

An Exploration on the Moral Education in Primary and Secondary Schools Under the Background of Epidemic Situation

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To cite this article:

Qin Tingguo. An Exploration on the Moral Education in Primary and Secondary Schools Under the Background of Epidemic Situation. *Education Journal*. Vol. 11, No. 5, 2022, pp. 268-272. doi: 10.11648/j.edu.20221105.19

Received: August 1, 2022; **Accepted:** August 20, 2022; **Published:** October 11, 2022

Abstract: The impact of the epidemic outbreak on normal education and subject teaching in primary and secondary schools is evident, especially during the serious epidemic period when schools are delayed or early holidays are held. But "stop school non-stop learning", the primary and secondary school students at home to learn and communicate through the online platform. This is not only an innovative attempt of subject teaching, but also a good opportunity for students' moral growth. Schools should make use of the conditions for students to live at home to fight the epidemic, adopt appropriate moral education strategies, refine the contents of moral education, educate students about parent-child relationship, patriotism and natural life. The parent-child relationship education is the family education under the epidemic situation and the best opportunity for personal emotional communication. Heroism education, patriotism education and socialism education are the inevitable requirements of anti epidemic spirit education, and natural life education is the lesson and enlightenment left by the epidemic. Parent-child relationship education, heroism education, patriotism education, socialist education and natural life education highlight the nature, content and significance of moral education in the context of the epidemic. They guide students to establish a correct view of nature, outlook on life and values, and realize their moral growth.

Keywords: Epidemic Situation, Primary and Secondary Schools, Moral Education

1. Introduction

At the beginning of 2020, a sudden epidemic of pneumonia infected with novel coronavirus swept across China. Wuhan was "closed down" and the whole people were "forbidden to walk", and the whole society was forced to press the "pause button". The epidemic is an order. Life is more important than Mount Tai. The people of the whole country worked together to overcome the difficulties, and the fight against the epidemic achieved a major victory. In the past two years, there has been a rebound of epidemic in some areas. During the serious epidemic period, the school postponed the opening of school or had a holiday in advance, but "classes were suspended without suspension". Primary and secondary school students studied and communicated at home through online platforms. This is not only an innovative attempt in subject teaching, but also a good opportunity for moral education. [1] Schools and parents should take advantage of the conditions for students to

fight the epidemic at home to carry out parent-child relationship education, patriotism education and natural life education, so as to realize the moral growth of students and promote their all-round development.

2. I'm at Home--Parent-Child Relationship Education

During the 2020 winter vacation, in the face of the fierce epidemic, the education department quickly made a decision to delay the opening of school and put forward the slogan of "no suspension of classes". The school actively responded to the call and organized teachers to quickly prepare lessons for online teaching. Some parents also reported some relevant learning content to their children through online platforms. [2] Parents often complain that they spend less time with their children and have less communication with their children, so this period of anti

epidemic at home is exactly a great opportunity to rebuild the parent-child relationship.

Therefore, we should seize the opportunity to let parents return to the role of the first teacher, encourage and guide parents and children to carry out parent-child learning and mutual assistance, housework and fitness exercises. Parents are the first teachers of their children. They should take this opportunity to teach their children some knowledge about life, mental health and physiology and the ability of self-protection, so as to help them grow up healthily. [3] At the same time, parents should also learn from their children with an open mind. Many of their children's world is unknown to adults. Only when parents understand empathy can they communicate effectively with their children. Today, with the development of information, parents may not know what children know, so it is necessary to learn from them. Parents should educate their children to establish a sense of labor, develop the habit of labor, and do some housework with their children. Establish morality and cultivate people, develop moral, intellectual, physical, aesthetic and labor education at the same time, and labor education is one of the main contents of education in the new era. Home-based fitness exercises not only exercise the body and improve immunity, but also enhance parent-child relationship and enhance the confidence to overcome difficulties. Encourage and guide parents and children to jointly understand the knowledge about the virus and the dynamics of the epidemic, write an anti epidemic diary together, understand and fear life, and actively participate in the fight against the epidemic. Encourage and guide parents to help children understand the countermeasures and actions of the whole people to fight the epidemic when the epidemic comes, understand the political, economic, cultural and educational conditions of society in extraordinary times, and enhance their recognition of social order. Encourage and guide parents to help children understand their personal psychological quality and public morality when emergencies come, and improve their self-help and coping ability. [4]

Such education is a solid foundation education, which is not contradictory to subject teaching, because it can enhance children's understanding of the significance of learning and their enthusiasm for learning to participate in society. Such a solid foundation education must have a long-term and far-reaching impact on children. Some people say that today's children are too pretentious, parents can't control it, and they place too high expectations, and parent-child conflicts continue to intensify. But after such a period of parent-child running in, parents and children learn and live together, understand each other, respect each other, and establish a trust relationship. This is a precious windfall. The root of education lies in the family. Harmonious parent-child relationship is a necessary condition for family education and children's growth. Although the 2020 winter vacation has passed, the extraordinary and special parent-child relationship of this long winter vacation will be branded in the children's memory. During the winter holidays in 2021 and 2022, the relationship between parents and children is more harmonious, the family affection is stronger, and each other is happier. Family

education helps school education, and the achievements of school education promote social development. [5] After a few years, children will become government officials, scientific and technological experts, business elites, or ordinary workers, but when they face such a general or even worse social crisis, they will know how to deal with it, so as to promote faster social progress. Therefore, education in the emergency period of the epidemic should come out of books and subject classes, so that students can see the real society; come out of the utilitarian circle, give parents nationwide a high-quality family guidance advice, and let parents really play the role of educators; get out of the shackles of teaching and learning, let the family, society and others become children's teachers, let children know others, society and family, and enhance their sense of belonging and responsibility. Some people take this opportunity to call for changing some utilitarian, separated and unbalanced education ecologies as soon as possible, changing the development mode of schools, changing the walking mode of teachers, changing the living state of students, building a new education ecosystem with benign development and interaction of schools, families and social educational interests, and reconstructing or optimizing our education [6].

3. Feelings of "Everyone" -- Patriotism Education

In this war to fight the epidemic, patriotism is rising all the time, which is a powerful atmosphere for patriotism education for primary and secondary school students. Patriotism is the people's deep feelings for the motherland and the spirit of willing dedication to the interests of the motherland, which has been formed for thousands of years. Patriotism is the core of the Chinese national spirit. In history, countless people with lofty ideals fought bravely for national independence and people's liberation one after another, and even sacrificed their lives, writing many magnificent epics of patriotism. [7] In contemporary China, the concentrated expression of patriotism is the spirit of working hard to realize the Chinese dream of the great rejuvenation of the Chinese nation. [8] Patriotism is one of the important contents and basic requirements of socialist core values. Patriotism is unified with love for the party and socialism. The Communist Party of China is the most staunch promoter and practitioner of patriotism and the most loyal representative of the fundamental interests of the Chinese nation and the Chinese people. It has always taken the realization of national independence and the happiness of the people as its historical mission. Over the past 100 years, the practice of revolution, construction and reform carried out by the people of all ethnic groups under the unity and leadership of the party is a great practice of patriotism and has written a brilliant chapter in the spirit of patriotism of the Chinese nation. To carry forward the spirit of patriotism, we must adhere to the unity of patriotism and socialism. Patriotism in the new era has always developed around the realization of

national prosperity and the happiness of the people, and finally converged on socialism with Chinese characteristics. Only by adhering to the unity of patriotism, love for the party and love for socialism can patriotism be vivid and true, which is the most important manifestation of contemporary Chinese patriotism [9].

In the fight against the epidemic, patriotism was first demonstrated by the strong sense of patriotism and deep feelings of the people of countless soldiers and volunteers. Patriotism means caring for the country, actively responding to the call of the country, participating in the fight against the epidemic and cooperating with the government's prevention and control measures. At the same time, we feel proud that the country has been able to contain the epidemic and realize development in a short period of time. This is true patriotism. The people's feelings are always thinking about the people, people-centered, people's life first, daring to race against the virus, and strive to save lives. [10] Academician ZhongNanshan refused to be hired by foreign countries with a high salary. He is committed to the motherland and has a responsibility to protect the land. Here, patriotism and heroism are united, and heroism is the patriotism shown during the emergency against COVID-19.

Patriotism is followed by the selfless and fearless patriotic actions of countless anti epidemic soldiers and volunteers. The country is in danger and gives full support. Countless anti epidemic soldiers left their families to protect everyone, regardless of personal safety, rushed to the anti epidemic front. Countless volunteers expressed their love for the country and people in different ways of action. There was an old man who sent a dozen RMB to the neighborhood committee. Without heroic words, he only said one sentence: the society helped me in the past, and today I repay the society. A young man, in order to express his gratitude to the police on duty, took a box of masks to the police station and turned around and left without leaving a word. A volunteer put the disinfectant on the nurse desk to show his respect and care for the angel in white. During the extraordinary period of anti epidemic, the performance of patriotic action is multifaceted. It is also patriotic to stick to our posts and do our own work well. Patriotism is the concerted action of all the people to overcome difficulties under the leadership of the party and the government. However, in the extraordinary period of anti epidemic, there are also discordant notes. Individual criminals take advantage of the opportunity to bid up prices and make national wealth difficult. Some manufacture low-quality epidemic prevention materials, sell fake masks and alcohol, and some fake epidemic prevention personnel swagger in the epidemic area and even flee to civilian houses to steal and rob openly. What these people did not only lost their personality, but also lost the national dignity of a nation. Of course, these can be used as negative teaching materials for patriotism education in primary and secondary schools. [11]

Patriotism is not only expressed in patriotic consciousness, but also in patriotic action, which is based on sincere feelings for the country and the people. Patriotism education in the new era is ideological education, which can neither be virtualized

nor generalized. Patriotism education should not be empty. We should avoid formalism, pay attention to practicality and effectiveness, go to the heart of students, internalize in the heart and externalize in the action. Patriotism education is one of the important contents of socialist core values education. We should integrate patriotism education with socialist core values education, and guide primary and secondary school students to establish correct national outlook, values and outlook on life in patriotism education. Patriotic education cannot be generalized, and it cannot be equated with the education of loving relatives, schools and hometown. Patriotism education is a serious topic. Although it is related to the education of loving your school and hometown, after all, patriotism is a high-level national education, and the two cannot be confused. Some schools refer to patriotism education as love community education. As we all know, the essence of the state is the tool of the ruling class dictatorship (China is the people's democratic dictatorship) and the political superstructure. Patriotism education has distinct class nature, historicity and reality. Patriotism education in contemporary China is the education of loving socialist countries with Chinese characteristics under the leadership of the Communist Party of China. The so-called community is just a vulgar and neutral concept. People who love the community are not necessarily patriotic, but provide a cover story for the betrayal of some people with ulterior motives. The country is not a community in the general sense, and the education of love community is by no means patriotism education. Clarifying these issues is of great significance for us to strengthen and improve patriotism education in primary and secondary schools.

Patriotism education is not only in the theoretical classroom of the school, but also in the vivid social practice. This pandemic test is a test of patriotism, testing the people's patriotic consciousness and patriotic action. If patriotism is more a slogan in ordinary times, then in extraordinary times, patriotism is a real spirit of selfless dedication and fearless sacrifice. The anti epidemic battlefield is the best patriotism education class for primary and secondary school students.

4. The Law of Nature -- Natural Life Education

The epidemic has highlighted the significance of natural life education in the modern context. There was a time when we attached great importance to nature education and life education, especially after the SARS epidemic in 2003, some schools set up nature education and life education courses. [12] However, on the whole, the nature education and life education in the existing national education system are still inadequate. The "man-made nature legislation" in education has largely replaced the "natural human legislation", and the "human calculation" has usurped the "natural calculation". As a result, our natural endowments, good knowledge and potential for life, endowed by thousands of years of evolution of nature and thousands of years of inheritance of human

culture, cannot be fully exploited and shown at the critical moment of fighting the epidemic.

In more profound ways, to some extent, the national education system is also constrained by limited experience of space and time, apparent lack of transcendence essence, no enough education settings to the infinite open ability of man and the transcendence of the limits of reality, no providing enough life wisdom to cope with and solve the problem of physical life, so much so that many of us do nothing but anxiety, panic, and fear when disaster comes suddenly. To some extent, the national education system is also too focused on deterministic knowledge and skills and programmatic logical thinking, unable to fully understand the broader energy and value of "heart is the universe" (*The Power of the Heart*), unable to fully understand the true education meaning of "there is no other way to learn, but to rest assured" (Mencius), so that a considerable proportion of the educated generally become "hollow men". In the special time when the knowledge system is beyond the reach and we need to "follow the heart", some people can not find the original heart, "find the heart but can not get", lose one's presence of mind, can not feel at ease, don't ask oneself, rarely get clear conscience.

This time, parents have a good opportunity to educate their children about natural life by avoiding the epidemic at home, delaying the start of school and taking a holiday in advance. The natural life education mentioned here is different from naturalistic education. Naturalistic education theory was put forward by Rousseau, a French Enlightenment thinker in the 18th century. His representative work is the educational novel *Emil*. Naturalistic educational thought is a series of educational thoughts produced by applying naturalism to the field of pedagogy, which emphasizes that education should be carried out in accordance with nature and respect human nature and natural laws [13]. From the perspective of origin, the modern western bourgeois naturalistic education theory originates from the humanism of the Renaissance in Western Europe. Humanism is the humanitarianism of anti feudalism, which denies divinity with human nature and opposes Shinto with humanity. In educational theory, it is naturalistic education, which advocates human natural growth, free growth and compliant development. Although this negative educational thought has historical progressive significance and positive influence, its theory is based on the assumption that human nature is originally good, which is the possible condition of conformity education. Whether human nature is good or evil is actually a false proposition. Human nature does not matter good or evil, and education does not need the assumption of human nature. Education is a necessary means of human socialization and a transformation process from natural people to social people. The natural life education mentioned here is also different from environmental protection education. Environmental protection education is caused by the deterioration of the natural environment, which threatens the survival and development of mankind. Man and nature are closely related. Marx pointed out, "nature, as far as it is not a human body itself, is a human inorganic body." [14] Since the industrial revolution in Europe, anthropocentrism

has prevailed. People have demanded more and given less from nature, and even violated the laws of nature, interrupting the natural process. At the same time, nature has also ruthlessly retaliated against mankind, such as acid rain in London, storm in North America, locust disaster in East Africa, ozone hole, climate warming, species extinction... Engels once warned, "we should not be too intoxicated with our human victory over nature. For each such victory, nature retaliates against us. Each victory did achieve our expected results at first, but in the future and in the future, completely different and unexpected effects occurred, often eliminating the initial results." [15]. Protecting the natural ecological environment and making rational use of natural resources are the necessary conditions and fundamental demands for human survival and sustainable development. Environmental protection education in primary and secondary schools is to educate students to establish environmental protection awareness, participate in environmental protection actions, and form the habit of diligence and thrift. The natural life education mentioned here is also different from life education. Life education refers to the education of the existence and significance of human life. Mao Zedong pointed out that among all things in the world, man is the first precious thing. Man is the existence of organic life and the support and carrier of spirit. Without physical life, the rich spirit will be unbearable. Life gives everyone only once. Therefore, we should cherish life, keep healthy and make more contributions to social development. Life education in primary and secondary schools is to educate students to establish a correct outlook on life, understand the meaning of life, feel the value of life, cherish their own life, respect the lives of others, actively participate in sports, maintain a happy body and mind, and lay a solid foundation for learning and life. Now, the learning and living conditions of primary and secondary school students have been greatly improved, but they are mentally fragile and can't stand setbacks, and suicide occurs from time to time. Faced with the death of young lives, teachers and parents are distressed, sigh, and helpless. Many painful facts show that life education and anti setback education in primary and secondary schools should and must be strengthened, which is urgent and imperative.

The natural life education we mentioned here is about the life phenomenon of animals and plants in nature. It aims to educate people to correctly understand natural life, treat natural life correctly, cherish rare animals and plants, and realize the harmonious development between man and nature. Minor children are the main objects of natural life education, and their level of natural life consciousness determines their future participation in natural life protection actions. Although it is undeniable that parents should seize the opportunity to fight the epidemic at home to teach their children to value their lives. Protecting themselves is a contribution to society. They should tell their children about the heroic stories that emerged in the process of the war and the songs of life, especially the dauntless spirit of the majority of medical staff who volunteered to fight and sacrifice themselves to save others. But tracing back to the

source, the SARS epidemic in 2003 and the COVID-19 in 2020 may be caused by human disregard for natural life and gluttony of wild animals (civets, bats). Therefore, primary and secondary school teachers should also guide parents to lose no time in educating their children about natural life, educating them to realize that human beings are fragile and insignificant in front of nature, to fear natural life, to understand the value of natural life, to uphold natural bioethics, to treat natural life kindly, and to be good teachers and friends of nature.

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