Coupling Study on the Problem Chain Teaching Mode and Moral Education Construction in Primary and Secondary Schools

PENG Hong-mei
Nanchang Normal University, Xinyu, Jiangxi, China

The construction of moral education in primary and secondary schools is facing many dilemmas, such as formalism, passivity, task-type, Tacitus trap and new media interaction. There is a high degree of coupling between the progressive, stepped and interlocking supply of Problem Chain mode and the demand of moral education construction in primary and secondary schools. Problem Chain mode is helpful to solve the problems of teaching content, teaching effects and educational object in moral education construction in primary and secondary schools.

Keywords: problem chain, moral education, dilemmas, coupling

Moral education in primary and secondary schools is an essential part of the growing process of teenagers, which involves whether teenagers can establish a correct outlook on life, world view and values, and it is a very important lesson for their growth and development. The effect of moral education in primary and secondary schools is derived from the application of moral education, which is a vital manifestation of school image and quality education. At present, there are difficulties in the construction of moral education in primary and secondary schools. The problem chain, gradient and systematicness of the Problem Chain mode have a great coupling with the construction of moral education in primary and secondary schools, which creates remarkable advantages in its construction.

I. Analysis of the Dilemma of Moral Education Construction in Primary and Secondary Schools

1.1 Formalism Dilemma

Formalism refers to a way of thinking and work style that centers only on the appearance of things and scratches the surface without exploring their essence. It is a situation where people do things according to dogma and executives repeat what the book says. The essence of Formalism lies in the prevalence of subjectivism and utilitarianism in moral education in primary and secondary schools. The main reflections of it are, in the process of teaching, the excavation of teaching content is not deep enough, the understanding of the object of education is not comprehensive enough, and the attention to the teaching effect is not sufficient enough. Some school leaders...
and teachers, due to their own laziness or cognitive deviation, disdain or bungle the school moral education work, resulting in negligence or deviate attention, so that the moral education works closely around the surface, trapped in the vigorous form work thoroughly. After all these, what teachers and students get is confusion and numb, rather than good teaching effects, causing the teachers and students to have a strong resistance to the work of school moral education.

1.2 The Passivity Dilemma

In regard to moral education in primary and secondary schools, teachers are the instructors, while students are the instructed. Teachers are leaders and guides for students, while the real subject should be students. However, the present state of moral education in primary and secondary schools is that the teachers are acting like feeding students and therefore the students, in a way, become receivers. It turns out that what student receive depends on what teachers feed. Students’ subjectivity is not reflected and played as it should be, and their subjective initiative is restrained. They just blindly follow the teacher’s baton, leading to low enthusiasm and participation of students, which has an obvious negative impact on the moral education.

1.3 Task-Like Dilemma

With the continuous improvement of the teaching evaluation system in primary and secondary schools, students’ moral education has been paid more and more attention, but there is still much to be improved, such as the more prominent task-based phenomenon. The Education Bureau laid out one after another moral education task to each school, and then the school assigns these tasks to teachers to carry out. After that, the teachers takes the class as a unit to deliver the spirit of moral education task to each student. This task-type and split mode has laid numerous looming dangers for moral education in primary and secondary schools: Firstly, schools and teachers are tired of completing tasks and dealing with various inspections, while students are busy with passive acceptance. Schools, teachers and students are all busily involved in these tasks without exception, and this kind of busyness is rather deceitful, confusing and numbing. Secondly, the moral education is divided into one and another small tasks, the split type of teaching mode lead to a situation that the school and the teachers didn’t have more energy to have a better understanding of the needs of students, nor to study well and make a more compatible moral education system, let alone to implement and carry out the teaching mode that let the students happy. Thus, the persistent of the moral education work is greatly weakened, the effectiveness of education will also be discounted; Thirdly, the students’ demands are not satisfied, the heartfelt wishes of students cannot be listened, so the moral education work in primary and secondary schools is not suitable for the psychological needs of students, because they cannot meet the students’ expectations and psychological needs, hence the moral education work can’t attract students’ interests. Once the students are not interested, the education effect will be greatly influenced; Fourthly, under the task type of teaching mode, for each teacher in classes, the teaching content of moral education is already been scheduled, which causing, on the one hand, teachers’ innovation can not cast and teachers’ enthusiasm and initiative is restrained; on the other hand, the result of teaching is various, for the difference on teacher’s own knowledge, teaching ability and professional quality will be greatly enhanced.

1.4 Tacitus Trap Dilemma

Tacitus Trap originates from Tacitus History, which describes the phenomenon that “when the monarch is not favored by the people, no matter whether the monarch’s behavior is good or bad, he will be repelled, rejected
and hated by the people”. However, its essence is a crisis of trust. Tacitus Trap can also be applied to describing the lack of trust in moral education in primary and secondary schools. Teachers are the guides and mentor for students and play an important role in their life and development. Education of schools and teachers for students is of absolute authority. However, once the authority had been trampled or even broken, students will question, reject or even disapprove teachers’ works. Hovering at the edge of Tacitus Trap will impose great trust crisis on schools and teachers, and the effects of school moral education work will also be undermined, which will be one of thorny problems for primary and secondary school moral education construction.

1.5 New Media Interaction Dilemma

“New media” is a historical, relative and flowing concept with different meanings in different historical and cultural contexts. Since the beginning of this century, the development of new media has been overwhelming, and the influence of new media on moral education in primary and secondary schools is deepening day by day. On one hand, new media have brought convenience and opportunities of various kinds for moral education construction in primary and second schools. Schools and teachers can make full use of various carriers of new media to increase the interaction and communication with students to enhance the understanding of students and to shorten the distance between them. They can also make a breakthrough in the limitations of time, space and ways in traditional moral education teaching mode. The use of new media will help further improve students’ learning interest and participation, thus enhancing the effectiveness of teachers’ moral education. On the other hand, new media bring great challenges to moral education in primary and secondary schools: first, the development and application of new media will have impact on the authority of schools and teachers in the process of moral education, because under the background of the new media era, students love many APPs, like WeChat, Microblog, Wechat, Facebook, YUTO. All kinds of live sites and community BBS carriers are not only the carrier of moral education, they are also an effective channel for students to gain lots of information. Moreover, students in the new media can not only receive education from their teachers, but also different kinds of information and voices, which poses a great challenge to the moral education of schools and teachers and weakens the authority of education of schools and teachers. Second, the development and application of new media will have a profound impact on the timeliness of moral education in primary and secondary schools. Because the speed of sending each client information is the same for each network. The receiving the time and speed of the network information for schools, teachers and students are synchronous, which means real and effective information and false rumors are also received simultaneously. As a result, cumulative “gossips” will influence the students’ mind. If the school can’t guide and educate them in time, the school will be facing a crisis of trust. However, there will be some time difference between the development of moral education and the receiving of information, which will affect the timeliness and effectiveness of moral education. Third, with the continuous development of new media, the teaching methods favored by students are also changing, which will bring great impact to the traditional moral education teaching mode, and will also put forward new requirements for the teaching mode, content, methods and personal qualities of teachers in the moral education work of schools. If we cannot make good use of the convenience and advantages brought by new media, and overcome the various impacts and challenges brought by new media, the dilemma of new media interaction will be one of the most difficult challenges concerning the construction of moral education in primary and secondary schools.
II. The Coupling Between the Teaching Mode of Problem Chain and the Construction of Moral Education in Middle Schools

(1) Problem Chain Teaching Mode and Its Characteristics

Barbara and Johnson (1992) believe that Problem Chain is a series of questions used to discuss narrative and expository texts, which can promote students’ learning, developing and application of text-based concepts. The Problem Chain can be divided into leading-in Problem Chain, difference Problem Chain, diagnosis Problem Chain and inquiry-based Problem Chain. Different Problem Chains aim at different problems and achieve different effects. In the moral education in primary and secondary schools, the teaching model of leading-in Problem Chain can help teachers elicit the topic, attract students’ interest and inspire students’ thinking. The teaching mode of difference Problem Chain contributes to analyzing the various psychological demands of students and help teachers understand and collect the differences among individual students. The teaching mode of diagnostic Problem Chain is used to analyze the teaching effects of each stage and make specific analysis of specific problems. Based on the preliminary preparation, the inquiry-based teaching model deeply analyzes the problems and further formulates and implements targeted strategies.

(2) The Coupling between Problem Chain Teaching Mode and Moral Education Construction in Primary and Secondary Schools

2.1 The Model of Problem Chain Provides Stepped Educational Content for the Construction of Moral Education in Primary and Secondary Schools

Moral education can be interpreted in a broad sense or a narrow one. The moral education referred to, in this paper, adopts the narrow sense of moral education, the school moral education, which means particularly that educators exert ideological, political and moral influence on students in a purposeful, planned and systematic way according to certain social or class requirements. The teaching mode of Problem Chain provides technical supports for the purposeful, planned and systematic development of moral education, which enables the teaching content to be promoted step by step in a planned, systematic and sustainable way while taking the “theme” as the unit. The interlocking of Problem Chain teaching mode guarantees the stepped characteristics of teaching content.

2.2 The Problem Chain Mode Guarantees the Progressive Teaching Effect for the Construction of Moral Education in Middle Schools

The teaching model of Problem Chain is characterized by progressive Problem Chain, which is introduced step by step through one problem after another, and then analyze and formulate the next plan and strategy on the basis of the above layer, so as to achieve targeted implementation. In the process of developing the Problem Chain teaching mode, on the one hand, it guarantees that the teachers make a planned, purposeful and systematic preparation before teaching; on the other hand, it ensures that teachers can seek truth from facts in the teaching process, understand the specific situation of students, and make certain adjustments according to the specific situation to guarantee the teaching effects. At the same time, it can also ensure that teachers can make a comprehensive and objective summary according to the feedback of students after teaching, and effectively carry out follow-up and promotion work in the later period to further guarantee the teaching effects.
2.3 The Problem Chain Model Has Stabilized the Audience Foundation for the Construction of Moral Education in Middle Schools

Moral education is to make the teaching content be truly accepted by the students, and then to realize the identification. After it has been completely absorbed, it can be transformed into belief and action. However, in order to achieve this teaching effect, it is necessary to understand students, get close to students, pay attention to what students are concerned about, and carry out the teaching in ways that students are pleased to accept. The teaching mode of Problem Chain builds a bridge of communication among teachers, teaching contents and teaching objects with questions more and more complex, so that teachers can better understand students and carry out moral education in a better way. At the same time, it can also let students better keep up with the pace of teachers, and then master and understand the corresponding teaching content. The model of Problem Chain teaching is helpful for teachers to carry out moral education work from and for the students, so as to gain students’ appreciation and affection, hence further stabilizing the audience base of moral education work.

Conclusion

The above all let us see the status and role of the problem chain teaching mode in the construction of Ideological and political education in primary and secondary schools, and also lead us to further examination and research: To explore its practical path under the high coupling.

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