to be filled, so as to improve the efficiency of juvenile offender correction. An excellent correctional personnel needs to undergo a long period of training, need to accumulate experience in the work, improve their ability, but the attraction of the correctional department to personnel is not strong, the correctional personnel who have worked in the correctional department for 20 years are extremely lacking, and the growth cycle of excellent correctional personnel is long, and the staff who can effectively give juvenile offenders ideological education, so that ideological education takes root in the heart is even more one in a hundred. In summary, there is a lack of participants in the correctional process of juvenile offenders, and the growth cycle is too long, resulting in the difficulty of increasing the correction efficiency again. In the content of the education received by juvenile offenders, the law, as the basic framework of social order, is used as the main textbook to teach juvenile offenders the right path. For example, by popularizing the Constitution, the Criminal Law and other laws, and guiding juvenile offenders to understand the law, know the law and abide by the law, and do not violate the law, they can better integrate into society. However, at this stage, while popularizing the law, it has not achieved the complete implementation of moral education, as an abstract social cognition, it can not be implemented efficiently by teaching the same as legal knowledge, for juvenile offenders, the acceptance of moral education is not high, and there is generally a certain resistance, therefore, in the absence of long-term influence and continuous moral education in all aspects, the moral education of juvenile offenders is not efficient. Under such circumstances, the moral education of juvenile offenders is often difficult to implement and cannot play its fundamental role.

In the categorical discipline of juvenile offenders, most of the current stages are similar in age and behavior, and classified education is carried out through these intuitive classification methods in order to achieve the highest efficiency. However, in the actual process of moral education, the influence of peers plays an extremely important role, in a correctional class, juvenile offenders with leadership status will play a leading role in other peers, if the leader has a good learning attitude and carefully receives moral education, it will make the whole group have a clear atmosphere; However, if there are juvenile offenders with a rebellious mentality in a

group, it will have extremely bad effects on the transformation of the entire group. In addition, there is a high probability that there will be two leaders in a group in different directions, disputes will occur, conflicts and frictions will occur, and when this happens, the whole group will gradually develop in an unpredictable direction. Therefore, there are high requirements for the classification and discipline of the restarting stage. However, the current classification of corrections cannot achieve the desired effect, on the one hand, there are very few juvenile offenders who have a leadership position and have a good acceptance of moral education, on the other hand, under the poor division of labor of the group, the group will spawn into gangs, breeding the seeds of violence and causing adverse consequences.

In terms of the exchange of experience among juvenile offenders in various places, juvenile offenders in various places are now basically independent, and correctional personnel only appear in the deployment of work and the study of correctional methods, and the information of some juvenile offenders cannot be exchanged, and there is a long operating cycle in communication. When a correctional facility has moral issues that the correctional facility has not been exposed to before, it is impossible to gain experience from experienced correctional facilities in a short period of time. And because of the special moral education of correctional work, after receiving experience, ordinary correctional personnel cannot quickly and smoothly apply the experience gained in practice in other correctional facilities. In this case, moral education will be difficult to isolate, and although there are contacts and exchanges, it will still have little impact on the overall situation of moral education, and can only let the correctional personnel in various places do their best to obtain better disciplinary results.

In terms of the funding of correctional facilities, although it is said that the funding of correctional facilities is provided by the State, it cannot reach the level of surplus, and most of the funds provided by the State for correctional facilities are provided for the food, lodging and study of juvenile offenders, and give them a basic standard of living. Moral education is not only written but also in life, where juvenile offenders experience a templated life, and the lack of funds leads to the lack of other activities. All kinds of activities, the juvenile offender often brings a different experience, in the activity, there is cooperation and struggle, these good qualities, for the moral education of juvenile offenders, is very obviously helpful, suitable competition, friendly cooperation, is a compulsory course for all ages to face, people live in society, morality is also defined in people-to-people interactions, when I was a child, there were various extracurricular activities, grew up with the company's team building, teamwork on the cultivation of excellent qualities, It plays an important role in improving the efficiency of work, and the basic cost of these activities is funding. Therefore, the issue of funding should be taken seriously and a solution should be found.

In terms of the daily activities of juvenile offenders, their activities are often single, often ball games, reading games, these games have an important role in the physical and mental health of juvenile offenders, but for moral education, only competition or confrontation activities, can not very comprehensively achieve the role of moral education, juvenile offenders' activities are too single, will lead to their moral change development, will be too extreme, too extreme, such as too concerned about winning or losing and for the

victory of the game for vicious competition. Therefore, for the types of activities of juvenile offenders, the original mode should be changed, and activities should be held more scientifically and effectively, so that the moral education of juvenile offenders can be more comprehensive.

4. Improving the Path of Moral Education for Juvenile Offenders

4.1. Peer companionship education.

This project attaches importance to the education, reform, and rescue role of companionship education in juvenile offenders, so that peers can cooperate with relevant department personnel and professionals to educate juvenile offenders as friends, and participate in the life of minors as equals. Select college students with certain professional knowledge and related skills to accompany them one-on-one, conduct daily communication with juvenile offenders as friends, and guide juvenile offenders to think and understand correctly with their own behaviors in daily interactions. At the same time, in the exchange, understand the ideological situation of juvenile offenders, the motives and root causes of criminal acts, record and analyze, so as to better help juvenile offenders correct their own mistakes and improve their moral quality. Achieve the benefits of killing multiple birds with one stone, that is, helping juvenile offenders to correct themselves, and allowing peers to flexibly use their professional knowledge and improve their professional skills in the process of helping others.

4.2. Targeted education for professionals.

Traditional education for juvenile offenders is slightly rigid, and relevant staff lack the reserve of professional knowledge in ideological and political education, making it difficult to apply knowledge to practice in the process of implementing education. If you train professionals, the investment cost is high, the time period is long, and the personnel are limited, which is difficult to meet the demand. Professionals are selected to participate in the education of juvenile offenders, which can not only target their education, but also better use their professional knowledge to achieve the role of education. At the same time, while carrying out daily education work, the staff of juvenile detention centers can give certain suggestions and demonstrations of ideological and political education, so that they can receive this kind of education, so as to better serve the education of juvenile offenders.

4.3. Combine law and humanities.

Due to the physical and mental imperfection of minors and the formation and development of the three views, their understanding of things is easily affected by external factors, such as family environment, TV movie plot and other factors, and lack their own clear and definite understanding. If only coercion is used to make them aware of their own problems, juvenile offenders may not be able to truly realize the wrongness of their own actions, and there is a risk of re-offending after leaving the juvenile detention center. Combine humanistic care and companionship with the seriousness of the law, reflect on their own behavior under the guidance of others, shape the correct three views and understanding, reduce the risk of re-offending, and allow juvenile offenders to integrate into social life after entering society, normal study and life.

4.4. Stage education.

Different education is given to juvenile offenders at different times. In the early days of entering juvenile detention centers, juvenile offenders have a strong sense of self-protection, a strong sense of hostility towards management and counseling personnel, and it is difficult to carry out communication and moral education. In the medium term, most of them have recognized their mistakes and understand the management measures of juvenile detention centers, hoping to learn more knowledge and skills during this period, which will lay the foundation for reducing prison sentences and later integrating into society. In the later stage, they are full of expectations for re-entering society, but they are afraid of social disconnection or "colored eyes". For the three stages, the different psychology of juvenile offenders is carried out in stages of education and psychological counseling. In the early and middle stages, more emphasis is placed on making juvenile offenders realize the mistakes of their own behavior and subtle infection, helping juvenile offenders correct their misunderstandings and form correct three views. In the later stage, the focus should be on psychological counseling, reducing juvenile offenders' fear of resocialization, helping them build confidence, and assessing the thinking and psychology of juvenile offenders to reduce the risk of reoffending.

5. Conclusion

Ideological and political education plays a decisive role in the education process of juvenile offenders. How do we combine the seriousness of the law with the warmth of humanistic care, so that juvenile offenders can truly realize the mistakes of their actions? At the same time, exploring the root causes of juvenile delinquency has an important impact on the prevention and treatment of juvenile delinquency, which can be prevented in the process of school learning and education, and can provide guiding opinions on the improvement of laws related to the prevention and treatment of juvenile delinquency.

Today's ideological and political education has certain defects, and there is "indoctrination" education. Placing moral education in an important position can improve the moral accomplishment of juvenile offenders and correct erroneous thinking, which is of great significance for cultivating socialist youth.

This paper still has some shortcomings, there is no specific analysis of the background and reasons for the implementation of the measures, nor does it specifically analyze the reasons for the criminal acts committed by various types of juvenile offenders, and follow-up research can be carried out from these aspects.

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