

How to Integrate the Concept of Deep Teaching into the Teaching of Values in Moral Education Course

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doi:10.56397/JARE.2024.05.03

Abstract

Moral education course plays a far-reaching leading role in cultivating students' moral emotions, moral judgment, and moral behaviors. However, in actual class teaching, teachers often pay too much attention to the diversification of the form of teaching activities and neglect the exploration of knowledge deeply, which may easily lead to undesirable results including students' shallow cognition, value orientation deviation, and so on. To solve this problem, this thesis will based on the concept of depth teaching and combined with the content of values, through clarifying the theoretical approach to integrate the concept of depth teaching into moral education and promoting the unity of the knowledge system and the value system, to realize the reconstruction of moral education curriculum.

Keywords: depth teaching, moral education curriculum, values

1. Introduction

The current school's moral education curriculum is facing the problem that how to improve the moral level of students. It is necessary to integrate and connect the moral education curriculum with the values content to solve this problem. However, the intervention of depth teaching can effectively combine subject knowledge with character cultivation and help students improve their moral cultivation. Sorting out the theoretical implications of depth teaching and values, clarifying their inner mechanism and basic features, and exploring the unique advantages of depth teaching and values in the moral education course teaching is not only the teaching basis for leading the realization of the value of moral education

course but also the first task and the basic prerequisite for deepening it.

2. The Theoretical Implication of Depth Teaching Combined with Values

Moral education course not only undertakes the important mission of moral cultivation but also shoulder the task of cultivating high-quality social citizens, which needs to lead students back to the origin of knowledge, with the help of teachers to touch the soul of the values and then make them to get the meaning of growth and life.

The basic premise of exploring the cultivation of values in-class teaching is to clarify the question of whether values are teachable. Regarding this issue, there are currently two views: one of which holds that values are not teachable

because they view values as the value orientation of the human spiritual world; the other holds that values are teachable, and scholars holding this view can be traced back to the ancient Greek philosophers on the question of whether or not virtues are teachable¹. Aristotle believed that morality is a skill that can be taught and behavioral norms can be learned through practice. In addition, Confucius, an ancient Chinese educator, focused his thoughts on the statement that “nature is similar to nature, but habits are far from each other”, so he believed that it is the acquired learning and moral upbringing that play a role.

By sorting out the above views, this paper holds the view that values can be taught. At the same time, it should be clarified and also be noted that the “teaching” of values should not be limited to the process of transferring and receiving knowledge, but cover the influence and cultivation of the classroom cultural environment, the teacher’s words and actions, and many other elements.

Secondly, the dialectical relationship between values teaching and depth teaching provides a sufficient theoretical guarantee for the realization of the meaning of values in moral education course. Based on the traditional utilitarian tendency of class teaching value orientation, teachers often take “symbolic representation” as the final presentation of learning results, habitually obscuring the logical thinking in the implicit values and the process of knowledge learning. Therefore, the significance of “depth teaching” is to explore the intrinsic value of subject knowledge, emphasize students’ thinking and emotional experience, and attach importance to the development of students’ moral character and appreciation of values. Through depth teaching to deal with knowledge issues and teaching activities that aim to promote students’ knowledge acquisition, moral development, and values formation and realize the transcendence of traditional knowledge teaching and value cultivation.

3. The Distinctive Characteristics of Depth Teaching Combined with Values

At present, one of the teaching objectives of moral education course is to cultivate students’ values, which aims to transcend the “teaching of

symbols”. However, it pays attention to promoting learning through “emotion”, “asking” and “thinking”, so as to construct the core of students’ healthy growth and complete the meaning construction of the moral education course.

3.1 Promote Learning with “Emotion” and Experience the Internalization of Value Conflicts

The challenge for moral education course to achieve the goal of “cultivating morality and nurturing citizens” lies in how to internalize the moral norms into conscious awareness of students; how to externalize conscious awareness into moral and rational conscious behavior; and how to reflect on the consequences of behavior and reach moral consciousness? However, abstract norms or general teaching can not transform virtues into students’ moral consciousness. Only by relying on the practice and realization brought about by situations with practical possibilities and moral significance can students internalize their moral consciousness and gradually accumulate it into behavioral habits.

The core of content creation is to reconstruct students’ connection with social life and the world through teaching materials. This reconstruction is not a superficial “return” to the world of life, but rather the context as a link, through the common exploration of the meaning of the text, physical learning activities, and reflective conceptual construction to realize the self-understanding².

Carefully created teaching situations can more effectively stimulate students’ motivation and curiosity, making them feel emotional resonance, and enhancing their understanding of values. The formation of human ideals and beliefs, moral upbringing, and moral character is a complex process that can be carried out through theoretical indoctrination or formed by the environment and atmosphere in which it is located and is the result of the combined effect of conscious and unconscious education. Classroom contexts can make the explicit material render a certain strength of the educational atmosphere so that the knowledge is filled with life things. These teaching contexts are rich in spiritual culture and value resources that students can draw on to nourish their

¹ Wei. W., & Xu. F. (2023). “Return” or “Beyond”: Another analysis of how the class has access to value teaching. *Modern Science and Technology*, (04), 118-124.

² Wu. G. (2018). On the development of situational education in China and its theoretical meaning. *Education research*, 39(07), 31-40.

spiritual world. Through long-term penetration and accumulation, the classroom context can help students build a healthy and positive emotional world and cultivate moral thinking ability and political literacy.

3.2 Promote Teaching with "Questions" and Guide the Change of Values

The concept of depth teaching emphasizes that teachers should accurately grasp the essence of the subject, teach students scientific learning methods, and pay attention to the development of their knowledge transfer ability. For example, the taxonomy framework of subject knowledge proposed by Songlin Li: the values embedded in problem-oriented knowledge transfer learning play a guiding role in students' thinking, behavior, and evaluation criteria. A series of questions form the main artery of teaching. Therefore, questions are not only the starting point of inquiry learning but also the main line and core of teaching activities. Skillful problem design are able to stimulate students' curiosity, desire, and creativity so that they can "go to the next level" in the process of problem-solving. According to Bloom's Taxonomy of Educational Objectives, teachers can create analytical questions, analytical questions, and decision-making questions in the classroom to increase the gradient of different learning contents.

The concept of deep teaching holds that the essence of the teaching process is the process of teacher-student interaction, which depends to a large extent on the guidance, encouragement, and support of the teacher. For this reason, in the moral education class, teachers should be based on teaching and applying subject knowledge, dig into the essence of the methods, ideas, and values therein, and then guide students to form a true feeling of the understanding and construction of knowledge in dialog and interaction to help them go beyond the simple symbolic perception of knowledge.

Freire criticized traditional education as a kind of "savings education". Because he believes that "there is no communication without dialogue, and there is no education without communication¹". Teachers in the knowledge society must have a deep understanding of the meaning and value of "dialogue". Teachers

should emphasize the basic components of dialogue, attitudes, and gestures of listening. Hence, they need to move away from authoritarianism and competitive education and seek teaching methods that emphasize the principles of participation, collaboration, and co-creation². At the same time, they are supposed to firmly believe in the potential and energy of each student, especially those who lack confidence, to explore their intentions and individuality, and create an atmosphere of respect for each other and the expectation of others.

Although students' knowledge reserves are growing rapidly, the concepts and principles they have mastered at this stage are not enough to support them in making correct value judgments and value choices. Therefore, the teacher's ability to engage in dialogue is particularly important when the student group is faced with moral-emotional dilemmas. By dialoguing with students, teachers may help them to clarify their thoughts, solve confusion, understand more deeply ideological positions and emotional orientations, and find ways to solve problems. Teacher-student dialogues should be a wonderful process of exchange of language and ideas and a collision of wisdom and inspiration. That not only stimulates students' perceptual systems and emotional circuits but also effectively increases their interest in learning and classroom participation. Through interaction with students, guidance, and discursive activities, teachers can realize the leadership and reshaping of students' ideology and value system, and reach a deep-level integration of thinking³, thus enhancing the relevance and affinity of teaching.

3.3 Promote Teaching with "Thinking" and Cultivate Value and Rationality Consciousness

Moral education course has the dual characteristics of unity of value and knowledge, not only paying attention to the cultivation of students' talents but also advocating establishing their scientific ideals and beliefs. To bring into play the nurturing function of moral education course, teachers need to process the logical framework and arrangement of subject

¹ Paul F. (2020). *Oppressed pedagogy*. East China University Press, 41.

² Zhong. Q. Q. (2020). *Decoding the education*. East China University Press, 120.

³ Wang. Y. N. (2021). Research on the teaching optimization of Ideological and political courses based on the perspective of emotional experience. *School Party Building and Ideological Education*, (22), 22-25.

knowledge finely and combine it with students' existing knowledge systems to engage in dialogues with them. This means that teachers should have excellent communication skills, which include two dimensions: the ability to output ideas and the ability to receive information. Moral education teachers should continue to study and research the subject, improving their theoretical literacy level and enhancing their ability to interpret theories and facts, so that they are able to explain and respond to students' doubts in a justified manner. In this process, it is not a one-way teaching and indoctrination by teachers to students, but a process of equal communication and emotional interaction between teachers and students. Therefore, teachers should be able to accurately capture and understand the verbal information and emotional intentions expressed by students, and communicate with them in a high-quality manner, to enhance the teaching effectiveness of moral education classes.

Moral education course is based on the class teaching field to carry out depth teaching of values, advocating students to consciously think and reflect on the phenomenon of values. In this process, teachers are supposed to guide students to make judgments and choices about existing value issues, and then form beliefs and identities about values.

Drawing inspiration from life to promote the development of values teaching in the direction of deep thinking. Teachers should understand the gap between students' real lives and the knowledge of the textbook in teaching, gradually break down life problems in a hierarchical and gradient way, and guide them to construct values in line with the mainstream ideology in a subtle way. Secondly, through in-depth contextual experience, the innovative thinking and rational judgment of students are stimulated. Teachers should guide students to explore, reflect, and ask questions in real situations. In the context of creating situations, students are guided to make value judgments in thinking, in order to cultivate the innovative ability and dialectical thinking of solving problems. Finally, by expanding the depth of students' thinking, they are inspired to think rationally about the values of the things around them and guided to take values as a guide to their practical activities.

All in all, the value of the concept of depth teaching is to solve the problem of

"value-lacking" brought about by shallow teaching in the class. In the school moral education course, the concept of depth teaching can, to a certain extent, help students understand the connotation and meaning of values more deeply and pay attention to their spiritual world and life growth.

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