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## Research and Practice of Moral Education for Primary School Students in the Context of Digital Education

Mingxue Zhang<sup>1,2\*</sup>, Jiaqi Wang<sup>1</sup>

**Abstract:** With the advent of the digital era, moral education is facing new challenges and opportunities. Digital education provides new tools and platforms for the moral education of primary school students, and at the same time brings a series of new problems and challenges. By analyzing the connotation, development goals and path of moral education for primary school students in the context of digital education, this paper proposes specific measures and methods to carry out moral education for primary school students in the context of digitalization. These measures include strengthening the application of digital means, focusing on the personalized and comprehensive development of primary school students, strengthening the coordination and integration with other aspects of education, and establishing a scientific evaluation and management mechanism. Through these measures, primary school students can be provided with richer, more varied and beneficial moral education, so that they can achieve all-round growth and development in the digital age.

**Keywords:** Digital education, elementary school students, moral education, scientific assessment, management mechanisms

### 1. Introduction:

The digital era is an era of rapid development of information technology and an era of change in education. The arrival of the digital era has brought unprecedented changes and opportunities to the field of education. The wide application of digital technology has changed the way and method of education and provided strong support for the popularization and improvement of education. The digital era has also brought unprecedented opportunities and challenges to the development of moral education. The rise of virtual socialization and virtual world in the context of the digital era has also brought some moral risks, such as cyber violence and information leakage. How to guide primary school students to use digital technology correctly and avoid the negative impact of digital technology on moral education is also a problem that needs to be thought about when carrying out moral education in the digital era. The digital era brings both opportunities and challenges to the development of moral education. To carry out moral education for primary school students under the background of digitalization, educators need to adapt to the development trend and requirements of the digital era, actively explore the application of digital technology in moral education, innovate the methods and approaches of moral education, and better guide primary

<sup>1</sup> Linyi University, Linyi City, Shandong Province, China

<sup>2\*</sup> Center for International Education, Philippine Christian University, Manila, Metro Manila, Philippine  
Corresponding email: zhangmingxue@lyu.edu.cn (Mingxue Zhang)

school students to set up a correct moral outlook and values, so as to lay a solid moral foundation for their future learning and life.

## 2. Literature Review

With the boom in digitization, we have entered an era of rapid development of information technology and, at the same time, an era of change in education. The arrival of the digital era has brought unprecedented changes and opportunities to the field of education. <sup>[1]</sup> The wide application of digital technology has changed the way and method of education and provided strong support for the popularization and improvement of education. The digital era has also brought unprecedented opportunities and challenges to the development of moral education. <sup>[2]</sup> Digital education provides new tools and platforms for the moral education of primary school students, enriches the educational content, expands new educational methods and approaches, brings a new learning experience for primary school students, and to a certain extent inspires students' enthusiasm for learning. <sup>[3]</sup> On the basis of digital curriculum and digital teaching, student-centered digital teaching creates digital learning situations for students, provides diversified and intelligent digital educational resources for practical training courses, realizes collaborative teaching with multiple applications, multiple projects, multiple cases, multiple scenarios, and multiple operations, in order to adapt to the personalized learning needs of students, <sup>[4]</sup> and integrates moral education with the characteristics of digital teaching to realize student-centered. In addition, digital technology resources are used to broaden the path of moral education and innovate the mode of moral education, such as the use of digital technology resources to assist in the development of mental health diagnosis, group counseling, situational design, role-playing counseling, etc., <sup>[5]</sup> so that the digital education and moral education resonate with each other in order to cultivate the correct values of students.

Designing digital moral education courses is the key to strengthening the application of digital tools. Teachers can design creative and interesting digital moral education courses according to students' age, interests, characteristics and other factors, <sup>[6]</sup> and integrate moral education into students' daily learning. For example, through digital games, interactive teaching, online interactive discussions, etc., students' interest and participation in learning can be stimulated to improve the attractiveness and effect of moral education courses. <sup>[7]</sup> In addition, digital moral education courses can also closely integrate moral education knowledge with real life and social issues, help students understand and solve moral dilemmas and problems in real life, and cultivate students' practical ability and moral education literacy. Nowadays, under the great attention of the state and society, many cities and districts have joined the team of digital moral education and achieved good results: Hongkou District's digital transformation of education will adhere to the "Rainbow Teachers", "Rainbow Lessons", "Digital Rainbow Education", "Rainbow Teachers", "Rainbow Learning" and "Digital Teachers", and "Digital Teachers". <sup>[8]</sup> "Digital rainbow education" three major education connotation brand construction, to the moral education work for teaching digital transformation target positioning, to education teaching reform for teaching digitalization into the connotation, to cloud platform construction for teaching digital transformation guarantee empowerment, promote Hongkou education digital transformation steady and far-reaching; <sup>[9]</sup> China Children and Teenagers Film Society and the China Film Group Corporation and other units to play their respective roles in the digital transformation. <sup>[10]</sup> China Film Group Corporation and other units play their respective advantages, actively participate in serving primary and secondary school film and television education, such as China Film Group Corporation to play the advantages of the whole industry chain of film, the development and construction of the software and hardware integration of the "China Film Campus Film and Television Public Welfare Service Platform", <sup>[11]</sup> the goal is to build a bridge of supply and demand between the owners of the copyrights of the

excellent films suitable for primary and secondary school students and schools, and to build a service bridge between the supply and demand of the excellent films. <sup>[12]</sup> The goal is to build a supply and demand bridge between copyright owners of excellent films suitable for primary and secondary school students and schools, and to build a professional networked digital system support platform for moral education and film and television integration education in primary and secondary schools, which is now being piloted in a number of primary and secondary schools. <sup>[13]</sup>

The application of digital means can also promote close cooperation between schools and families and society. Schools can link up and cooperate with parents, social organizations and communities through digital means to jointly promote the development of moral education for elementary school students. <sup>[14]</sup> Digital family moral education has a time-delayed function, which breaks the time and space limitations of the traditional moral education model that requires the educator and the educated to exist at the same time and in the same place, and it can realize family moral education in accordance with the home-school-society collaborative parenting plan at any time and any place, and it can also realize the role of the educator assumed by the intelligent robots or any person with intelligent operation ability, and it can also implement remote family moral education. <sup>[15]</sup> For example, it is possible to provide parents with relevant information and guidance on moral education through platforms such as the Online Parents' Academy and the Parents' WeChat Public Number, guiding parents to participate in the moral education of students and forming a good situation of joint education by the school, the family and the society. <sup>[16]</sup> At same time, schools can also cooperate with social organizations and communities through digital means to organize practical activities in moral education and social volunteer services, so that students can experience and practice the values of moral education in real life. <sup>[17]</sup>

In today's rapid development of information technology, digital moral education still has a lot of space for development and promising prospects for development. Strengthening moral education work to build moral education educators should think about and study the digital development trend of moral education in the new era, change their own concept of moral education, explore new methods of moral education in the context of new media, innovate the content of moral education, develop a new media resource base for moral education, and create a main position for the application of new media in moral education. In the digital era, <sup>[18]</sup> the application of digital technology in daily life and learning has become common and indispensable, and the Internet has become an important way for students to contact the world and learn new knowledge, while the ability of primary school students to identify the authenticity of information and assess its reliability still needs to be improved, so there is still a great deal of uncertainty in digital moral education. How to create a clear and safe online environment has become a top priority. <sup>[19]</sup> Primary school students should learn to protect their personal information, set secure passwords, avoid clicking on unknown links, etc., and form good digital safety habits; moral education should guide students to establish correct concepts of cyber ethics, educate them to respect other people's intellectual property rights, follow the rules of the Internet, and avoid undesirable behaviors such as cyber violence and cyber bullying. <sup>[20]</sup> Elementary school students also need to learn to be civilized online, respect others' right to expression, and avoid spreading false information or engaging in undesirable social behaviors on the Internet. <sup>[21]</sup> By cultivating a good sense of cyber ethics, elementary school students can participate healthily and actively in the online world and become cyber citizens beneficial to society. <sup>[22]</sup>

By analyzing the connotation, development goals and paths of moral education for primary school students in the context of digital education, this paper proposes specific measures and methods to carry out moral education for primary school students in the context of digitalization. <sup>[23]</sup> These measures include strengthening the application of digital means, focusing on the personalized and comprehensive development of primary school students, strengthening the coordination and

integration with other aspects of education, and establishing a scientific evaluation and management mechanism. [24] Through these measures, primary school students can be provided with richer, more varied and beneficial moral education, so that they can achieve all-round growth and development in the digital age. [25]

### 3. Methodology

By analyzing the connotation, development goals and path of moral education for primary school students in the context of digital education, this paper proposes specific measures and methods for carrying out moral education for primary school students in the context of digitalization. These measures include strengthening the application of digital means, focusing on the personalized and comprehensive development of primary school students, strengthening the coordination and integration with other aspects of education, and establishing a scientific evaluation and management mechanism. Through these measures, primary school students can be provided with richer, more varied and beneficial moral education, so that they can achieve all-round growth and development in the digital age.

In the study of the content of moral education for primary school students in the context of digitization, firstly, the literature related to this study was collected by looking up keywords related to this study in major Internet literature databases as well as data sharing platforms (e.g., the National e-Library, China Knowledge Network, etc.). Second, offline in various libraries, bookstores and other places, the literature related to this study was collected and found. Finally, the literature collected online and offline are organized and summarized to understand the research content of each literature to see and provide reference and reference for this study. At the same time, in order to better obtain effective and reliable evidence, this study also refers to the practical results of the combination of information technology and moral education of primary school students in various cities, collects relevant data on the problems and countermeasures in the process of practice, and analyzes the typical practice examples in a small way, so as to bring practical value to the development of moral education of primary school students in the context of digital education.

### 4. Results

#### 4.1 *The connotation of moral education for primary school students in the context of digitalization*

In today's digital era, the rapid development of science and technology has had a profound impact on education, and the connotation of moral education for primary school students has undergone new changes. Under the background of digitalization, moral education for primary school students not only focuses on traditional moral norms and behavioral norms, but also needs to pay attention to the cultivation of digital literacy, cyber ethics, social communication, information literacy, digital innovation and digital safety, so as to help students better adapt to the development of digital society and become modern citizens with comprehensive literacy and good behavioral habits.

First of all, digital literacy is one of the important connotations of moral education for primary school students in the context of digitalization. In the digital era, the application of digital technology in daily life and learning has become common and indispensable. Elementary school students need to have basic digital literacy and be able to use digital devices, applications and tools to access and process information from the Internet. In addition, elementary school students need to be able to acquire and assess information, learn to recognize the authenticity of information, assess

its reliability and avoid being misled by false information. Digital literacy also includes awareness of network security and privacy protection. Primary school students should learn to protect personal information, set secure passwords, avoid clicking on unknown links, etc., and form good digital security habits.

Secondly, network ethics is also an important part of moral education for primary school students in the digital context. With the popularization of the Internet, the behavior of primary school students on the network is becoming more and more important. Moral education should guide students to establish a correct concept of network ethics, educate them to respect the intellectual property rights of others, follow the rules of the network, and avoid undesirable behaviors such as network violence and cyberbullying. Elementary school students also need to learn to be civilized on the Internet, respect others' right to expression, and avoid spreading false information or engaging in undesirable social behaviors on the Internet. By cultivating a good sense of cyber ethics, elementary school students can participate healthily and actively in the online world and become cybercitizens who are beneficial to society.

Social communication is another important element of moral education for primary school students. In the digital context, primary school students need to learn good social communication, both online and offline. Moral education should cultivate students' ability to respect others, treat others kindly, communicate well and solve problems. Elementary school students need to learn basic social skills in face-to-face and online interactions, such as listening, expressing, interacting and cooperating. In addition, primary school students should learn to use social media and online social tools correctly, follow online etiquette, avoid undesirable behaviors such as malicious comments, rumor spreading, and online violence, and develop positive and healthy social networking habits.

Information literacy is also an important part of moral education for primary school students in the context of digitalization. In the information age, the ability to acquire and process information is crucial for primary school students. Elementary school students need to learn to search and filter information effectively, analyze and assess the reliability and value of information, and develop independent thinking and critical thinking skills. Moral education should guide students to use information resources correctly, avoid blindly trusting information, and cultivate an awareness of objective, truthful and comprehensive information. At the same time, primary school students should also learn to reasonably cite and share information, follow academic ethics and intellectual property norms, and form a sense of proper academic behavior and academic integrity.

Digital innovation is another important element of moral education for primary school students in the context of digitalization. The development of digital technology brings opportunities and challenges for innovation, and primary school students should learn to use digital technology to innovate and solve problems. Moral education should cultivate students' innovative thinking and practical ability, and encourage them to use digital technology for creative thinking and practical operation in learning and life. Elementary school students can carry out digital creation and digital product innovation through programming, design and production, cultivate a sense of innovation and teamwork ability, and prepare for their future career and social life.

Finally, digital security is an important aspect of moral education for primary school students in the context of digitalization. In the digital era, the problem of network security is becoming more and more prominent, and elementary school students need to learn to protect their personal privacy and prevent network risks. Moral education should cultivate students' awareness of self-protection and teach them to avoid disclosing their privacy on the Internet, avoid trusting strangers and avoid participating in illegal and illicit online activities. Primary school students also need to learn how to correctly deal with problems that bother them, such as online harassment and cyberbullying, and how to seek help and solve problems. Digital safety education should become an important part of

primary school students' moral education to help them form healthy digital habits and good online behavior.

In summary, the connotation of moral education for primary school students in the context of digitization includes digital literacy, network ethics, social communication, information literacy, digital innovation, digital safety and other aspects. Moral education should guide students to form a well-rounded personality in the digital context by cultivating their correct digital values, good network behaviors and practical skills, so that they can grow up healthily and responsibly in the digital era and make positive contributions to the future society.

#### ***4.2 Subheadin Strengthen the application of digital means***

Under the background of digitalization, moral education for elementary school students should pay more attention to the application of digital means. Teachers can make full use of digital means to promote the development of moral education for primary school students through the use of digital teaching resources, the design of digital moral education courses, and the development of digital moral education activities.

First of all, the application of digital teaching resources is crucial to the moral education of primary school students. Teachers can obtain rich moral education teaching resources, including moral education courses, moral education teaching materials, moral education stories, moral education games, etc. through network resources, digital libraries, online education platforms and other channels. These digital teaching resources can provide teachers with rich teaching materials and cases to help them better design and organize moral education teaching activities. At the same time, students can also learn independently through digital means, gain a deeper understanding of moral education knowledge, and cultivate moral thinking and moral emotions.

Secondly, designing digital moral education courses is the key to strengthening the application of digital means. Teachers can design creative and interesting digital moral education courses according to the age, interest, characteristics and other factors of students, and integrate moral education into students' daily learning. For example, through digital games, interactive teaching, online interactive discussions, etc., students' interest and participation in learning can be stimulated to improve the attractiveness and effect of moral education courses. In addition, digital moral education courses can also closely integrate moral education knowledge with real life and social issues, help students understand and solve moral dilemmas and problems in real life, and cultivate students' practical ability and moral education literacy.

In addition, carrying out digital moral education activities is an important way to promote the application of digital means. A rich variety of digital moral education activities can be organized, such as online moral education role-playing, micro-video production on moral education themes, and demonstration of moral education practice projects. These activities can help students experience moral education through actual participation and interaction, gain a deeper understanding of moral education knowledge, and form correct moral education attitudes and behavioral habits. In addition, digital moral education activities can also promote cooperation and communication among students and cultivate their teamwork and social interaction skills.

In addition, the application of digital means can also promote close cooperation between schools and families and society. Schools can link up and cooperate with parents, social organizations and communities through digital means to jointly promote the development of moral education for primary school students. For example, it can provide parents with relevant information and guidance on moral education through platforms such as the Online Parents' Academy and the Parents' WeChat Public Number, guiding parents to participate in the moral education of students

and forming a good situation of joint education by the school, the family and the society. At the same time, schools can also cooperate with social organizations and communities through digital means to organize moral education practice activities, social volunteer services, etc., so that students can experience and practice moral education values in real life.

The application of digital means of moral education for primary school students in the context of digitalization should focus on reasonable selection and use. On the one hand, digital means should be compatible with the age, cognitive level and physical and mental development of students, avoiding over-reliance on technology, over-consumption of students' attention and time, and affecting students' physical and mental health. On the other hand, digital means should focus on the value orientation of moral education, select teaching resources and curricula that meet the objectives and requirements of moral education, and avoid falling into shallow moral education due to digital means, emphasizing the form but neglecting the connotation.

In a word, the moral education of primary school students under the background of digitalization should pay full attention to the application of digital means, and enhance the effect and influence of moral education through the acquisition of digital teaching resources, the design of digital moral education courses, the development of digital moral education activities, and the close cooperation between schools, families and the society, etc. At the same time, the application of digital means should be reasonable and reasonable. At the same time, the application of digital means should be rationally selected and used, focusing on the value orientation of moral education, giving full consideration to the age and physical and mental characteristics of students, and ensuring that digital moral education can better serve the overall quality education and moral growth of students.

#### *4.2.1 Use of digital teaching resources*

In the digital era, teaching resources have been greatly enriched, and the moral education of elementary school students can also make use of these digital teaching resources to carry out diversified and interesting moral education and improve the moral education of primary school students.

First of all, through the network, digital libraries and other resources, teachers can obtain a wealth of moral education teaching materials and information, including the basic concepts of moral education, moral concepts, social behavioral norms and so on. These digital teaching resources can help teachers better prepare moral education courses and make moral education more systematic and scientific. At the same time, students can also learn moral education independently through the Internet and other channels to expand their vision of moral education and improve their moral education.

Secondly, digital teaching resources can provide rich cases and examples of moral education. Through the Internet, videos and other resources, teachers can expose students to rich cases and examples of moral education, including moral choices and behavioral performance in daily life, school, community and other occasions. These moral education cases and examples can help students better understand and experience the practical application of moral education, so as to form correct moral values and behavioral norms.

Digital teaching resources can provide rich interaction and experience in moral education. Through the digital platform, highly interactive and interesting moral education courses can be designed, such as moral education games, moral education role-playing, and moral education simulation experiments. These moral education interactions and experiences can stimulate students' interest and motivation, enable them to deeply experience and understand moral values in participating in moral education activities, and cultivate their moral judgment and decision-making abilities.

Digital teaching resources can also provide diversified ways of moral education evaluation. Traditional moral education evaluation mainly relies on teachers' subjective evaluation, making it difficult to objectively and comprehensively evaluate students' moral literacy. And through the digital platform, various forms of moral education evaluation methods can be designed, such as online questionnaires, scoring of moral education games, and display of moral education works. This can provide a more comprehensive understanding of students' moral education performance, help them discover their strengths and weaknesses, and motivate them to continuously improve their moral education.

Digital teaching resources can also promote cooperation and communication among students. Through the online platform, students can engage in online cooperative learning, participate in moral education programs and activities together, communicate and cooperate with each other, and cultivate the spirit of teamwork and social responsibility. For example, a moral education project can be designed to require students to cooperate in a group to complete a social welfare activity, and record and share the process and results of the activity through the digital platform, thus promoting mutual assistance and cooperation among students.

Digital teaching resources can also promote cooperation and interaction between schools and their families and communities. Schools can cooperate with parents and communities through digital platforms to jointly carry out moral education. For example, online moral education courses for parents can be designed to allow parents and schools to participate in the moral education of primary school students and to jointly develop students' moral literacy. At the same time, schools can also cooperate with the community through the digital platform to carry out moral education activities, so that students can experience and practice the value of moral education in the community, thus promoting the combined efforts of schools, families and the community in educating people.

It is worth noting that the application of digital teaching resources in moral education requires attention to reasonableness and prudence. First of all, teachers need to choose appropriate resources when using digital teaching resources, and make reasonable curriculum design and teaching arrangements to ensure that the teaching content is in line with the age characteristics and developmental needs of primary school students, so as to avoid relying too much on digital teaching resources and neglecting the actual situation and personalized needs of students. Secondly, the use of digital teaching resources should focus on the effectiveness of teaching and the quality of education, and should not simply pursue the advanced technology and ignore the essence of moral education. Teachers should strictly screen and evaluate digital teaching resources to ensure their quality and legitimacy. At the same time, teachers should guide and supervise students to ensure that they use digital teaching resources correctly and avoid indulging in the Internet and games, which affects the effect of moral education. Digital moral education should be combined with traditional moral education to form an organic whole. Digital teaching resources should not replace them, but should be used as a useful auxiliary means to integrate with traditional moral education and form a diversified mode of moral education. For example, traditional moral education activities such as field trips and social practices can be introduced into digital moral education courses, so that students can experience and practice moral values in both digital and real environments. This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

#### *4.2.2 Designing a digital moral education curriculum*

Under the digital background, moral education for primary school students can adopt a more diversified and interesting digital moral education curriculum. Moral education courses that are

highly interactive and interesting can be designed through digital platforms, such as microclasses on moral education for elementary school students, moral education games, moral education comics and so on. Through these ways, students' interest and enthusiasm can be stimulated, and the moral education of primary school students can be better promoted.

First of all, moral education microclasses can be designed to present the content of moral education in the form of small videos. Such microclasses can guide students to think about and discuss moral issues through vivid animations, interesting plots and imaginative characters. For example, microclasses on topics such as friendship, honesty, helping others, law-abiding, etc. can be produced, and through situational simulations and case studies, students can gain an in-depth understanding of the connotation of morality and the way of practicing it in the process of watching the videos.

Secondly, moral education games can be designed to let students experience moral choices and decision-making in the game through interaction and competition in the virtual world. For example, moral adventure games can be designed to let students play the role of the protagonist and face various moral dilemmas and choices in the game, so as to cultivate their moral judgment and decision-making ability through independent choice and reflection. In addition, the game can also set up interactive links of cooperation or competition, prompting students to exercise the spirit of cooperation and competition in the game.

Moral education comics can be designed to present moral education content in graphic form. For example, interesting comic stories can be designed to guide students to think and explore moral issues through the characters and plots in the comics. Through the characters' words and deeds, the role models of good moral behavior are shown to stimulate students' imitation and pursuit of moral behavior. The vivid and interesting form of comics can stimulate students' interest in reading and improve their understanding and memorization of moral education knowledge.

At the same time, the digital moral education curriculum can also be personalized according to students' interests and individual needs. The digital platform can collect information about students' learning interests, learning habits, learning progress, etc., and recommend appropriate moral education course content for students according to their situation, so that students can be more independent and enjoyable in their learning.

In summary, under the digital background, the moral education of elementary school students can be promoted through diversified and interesting digital moral education courses, such as microclasses, games, cartoons and so on, to stimulate the interest and enthusiasm of students and promote their moral education. Such digital moral education courses can make students learn through participation and improve their moral education literacy and moral judgment through interactive and interesting designs, and can be closely integrated with real life to cultivate students' sense of social responsibility and civic awareness. This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

#### *4.2.3 Carrying out digital moral education activities*

Under the background of digitalization, moral education of elementary school students can be promoted by carrying out digital moral education activities. For example, students can be organized to participate in online public welfare activities, moral education theme lectures and other activities, encouraging students to give full play to their personalities and strengths through digital means, and improving the effectiveness and participation of moral education.

One type of digital moral education activity is to organize students to participate in online public welfare activities. Through the digital platform, schools can cooperate with social welfare organizations to carry out online voluntary service activities, such as voluntary donations, voluntary school assistance and environmental protection actions. Students can participate in these activities digitally to learn about social issues, pay attention to the disadvantaged, and cultivate the spirit of caring for others and a sense of social responsibility.

Another kind of digital moral education activity is moral education theme lectures. Schools can invite experts, scholars, social celebrities, etc. to give lectures on moral education themes through online platforms, guiding students to gain a deeper understanding of and reflect on moral issues, and stimulating their critical and discursive abilities. This approach not only enables students to acquire professional moral education knowledge in the digital environment, but also stimulates their interest and participation.

In addition, digital moral education activities can be designed through students' personalities and specialties. For example, students can be organized to participate in moral education creation competitions through digital platforms, encouraging them to use their creativity and talent to express their understanding and experience of moral education. Students can present their thoughts and experiences on moral education through painting, writing, music, dance and other forms to cultivate their aesthetic appeal and innovative spirit.

In addition, digital moral education activities can also allow students to experience and explore moral issues in a virtual environment through online role-playing and situational simulation. For example, virtual situations can be designed in which students play roles and face different moral choices, and through independent choice and interactive communication, they can develop their moral judgment and decision-making ability.

Overall, under the digital background, moral education for primary school students can be promoted through rich and diverse digital moral education activities, providing interesting and interactive learning experiences to stimulate students' interest and motivation. This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

### ***4.3 Strengthening the Teacher Team***

Under the background of digitalization, the moral education of elementary school students needs to have a teacher team with digital literacy. Only in this way can we make better use of digital means to carry out moral education and really achieve the goal of cultivating the moral quality of primary school students. Therefore, the digital literacy training of the teaching force should be strengthened to improve teachers' digital teaching and moral education ability.

First of all, teachers need to focus on the improvement of digital literacy, understand the characteristics and trends of the digital era, and master basic digital skills. For example, they can master computer operation and common digital tools, and understand the use of network teaching platforms. Teachers also need to understand the theory and practice of digital education and master the basic methods and strategies of digital education. In actual teaching, teachers should make full use of digital education resources and tools, such as digital teaching software, multimedia courseware, online courses, etc., in order to improve the teaching effect and students' learning interest.

Secondly, teachers need to improve their education informatization skills and master the basic theories and methods of digital education. Teachers should understand the basic concepts and

characteristics of digital education, learn the policies and regulations related to education informatization, and master the knowledge and skills of teaching design and teaching evaluation in digital education. In addition, teachers need to acquire certain information security awareness and skills to protect students' information security and privacy.

Teachers need to participate in digital education research and practice to continuously improve their digital teaching and moral education. Teachers can participate in digital education research and practice programs to understand the latest developments and achievements in digital education and master the cutting-edge theories and technologies of digital education. At the same time, teachers also need to actively explore the effective methods and strategies of digital teaching in actual teaching, constantly improve the process of education and teaching, and improve the comprehensive quality of students.

#### ***4.4 Strengthening Home-School Co-education***

Under the background of digitalization, the moral education of elementary school students needs more home-school co-education. Family is the most important socialized education place for elementary school students, and parents play an important role in the moral education of primary school students. Therefore, it is necessary to strengthen cooperation between home and school and pay joint attention to the moral education of elementary school students. Parents' digital literacy and understanding of moral education can be improved by carrying out family digital moral education activities and parent digital moral education training to promote the development of family moral education.

Schools can organize family digital moral education activities, such as family reading and sharing, family science experiments, family art creation, etc., to encourage parents to participate in digital moral education activities with their children and to raise the importance and practice of digital literacy in the family. Such activities can promote interactions and exchanges between parents and children, and enhance families' concern and support for moral education.

Schools can conduct parent training on digital moral education and provide parents with knowledge and skills training on digital education, including digital teaching methods, online safety, and information literacy. By improving parents' digital literacy, they can better guide and supervise their children's behavior in the digital environment, and help their children establish correct online values and behavioral norms.

Schools can organize regular home-school exchange and cooperation activities, such as parent-teacher conferences, home-school fellowships, parent-child activities, etc., to strengthen communication and cooperation between schools and parents. By working closely with parents to understand children's learning and behavior at home, and jointly solving problems that children may encounter in the digital environment, a trinity pattern of moral education among school, family and society can be formed.

Schools can share moral education resources with parents, including digital moral education teaching materials, guidance on moral education activities, and cases of family moral education. By providing parents with references and support for moral education, they can help parents to better carry out moral education at home and cultivate their children's good moral qualities and behavioral habits.

Schools and parents should pay joint attention to the safety of elementary school students on the Internet and establish a home-school Internet safety education mechanism. Schools can organize Internet safety education courses and activities on a regular basis to guide parents and children to

use the Internet correctly and prevent Internet safety risks. At the same time, schools and parents can also set up communication channels to share Internet safety experiences and problems regularly, and jointly discuss how to protect elementary school students' information security and privacy protection in the digital environment.

Schools can encourage parents to participate in moral education activities organized by the school, such as volunteer activities, social practices, public welfare activities, etc., so that parents can experience and participate in moral education first-hand. By participating in moral education activities, parents can better understand the school's moral education philosophy and moral education goals, and work with the school to cultivate good moral qualities in primary school students.

In the context of digitalization, moral education for elementary school students requires the concept and practice of home-school co-education. Schools and parents should work closely together to pay attention to the moral education of primary school students, improve parents' digital literacy and understanding of moral education, and form a trinity pattern of moral education among schools, families and society. Through family digital moral education activities, parents' digital moral education training, regular exchanges and cooperation between home and school, sharing of family moral education resources, setting up home-school Internet safety education mechanisms, guiding parents to participate in moral education activities, and promoting the integration of family education and digital teaching, we can work together to improve the quality and effectiveness of moral education for primary school students, and to help children grow up healthily and adapt to the developmental requirements of the digital era.

#### ***4.5 Practical Strategies for Moral Education of Elementary School Students***

In the context of digitalization, the implementation of moral education for primary school students needs to be combined with practical strategies in order to promote the overall development of the quality of moral education for primary school students.

##### *4.5.1 Practicing tailor-made education*

Moral education for elementary school students should be tailored to the needs of different primary school students and adopt different moral education methods and strategies. Digital means can help teachers better understand the moral development needs and characteristics of primary school students, and better implement moral education according to the individual. Through the digital platform, teachers can understand each student's learning situation, moral education interests and development needs, so as to design personalized moral education learning plans for them. For example, suitable moral education resources and activities can be recommended for students according to their interests, personality traits and learning styles, so as to stimulate students' interest and participation in learning. Digital means can provide students with flexible learning paths, adjusting the difficulty and depth of moral education learning according to students' learning progress and ability level. For example, students can be provided with moral education courses or learning modules at different levels, so that they can choose their own learning content according to their interests and abilities, thereby stimulating their independent learning and self-development.

##### *4.5.2 Realization of full participation*

Moral education for primary school students needs to realize full participation, that is, all students can participate in moral education. Digital means can help teachers better promote whole-person participation by designing diversified and interesting moral education courses and activities

through digital platforms to stimulate students' interest and motivation and increase whole-person participation. Schools can provide diversified moral education resources through digital means, including digital teaching materials, online courses, moral education games, e-books, etc., to meet the learning needs and interests of different students. This can enable students to participate in moral education at different times, places and ways. Schools can digitally guide students to participate in various types of moral education activities, such as online social interactions, online discussions, and moral education practice projects. These activities can help students build up moral education awareness, exercise their moral education skills, and increase their participation in moral education.

Schools can encourage students to engage in independent learning through digital means, such as providing online learning platforms, online learning communities, etc., so that students can independently choose moral education learning resources according to their interests and needs, and engage in independent learning and exploration. This can stimulate students' interest in learning and increase their participation in moral education.

Schools can design interesting moral education activities through digital means, such as online games and interactive teaching tools, to stimulate students' interest and motivation. Such moral education activities can allow students to participate in moral education in a pleasant atmosphere and improve their participation.

Schools can understand the characteristics and needs of students' moral education through digital means, for example, through online questionnaires, student feedback, teaching data analysis, etc., to collect students' opinions and feedback, and understand their moral education development and needs, so as to better adjust the moral education methods and strategies, and to ensure that every student can participate in moral education.

Through the above strategies, primary school students can be motivated to participate in moral education in the context of digitalization.

#### *4.5.3 Realizing personalized development*

Moral education for elementary school students needs to realize personalized development, that is, to carry out personalized moral education according to the characteristics and needs of the moral education of primary school students. Digital tools can help teachers better understand the characteristics and needs of students' moral education and better carry out personalized moral education.

With the help of digital tools and platforms, schools can create personalized learning plans and learning resource libraries for each student, and customize different moral education learning contents and learning paths according to students' interests, abilities and needs. Students can learn independently according to their own interests and rhythms to better utilize their own strengths and achieve personalized moral education development.

In the context of digitalization, schools can provide students with diversified moral education resources through network resources, online courses, virtual laboratories, etc., including different themes and forms of moral education activities, such as social practice, volunteer services, cultural performances, etc. Students can choose the moral education activities to participate in according to their interests and strengths, thus better realizing personalized moral education development.

In the digital context, schools can guide students to engage in self-directed learning and self-reflection through online learning platforms, social media, blogs and other means. Teachers can design personalized learning tasks and projects to encourage students to conduct independent

research, independent creation and independent evaluation, so as to cultivate students' independent learning ability and moral education self-awareness.

In the digital context, teachers can adopt differentiated tutoring methods for moral education according to the different characteristics and needs of students. Teachers can use digital tools and platforms to understand the development of students' moral education, carry out personalized counseling and guidance in a timely manner, and encourage students to give full play to their potential to achieve personalized moral education development.

In conclusion, in the digital background, to realize the personalized development of moral education for primary school students, we need to give full play to the advantages of digital tools and platforms, provide students with diversified moral education resources and learning opportunities, guide students to learn and think independently, and at the same time, carry out personalized counselling and guidance with the help of digital means. Teachers and parents should work closely together to pay attention to the development of students' moral education, and adopt differentiated moral education strategies according to the different characteristics and needs of students, so as to realize the personalized development of primary school students' moral education.

#### ***4.6 Establishing a scientific assessment and management mechanism***

In the context of digitalization, a scientific assessment and management mechanism for moral education in elementary school can be established in the following ways. Schools can design online moral education assessment tools with the help of digital platforms, including the assessment of moral education ability, moral education attitude, moral education behavior and other aspects. These assessment tools can be conducted through questionnaires, online tests, observation records, etc. They are objective and standardized, and can provide a comprehensive and systematic assessment of students' moral education development.

Schools can formulate moral education assessment indicators and standards according to the objectives of moral education and educational requirements, and specify the objectives and standards of moral education development for different grades and stages. For example, they may include indicators and standards for students' moral emotions, social responsibilities, teamwork, learning attitudes, etc., so as to conduct quantitative assessment and comparative analysis of students' moral development.

By collecting, storing and analyzing students' moral education assessment data through the digital platform, data analysis and mining techniques can be applied to gain an in-depth understanding of students' moral education development. For example, data analysis can be used to discover in which areas students have greater moral education needs and which students excel in moral education, thus providing a scientific basis for moral education management and counseling.

**Teacher participation and guidance:** In the digital context, teachers can participate in the data entry, data analysis and interpretation of students' moral education assessment through the digital platform to understand students' moral education performance and development trends, and provide personalized moral education counseling and guidance based on the assessment results. For example, based on the results of students' moral education assessment, teachers can formulate personalized moral education plans, provide targeted moral education guidance for students' strengths and weaknesses, and help students achieve comprehensive moral education development.

**Home-school cooperation:** Under the digital background, parents can also participate in the data review and feedback of students' moral assessment through the digital platform, understand their children's performance in moral education, and pay attention to students' moral development

together with the school. Home and school can share information, exchange and cooperate through the digital platform, jointly develop moral education plans, and jointly promote the science of students' moral education.

In conclusion, the establishment of a scientific assessment and management mechanism is crucial for moral education in elementary school in the context of digitalization. Through the application of the digital platform, comprehensive assessment, personalized guidance and home-school cooperation on students' moral education development can be realized, promoting full participation in students' moral education, and realizing scientific management and effective promotion of primary school students' moral education.

## 5. Discussion

Under the background of digitalization, the moral education of elementary school students is facing new opportunities and challenges. In the context of digitalization, moral education for primary school students needs to pay more attention to the application of digital means, innovative education and teaching methods and strategies, and comprehensively improve the quality of moral education for primary school students. This paper introduces the importance and practical strategies of moral education for primary school students in the context of digitization, and puts forward specific measures to carry out moral education for primary school students in the context of digitization from teachers, families, students and other aspects. It is believed that with the joint efforts of the education sector, the moral education of elementary school students in the context of digitization will be more comprehensive and effective, and more excellent elementary school students will be cultivated.

## 6. Conclusion

Under the background of digitalization, the moral education of elementary school students is facing new opportunities and challenges. In the context of digitalization, moral education for primary school students needs to pay more attention to the application of digital means, innovative education and teaching methods and strategies, and comprehensively improve the quality of moral education for primary school students..

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